



**ROBERT F. WAGNER JR. SECONDARY SCHOOL
FOR ARTS & TECHNOLOGY**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 24Q560
ADDRESS: 47-07 30TH PLACE, LONG ISLAND CITY, NY 11101
TELEPHONE: 718-472-5671
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SECTION I: SCHOOL INFORMATION PAGE

Robert F. Wagner Jr. Secondary School
for Arts & Technology

SCHOOL NUMBER: Q560 **SCHOOL NAME:** _____

DISTRICT: 24 **SSO NAME/NETWORK #:** Children First Network 1

SCHOOL ADDRESS: 47-07 30th Place Long Island City, NY 11101

SCHOOL TELEPHONE: 718-472-5671 **FAX:** 718-472-9117

SCHOOL CONTACT PERSON: Bruce Noble **EMAIL ADDRESS:** b noble@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Bruce Noble

PRINCIPAL Bruce Noble

UFT CHAPTER LEADER Shirley Hopkins

**PARENTS' ASSOCIATION
PRESIDENT** Patricia Pimentel

STUDENT REPRESENTATIVE
(Required for high schools) Kacey Livingston and Estefania Herrera

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Bonnie LaBoy

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLTs; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Bruce Noble	*Principal or Designee	
Shirley Hopkins	*UFT Chapter Chairperson or Designee	
Patricia Pimentel	*PA/PTA President or Designated Co-President	
Lee Pang	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Melanie Nelson	DC 37 Representative	
Kacey Livingston	Student Representative	
Dilshad Virani	Parent	
Peggy-Ann Jayne	Assistant Principal	
Estefania Herrera	Student	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

In September 2008, Wagner begins its sixteenth year as a New York City school. Our students may enroll at Wagner in the seventh or the ninth grade. We select our seventh grade students by application and interview. They continue in the 8th grade and may elect to stay with us through high school graduation. To enter in the ninth grade, students need to apply and be selected by the Department of Education's system of high school enrollment. Students from western Queens (districts 24 and 30) have priority for admission. The student population reflects the ethnic and national mix of Western Queens.

Since 2006-2007, Wagner has collaborated with The New York City Writing Project so that we can become a writing intensive school. Since 2007, a core group of teachers is dedicated to working only with ninth grade students. They have designed a new course called seminar to assist students in making a smooth transition to the academic expectations of our high school. In September 2008, the tenth grade faculty began to work intensively with our second year students. The advisors for all students, in grades 7-12, meet regularly to share information and make interventions for their students.

Enrichment programs include several interdisciplinary College Now courses that students may begin taking in their sophomore year. If successful, they can enroll at LaGuardia Community College and earn both high school and college credits. We also have theatre classes in the middle school and high school, instrumental music in the middle school and digital arts in the high school. All students are required to take a course in decision-making and an unpaid internship to prepare them for life after high school.

After meeting minimum course requirements for graduation, students have opportunities to take electives in English, social studies, mathematics, science, foreign language, physical education and the arts. Students are encouraged to become well prepared academically for their further education, which must continue after graduation from high school.

Wagner has a variety of clubs and student activities. Combining our forces with International High School and Middle College High School, the Panthers field teams in twelve interscholastic sports. Each spring, we select students to attend a national conference sponsored by the Middle College National Consortium. Every year has a different theme and meets in a new city.

One important strength of Wagner is the feeling of community that comes from being a small school where all students are known well. Students have easy access to their advisory teacher, guidance counselor, administrators and subject area teachers.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Robert F. Wagner, Jr. Secondary School for Arts and Technology						
District:	24	DBN:	24Q560	School BEDS Code:	342400011560		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08*
Pre-K	0	0	0		81.6	97.4 / 83.9	96.9/84.5
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 2	0	0	0		94.1	95.0	96.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 5	0	0	0		54.2	57.5	58.3
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	38	50	50	(As of June 30)	2005-06	2006-07	2007-08
Grade 8	45	47	47		0	0	0
Grade 9	158	136	161	Recent Immigrants - Total Number:			
Grade 10	131	130	119	(As of October 31)	2005-06	2006-07	2007-08
Grade 11	77	92	112		5	5	5
Grade 12	54	40	42	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Total	503	495	531				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	0	0	1	Principal Suspensions	24	23	12
# in Collaborative Team Teaching (CTT) Classes	7	24	36	Superintendent Suspensions	6	1	1
Number all others	35	27	33	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	13	16	19	Number of Teachers	31	29	34

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:	IGS		
Math:	IGS			Math:	IGS		
Science:	IGS			Graduation Rate:	IGS		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√	√	√	√
Ethnicity							
American Indian or Alaska Native		-	-	-	-	-	
Black or African American		-	-	-	-	-	
Hispanic or Latino		√	√	-	√	√	
Asian or Native Hawaiian/Other Pacific Islander		-	-	-	-	-	
White		-	-	-	-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient		-	-	-	-	-	
Economically Disadvantaged		√	√	√	√	√	
Student groups making AYP in each subject		3	3	2	3	3	1
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	A/B			Overall Evaluation:	√		
Overall Score:	70.3/51.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	8.9/8.8			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	19.5/8.4			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	41.9/29.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0.0/5.0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For 2006-07 & 2007-08, the PAR Attendance Rate is listed for District 75 schools; and the Progress Report Attendance Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Robert F. Wagner, Jr. Secondary School for Arts and Technology								
District:		24	DBN:		24Q560	School BEDS Code:		342400011560		
DEMOGRAPHICS										
Grades Served:		Pre-K	3	7	√	11	√			
		K	4	8	√	12	√			
		1	5	9	√	Ungraded				
		2	6	10	√					
Enrollment				Attendance - % of days students attended:						
<i>(As of October 31)</i>				<i>(As of June 30)</i>						
	2005-06	2006-07	2007-08	2005-06	2006-07*	2007-08*				
Pre-K	0	0	0	81.6	97.4 / 83.9		96.9/84.5			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>						
Grade 3	0	0	0	2005-06	2006-07	2007-08				
Grade 4	0	0	0	94.1	95.0	96.2				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>						
Grade 7	38	50	50	2005-06	2006-07	2007-08				
Grade 8	45	47	47	54.2	57.5	58.3				
Grade 9	158	136	161	Students in Temporary Housing - Total Number:						
Grade 10	131	130	119	<i>(As of June 30)</i>						
Grade 11	77	92	112	2005-06	2006-07	2007-08				
Grade 12	54	40	42	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:						
Total	503	495	531	<i>(As of October 31)</i>						
				2005-06	2006-07	2007-08				
				5	5	5				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>				<i>(As of June 30)</i>						
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08				
# in Self-Contained Classes	0	0	1	Principal Suspensions	24	23	12			
# in Collaborative Team Teaching (CTT) Classes	7	24	36	Superintendent Suspensions	6	1	1			
Number all others	35	27	33							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>						
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08				
CTE Program Participants	0	0	0							
Early College HS Program Participants	0	0	0							
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>						
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08				
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	13	16	19	Number of Teachers	31	29	34			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	6	6	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	N/A	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	31	16	28	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.7	69.0	67.6
				% more than 5 years teaching anywhere	51.6	44.8	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		81.0	79.0	76.0
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.0	83.8	79.7
Black or African American	17.3	14.6	10.4				
Hispanic or Latino	53.5	56.4	59.3				
Asian or Native Hawaiian/Other Pacific Isl.	11.3	14.3	16.2				
White	17.3	14.1	13.6				
Male	44.1	44.2	44.6				
Female	55.9	55.8	55.4				
2008-09 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Performance Trends:

1. *Graduation rate.* The four and six year graduation rate remained steady from 2005 to 2007 and fell slightly in 2008.
2. *Graduation projection.* In our fourth year cohort, we have 53 students on track to graduate and 39 not on track but close to graduating. The rest of the cohort is not close to graduating this year.
3. *Credits.* The number of students earning 10 or more credits in 9th grade rose 20% from 2007 to 2008. The second and third year students also improved, by margins of 2.5% and 5.5%. First, second and third year students entering in the lowest third (based on 8th grade test scores) have course passing rates about 15 percentage points lower than that of each the first three cohorts taken as a whole.
4. *Standardized middle school tests.* The scores in ELA increased markedly from 2007 to 2008, placing Wagner in the top 10% of all middle schools in the city. The middle school math scores saw us performing 25% below our peer horizon schools on the metric of score improvement year over year
5. *Regents examinations.* Our weighted Regents passing rate in English, mathematics and United States History and Government improved significantly between 2007 and 2008. Global History performance remained the lowest and improved marginally. Only 50% of students who took the Living Environment exam scored 65 or higher.
6. Only 29% of the graduates in 2007 and 2008 passed all five Regents examinations with scores of 65. That trend, if it continues, will result in a rapid decline of graduation rates.
7. *Attendance.* Attendance improved slightly between 2007 and 2008. At the end of 2008, for the high school it was 83.9% with LTAs. That number puts Wagner in the 25th percentile relative to schools in our peer horizon
8. *Credit Recovery.* We have enrolled over 100 students in spring 2008, summer 2008 and fall 2008 credit recovery programs.

Recent Accomplishments:

1. Internal progress as measured by three School Quality Reviews. The school went from underdeveloped in 2006 to proficient in 2007 to proficient in 2008 with two out of five categories well developed.
2. In 2007, we instituted a seminar program that met three periods per week for all incoming freshman students. Seminar strengthened overall study skills, time on task in class, homework completion, attendance at tutoring and course passing rate.
3. Ninth grade teachers were given common planning time. They met frequently to discuss and implement interventions with at-risk students. Teachers also coordinated their curricula around

the question of what it means to understand in each discipline. Teachers planned and conducted academically based trips throughout they year, which further built a sense of community in the cohort. The course passing rate in 9th grade classes increased from a range of 76%-80% in 2006-2007 to a range of 81% to 89% in 2007-2008.

4. The number of students in each 10th and 11th grade advisory group was reduced. Advisory teachers took responsibility for monitoring the academic and behavioral progress of their advisees. Advisors shared information about students frequently and made intensive efforts to keep all students on track in their classes. Advisors also increased parental contact.
5. The middle school English teacher developed a program to strengthen students' preparation for the New York State ELA exam. With the assistance of our coach from The New York City Writing Project, students created their own tests. The result was a dramatic increase in the number of students who gained one year or more on test scores. This progress enabled the middle school to earn an A on its progress report.
6. Several faculty members built in grading mechanisms that rewarded students' efforts to improve over time. In other words, the grading schemes were modulated according to each student's point of entry.
7. In January 2008, 86% of juniors who took the English Regents exam scored over 65, which was an increase of 20 percentage points over the previous January.
8. We continued our collaboration with The New York City Writing Project. In 2007-2008, twenty-three faculty members interacted in some significant way with our writing coach.
9. With few exceptions, students in grades 7 and 8 achieved scores of 3 or 4 on their most recent state examinations in English Language Arts and Mathematics

Significant aids to the school's continuous improvement

1. Teachers employ a wide variety of formative assessments in order to tailor curriculum and instruction to the needs and interests of their students.
2. A large number of staff members have continued their work with the consultant from The New York City Writing Project.
3. The programming committee meets throughout the year to develop a school-wide program well suited for enrolling students in the courses that they need.
4. We now have students enrolled in nine extended classes this term – seven for students to make up credit, one that is both makeup and new credit, and one that is an advanced science course.
5. Four core subject teachers have formed a group that focuses on 10th grade students.
6. Teachers are meeting regularly to focus on students in the following grade configurations: 7-8, 9, and 10-12
7. A strict lateness policy that is being enforced throughout the school has helped to reduce the lateness to all classes.
8. Teachers are meeting to mandate tutoring in one or more subjects for many students. Student attendance at tutoring sessions has increased markedly compared to the previous year.
9. We continue to retain a very high number of our teachers, resulting in continuity for the students and staff.
10. We offer during the day three remedial mathematics classes.

Significant barriers to the school's continuous improvement

1. The size of the entering classes in 2007 and 2008 was above 120, resulting in large class sizes that make individualized attention harder to accomplish during class sessions.
2. A significant number of students who did not attend Wagner in middle school enter ninth grade with limited math skills and understandings. We place all students into integrated algebra, irrespective of their incoming competencies. This combination of factors makes it difficult for ninth grade algebra teachers to

keep pace with the curriculum from the State. This is one factor in their performance on the integrated algebra exam, with forty-nine students out of 119 who sat for the test scoring below 65.

3. Overall attendance, including long-term absentees, was below 85% two years in a row.
4. Many students do not have literacy skills matched to the reading levels of standard high school texts. We do however provide texts at lower reading levels.
5. Students who were ineligible, failed or were absent from the Living Environment Regents exam do not currently have an opportunity in extended day classes to qualify and prepare for exams in January.
6. Students who re-take social studies Regents exams infrequently improve their scores the second time, in spite of their exposure to recovery or summer classes.

SECTION V: ANNUAL SCHOOL GOALS AND SECTION VI: ACTION PLANS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goals for 2008-2009 CEP

Goal #1: Develop and implement a system whereby 50% of our advisors work closely with students in their second, third or fourth year that are at-risk of not graduating in four years. The rationale for this goal is that advisors have sufficient time to understand students' needs and work with them and their teachers to monitor and guide improvement strategies. We expect that students who develop manageable improvement plans in conjunction with their advisors will increase their chances of meeting their goals.

The work will take place between November 2008 and June 2009. The measures of success are: (1) a written report in June from each advisor delineating the quantifiable progress each of the students has made. Since goals will vary by student, the measures of progress will also vary; (2) the submission of these reports by 50% of our advisors in grades 10 – 12.

Goal #2: Develop and implement a system for improving daily attendance in grades 9 – 12 by one full percentage point, compared to 2007-2008. The measure will take place at the end of June 2009. Attendance is a factor closely aligned to academic success. In addition, our attendance rate is below the citywide average, so there is room for improvement.

Goal #3. Create and implement a system of multi-disciplinary eighth grade portfolio exit projects. By the end of June, 80% of our grade 8 students will have researched, written and presented a history paper that links to other grade 8 academic subjects. One rationale for this goal is that it provides students an opportunity to integrate aspects of their academic growth over two years. In addition, the exit project prepares them for the kind of research they will be doing in high school.

Goal #4. Increase the percentage of second year students who stay on track to graduate in four years. By the end of August, 2009, the percentage of Cohort 2011 students who earn 10 or more credits this year will increase to 72%, 4 percentage points higher than the performance of the previous year's cohort. The rationale is that if more students maintain steady progress in their credit accumulation, they are more likely to graduate in four years.

Goal #5.

Increase the percentage of students in Cohort 2009 who graduate in four years with a Regents diploma, compared to the Cohort of 2008. The cohort of 2009 has 76 students on register. Our goal is a 46% Regents Diploma graduation rate in June for the Cohort of 2009. The Cohort of 2008 had a 34% Regents Diploma 4-year graduation rate. The rationale is that we need to boost our rate of Regents diplomas, which is below the average achieved by our peer horizon schools.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Advisory

<p>Annual Goal Number One Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop and implement a system whereby 50% of our advisors work closely with students in their second, third or fourth year that are at-risk of not graduating in four years, and first-year students who are at-risk of not achieving 10+ credits in their first year in high school. The rationale for this goal is that advisors have sufficient time to understand students’ needs and work with them and their teachers to monitor and guide improvement strategies. We expect that students who develop manageable improvement plans in conjunction with their advisors will increase their chances of meeting their goals.</p> <p>The work will take place between November 2008 and June 2009. The measures of success are: (1) a written report in June from each advisor delineating the quantifiable progress each of the students has made. Since goals will vary by student, the measures of progress will also vary; (2) the submission of these reports by 50% of our advisors in grades 9 – 12.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The target population is students identified above in goal #1</p> <ul style="list-style-type: none"> • The responsible staff members are those students’ advisors, the program chair, the principal and the assistant principal • The program chair in early November distributes to advisors data on credit and exam needs for second, third and fourth year students • The ninth grade teachers identify in early December any student who is failing one or more core academic subjects • The principal designs and distributes a template for advisors to use when beginning work with their selected advisees • Advisors will choose between two and six of their advisees to work with • Advisors and the selected advisees will agree on two or three targets for improvement in performance during the current school year

	<ul style="list-style-type: none"> • Advisors will meet with these students during independent work periods in advisory • Advisors will also meet each targeted student's current teachers, individually and in group sessions, to gather current qualitative and quantitative data about that student • Advisors will regularly update the student's progress towards meeting his or her goals • The plan is introduced and discussed at grade team meetings for ninth, tenth and eleventh grades in November and at a staff meeting in November • Advisors choose students in December and begin to track performance
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds are spent to compensate members of the programming, attendance and advisory committees • Advisors are scheduled for common meeting time during the school week • Advisors have chosen working with advisories as their Circular 6 assignment for the school year • The weekly schedule has been structured so that advisory groups meet once a week in grades ten, eleven and twelve and three times a week in grade nine • Ninth grade advisors are compensated for the Seminar class, which meets two periods weekly in addition to the one advisory period • The number of advisories for tenth and eleventh grades is increased, to reduce the number of students each advisor is responsible for
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By December 12, advisors identify between two and six advisees to work with • By January 14, advisors and each targeted student agree in writing to two or three performance improvement targets that are achievable by June, 2009 • By January 16, advisors submit copies of each student's performance targets to their supervisor • Monthly: advisors meet with each targeted student • By April 22: Advisors and advisees assess progress made towards achieving each goal • By June 24, advisors write and submit results of their students' progress to their supervisor

Subject/Area (where relevant): Attendance

<p>Annual Goal Number 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Develop and implement a system for improving daily attendance in grades 9 – 12 by one full percentage point, compared to 2007-2008. The measure will take place at the end of June 2009. Attendance is a factor closely aligned to academic success. In addition, our attendance rate is below the citywide average, so there is room for improvement.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Close Long Term Absentee cases as they arise, through the efforts of our attendance committee and home visits by an attendance teacher • Attendance personnel and the principal work with teachers to improve the accuracy of daily attendance reports • Attendance personnel provide cutting reports daily to advisors • Computer software specialist sends phone messages to the homes of absent students each day • Paraprofessional collects data on lateness to school and lateness returning from lunch and sends reports both to parents and to the attendance committee • Teachers in each grade enforce five-day lunch detention as a consequence of a student’s excessive tardiness • Attendance personnel notify advisors which advisees have attendance below 80% for the year • Advisors make parent contact, speak with the advisee and monitor these students’ attendance on a weekly basis, using reports from the attendance office
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding and Title I monies are used for the salaries and hours of attendance personnel • We will hire an additional person in the attendance office. • Advisors have opted to work 4 hours per week as their Circular 6 assignment to monitor attendance data and work with parents, students and attendance office personnel.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1) The number of new 407 reports declines every month 2) Weekly updates from the network show weekly and year-to-date attendance rates, with and without LTAs, and in comparison to similar time frames in 2007-2008 3) The assistant principal or principal gets reports from attendance committee on cutting and lateness, to gauge improvement in each area

	<p>We use attendance figures provided by our Network Attendance Liaison to track weekly attendance and compare this year's and last year's numbers. We project regular gains of 0.2% (month over month) until we reach a 1.0% increase.</p>
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Middle School Exit Project

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3. Create and implement a system of multi-disciplinary eighth grade portfolio exit projects. By the end of June, 80% of our grade 8 students will have researched, written and presented a history paper that links to other grade 8 academic subjects. One rationale for this goal is that it provides students an opportunity to integrate aspects of heir academic growth over two years. In addition, the exit project prepares them for the kind of research they will be doing in high school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Eighth grade teachers (English, mathematics, science, social studies, art, music, and theatre) meet to share ideas about student projects that have the capacity to integrate skills and understandings developed in the seventh and eighth grade. January 2009 • One or more teachers assumes responsibility for managing the students’ projects. February 2009 • Students meet deadlines and complete their projects in sequence. March – June 2009 • Students who are falling behind receive extra attention in class and at after-school tutoring. March – June 2009. • Teachers recognize and reward students for completion of their work June 2009. • Teachers decide whether to make the completion and presentation of the projects part of the eighth grade moving-up ceremony. June 2009
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate funds for middle school teachers to have small classes (23-24 students) so they can dedicate their support to a manageable number of students and their projects • Schedule classes so that the teachers have common meeting time to exchange ideas and update one another on students’ progress
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students choose a topic and have it approved by supervising teacher by March 21 • Supervising teacher regularly monitors and supports students as they research and write and prepare to present • The instrument of measure is each individual paper and presentation. • The projected gain is the accomplishment by 80% of the students of an acceptable research paper.

Subject/Area (where relevant): Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal. Increase the percentage of second year students who stay on track to graduate in four years. By the end of August, 2009, the percentage of Cohort 2011 students who earn 10 or more credits this year will increase to 72%, 4 percentage points higher than the performance of the previous year’s cohort. The rationale is that if more students maintain steady progress in their credit accumulation, they are more likely to graduate in four years.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Using updated data from first term report cards, the program chair will identify the credit status of each student in the cohort and distribute reports to sophomore advisors • On the Chancellor’s Conference Day in February, the faculty will reach a consensus on actions classroom teachers can take to hold every student accountable for maintaining levels of performance • Establish a study lab for sophomores, one period a week, to reinforce work habits and build content skills • Seven teachers of the sophomore group meet three times a month to evaluate their strategies, how their students are doing, and revise practices where appropriate • Teachers and administration analyze course passing rates and individual student performance at six and twelve weeks • Teachers continue extended day courses for students who have fallen behind in credit accumulation • Students are registered for summer school and given more opportunities to recover credits

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I and CFE funds are used to support extended day and summer school programs • Teachers' schedules are aligned to allow for common meeting time. • 3. Prep period coverage pay for three teachers to supervise four sections of sophomore study lab.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data from ARIS, HSST, and our internal sources will be used to identify status of each student in the cohort • HSST will be used to show progress report grades, attendance data and teacher comments at 6 and 12 weeks into the term. • Teachers continually update student performance data into their electronic grade grading programs and present them regularly to their students. • At the end of June and the end of August, use HSST and ARIS to show credits earned by each student • At least 72% of the cohort will earn 10 or more credits

Subject/Area (where relevant): Regents Diplomas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the percentage of students in Cohort 2009 who graduate in four years with a Regents diploma, compared to the Cohort of 2008. The cohort of 2009 has 76 students on register. Our goal is a 46% Regents Diploma graduation rate in June for the Cohort of 2009. The Cohort of 2008 had a 34% Regents Diploma 4-year graduation rate. The rationale is that we need to boost our rate of Regents diplomas, which is below the average achieved by our peer horizon schools.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • When observing and meeting with teachers, supervisors look for alignment among the tested Regents curriculum, the taught curriculum and modes of assessment. • Students who did not score 65 on the first administration of the Regents have opportunities for Regents preparation classes before the next test administration • Teachers use item analysis throughout the school year to understand patterns of strength and weakness among their students • Teachers modify instruction on the basis of their analyses • Teachers adjust their pacing of content to allow several weeks for Regents preparation before the administration of each exam
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funds from Title I, Contract for Excellence and summer school allocations are made available for extended day and summer classes. The staff is recruited internally.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Regents exam scores in June 2008, January 2009 and June 2009 2. ARIS reports on progress towards meeting graduation requirements 3. Projected gain at the end of June is an increase to 46% of students graduating with a Regents diploma

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	11	15	17	16				
10	22	30	43	52				
11	15	11	20	30				
12	2	4	3	3				

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We offer a summer school program for credit recovery. In addition, we run credit recovery classes during the fall and spring terms after school. All English teachers provide tutoring and mandate some students to attend. We have three literacy/recovery classes during the school day for students behind in credits or needing Regents prep.
Mathematics:	We offer a summer school program for credit recovery. In addition, we have credit recovery math classes after school in the fall and spring semesters. We place 2nd and 3rd year students in remedial classes according to their academic levels. All mathematics teachers provide tutoring and mandate some students to attend.
Science:	We offer a summer school program for credit recovery. In addition, we have credit recovery science classes after school during the regular school year. All science teachers provide tutoring and mandate some students to attend. We offer a recovery class in living environment during the day.
Social Studies:	We offer a summer school program for credit recovery. In addition, we have credit recovery classes for high school students during the school year. All social studies teachers offer tutoring, both mandated and voluntary.
At-risk Services Provided by the Guidance Counselor:	Two full-time and two part-time counselors serve students who are at-risk academically, socially or emotionally. Services are usually one-to-one, although small groups meet when students are mandated for that setting.
At-risk Services Provided by the School Psychologist:	The psychologist comes to school only for initial and triennial evaluations.
At-risk Services Provided by the Social Worker:	The social worker comes to school only for initial and triennial evaluations.
At-risk Health-related Services:	Our counselors provide services on a case-by case basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.

Narrative Explanation of Robert F. Wagner's Language Allocation Policy 2007-2008.

Robert F. Wagner Secondary School of Art and Technology is an Empowerment School. Our Language Allocation Policy Team is composed of:

Bruce Noble – Principal; Peggy Ann Jayne – Assistant Principal
Norma Sax – ESL; Linda Langford – Parent Coordinator
Shirley Hopkins – Math teacher/ UFT Rep. Oscar Sarasky – Teacher
Luis Fayad – Guidance Counselor; Brian Carey – Teacher; Steve Gershman- Teacher

II. Teacher Qualification: Norma Sax, our E.L.L. instructor, is New York State Certified in E.S.L., Reading, and School Supervision and Administration. She has a Masters from the University of Michigan in Teaching English as a Foreign Language.

III. English Language Learner Demographics and Description of Program: Robert F. Wagner offers English as a Second Language Push-In and contained class program to a small population of 18 students, or 3.5% of our 508 students.

Level	7 th	8 th	9 th	10 th	11 th	12 th
Beginner			1			
Intermediate			(no score)			
Advanced			8	5	3	2

Our demographics are as follows: Spanish – 15; Bengali – 1; Turkish – 1; Chinese – 1

IV. Parent Program Choice: What structures are in place at your school to ensure that parents understand all three program choices?

A letter explaining the three program choices is sent home to all parents. It explains that we have an existing “Push-In ESL” program. Personal interviews with the principal and ESL teacher take place with those parents who request a need for further explanation. Traditionally, such

an interview is for students who are doubly serviced by SETSS or score at the Beginner level. Program modifications between the SETSS and ESL teachers can be addressed and explained to the parents at this time. Our parents request and are generally happy with the “ESL Push-In” model.

I. Assessment Analysis:

Results of NYSESLAT Assessment for 2007:

Name	Grade	Listening & Speaking	Reading & Writing	Level	Analysis
Batista, Fernando (m)	10	728	718	Advanced	Low L & R/W
Bicacki, Berat (m)	11	745	694	Intermediate	Low L R/W SETSS
Bonifacio, Cristian (m)	9	731	725	Advanced	Low listening
Cheng, Nga (f)	12	772	734	Advanced	
Fandino, Bryan (m)	10	736	718	Advanced	Low writing
Garcia, Alejandra (f)	9	706	651	Beginner	Low L, S, W, and R
Jaramillo, Angela (f)	9	678	728	Advanced	Low L & S
Maxi, Andrea (f)	9	728	749	Advanced	Low listening
Ortiz, Jessica (f)	10	722	705	Advanced	Low L, R W
Porras, Roberto (m)	9	772	709	Advanced	Low R & W
Prado, Nathaly (f)	9	745	723	Advanced	Low r & w
Ramirez Steve (m)	9	745	723	Advanced	Low L R W CTT
Rojas, Anavel (f)	10	728	714	Advanced	Low L R W
Saha, Nabin (m)	12	681	718	Advanced	SETSS, low L R W
Tarqui, Cecilia (f)	11	756	723	Advanced	
Valencia, Michael (m)	9	No score			
Vaquero, Alexis	9	736	718	Advanced	Low R & W
Vasquez, Grace (f)	11	706	714	Advanced	Low L, R W

What is revealed by the data patterns across proficiency levels and grades?

The data pattern most prevalent at Robert F. Wagner is that out of 17 students, half of them had lower scores in listening, and over half had lower scores in reading and writing. The habits that a student may form around a weakness in the auditory modality can be observed in every classroom. Examples of this could be the student who does not comprehend a book that is used as a “read-aloud”. Moreover, the teachers and students are frustrated when they do not comprehend oral instructions and then hands in the wrong assignment. The implications for instruction could be to question students periodically or in small “listening chunks” to insure their comprehension. The implication for professional development could be the simple exposure to ESL methodology for the staff. I have observed that direct teaching lessons can be as long as 45 minutes, and if students choose not to take part in class participation, they are not questioned for their comprehension of the material. Teachers often do not make special note of whether ELLs are paying attention during a read-aloud or discussion. Moreover, the volume and speed at which the teacher speaks is not taken into consideration. Lessons are often not begun with a review of the previous day’s information. We therefore do not know the volume of information retained. The most positive development from these findings has been the development of “English Recovery” classes for ESL and challenged English students. These classes grew out of recommendations from the English Department, and they have been a success. During the 2007-2008 school year these classes partially supported the ninth grade students, and truly supported grades ten through twelve. Next year we expect to be more formalized in how we service our students. The development of a ninth grade cohort will add two periods of study skills, organizational techniques, and work habits for all students. Having the ESL teacher push in to a class will further support the ELL students. There will be a separate English Recovery with ESL methodology class for the tenth and eleventh-twelfth grade students.

The use of a developmental lesson where we question students during direct instruction, observe and ask more questions during guided practice, and circulate around the room during independent practice would ensure the teacher’s perception of the volume of information comprehended by our ELL and mainstream population. This model would be particularly effective during embedded literacy and writing instruction, as 5 students had lower reading scores and 6 students had lower writing scores.

-What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

(We have no students taking Regents in their native language, except for a Comprehensive in their Native Language.)

The ELL students, who have good attendance, involve themselves in their class work and ask for assistance can do well at Robert F. Wagner. We are a staff of professionals who will work extra hours to help our students. How well a student does in her class work and State Assessment depends on how the student views herself as a student. Those general education ELLs who have to pass the State Regents exams often do so, but they are supplied with a lot of support by our staff. The general trend is that the student may pass in any given content area. Their scores however are low, and they may have taken the assessment more than once. Our staff provides tutoring after school, in study groups. As required by their ELL status, our students get extra time, as well as bilingual glossaries when available. Those students who take advantage of the support that is offered to them will find that our staff will see them through to completion. The staff is disheartened when an ELL student does not come in for help and assistance.

II. Planning for ELLs include the following:

Students are supplied ESL in a contained classroom along with challenged English students. Our ESL teacher services them 4 times a week in 62 minute periods. This is 88 minutes beyond what is required for an Advanced ELL. We do not have Beginning ELLs, but they would be supplied 9 periods. Our Intermediate ELL students are supplied with 6 periods per week by meeting with the ESL teacher in a contained classroom and/or push-in model.

1. **Describe your plan for SIFE students.** If we had a SIFE student, this child would be serviced by the ESL teacher, as well as by our SETSS teacher on an “at risk” basis.
2. **Describe your plan for ELLs in United States schools less than three years (newcomers).** We have quite a few students who test at the Intermediate or Advanced level in our middle school and ninth grade who have been in the U.S. three years or less. We supply them with the required amount of hours, as stated above.
3. **Describe your plan for long-term ELLs.** They continue to receive services.
4. **Describe your plan for ELLs identified as having special needs.** They are double serviced by the ESL teacher and the SETSS or CTT teacher.
5. **Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.** Their content area teachers for a particular project may call the ESL teacher into conference with these students. Often it is suggested to the student to visit with the ESL teacher for tutoring. Conversations with the student’s teachers and the ESL teacher need to be on-going, in order that the ESL teacher is able to conference with the student at appropriate times, as needed by the student.
6. **How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program?** This is worked out among the programming committee, the principal and the ESL teacher at the beginning of the school year.
7. **How is explicit ESL delivered in each program?** Robert F. Wagner offers an ESL Push-In program. When it is appropriate, the ESL teacher is able to have small groups for direct instruction, or to assist with a project’s completion.
8. **To what extent are students served by ESL teachers pushing-in or pushing out?** Our program is an ESL Push-In program for six of the students and a small-group English class for the remaining students

III. Resources and support.

1. What instructional materials are used to support the learning of ELLs?

The most obvious course that is geared to an ELL student is our ninth grade Seminar course. The addition of two periods focusing on how to be good students should help structure and assist students. Moreover, the ESL teacher pushing into a ninth grade academic class will also give direct language support. In order to assist with differentiated learning the mathematics class uses Pacemaker published by Globe Fearon, 2003. In General Science the Pacemaker series is also utilized. Our global history program uses World History published by American Guidance Services, Inc., 2001. The teachers find this book a helpful tool when trying to instruct the students in reading social studies. We provide our science students with a Living Environment Skills course in order to help them through the Living Environment program and Regents.

2. Describe the professional development plan for all personnel of ELLs at the school.

We take part in on-going professional development on literacy in our academic day. Our E.S.L. teacher gives workshops from QTEL on reading in the content areas. These workshops are designed to assist all students in new methodology to keep our students engaged prior to, during, and following literacy in our daily lessons.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual (x) ESL ___ Both **Number of LEP (ELL) Students served in 2007-08: 19**

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The ELL program has two components. Norma Sax teaches two sections of a course emphasizing preparation for the English Language Arts Regents exam. There are a total of six ELLs in the two classes. The course is designed to improve students' listening, reading and writing skills. They read articles, stories, memoirs, science and social studies narratives and a short novel. Their writing progresses from short responses to literature up through five paragraph essays. Throughout the year they also listen to passages, take notes and hold a discussion and write in relation to the previous activities.

Our ESL teacher services these advanced students 4 times a week in 62 minute periods. This is 88 minutes beyond what is required for an Advanced ELL.

The other ELLs receive instruction using the push-in model. The ESL teacher pushes into English, social studies and science classes. When it is appropriate, the ESL teacher is able to have small groups for direct instruction, or to assist with a project's completion.

In order to assist with differentiated learning this class uses Pacemaker published by Globe Fearon, 2003. In General Science the Pacemaker series is also utilized. Our global history program uses World History by American Guidance Services, Inc., 2001. The teachers find this book a helpful tool when trying to instruct the students in reading social studies. We provide our science students with a Living Environment Skills course in order to help them through the Living Environment program and Regents.

Ninth grade students also take a Seminar course. The addition of two periods helps students structure their tasks and assignments and develop organizational, self-assessment and thinking skills

II. Parent/community involvement:

Parents are contacted in the same manner as all parents, by staff, counselors and administrators. The ELL teacher contacts the parent to inform him or her if the child's language problems are continuing to interfere with his or her learning. In conjunction with the ELL teacher, school staff meets with these parents and students to uncover out-of-school resources that may further assist the student's English language acquisition.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students): Not Applicable

IV. Staff Development (2007-2008 activities):

We take part in on-going professional development on literacy in our academic day. Our E.S.L. teacher gives workshops from QTEL on reading in the content areas. These workshops are designed to assist all students in new methodology to keep our students engaged prior to, during, and following literacy in our daily lessons.

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a) We do not participate in Title III funded programs

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP
Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. The parent coordinator uses a report from ATS to determine the home languages of each student.
 - b. Students on that list are interviewed to determine what is the preferred language of the parent who communicates most often with the school
 - c. When Spanish-speaking parents visit the school, we provide a translator for conferences
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. We frequently need to provide translations into Spanish
 - b. Very few students report that their parents speak or read one of the eight languages supported by the DOE translation and Interpretation Unit
 - c. For those parents in the eight categories, we will send crucial documents to them to be translated for the family

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. All documents sent home are translated by school staff into Spanish, which the ATS report has shown is the language most frequently used of all the world languages represented
 - b. As soon as documents are written in English, they are given to school staff to translate.
 - c. Once the translation is complete, the document is re-produced in English and Spanish and mailed to the children's homes.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. At parent meetings, we use a school staff member to provide a simultaneous translation into Spanish with the use of a system purchased for this purpose with Title I funds

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

A. The parent coordinator will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

B. We have posted at the primary entrance to our school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

C. Our safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

<p>Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <ul style="list-style-type: none"> ➤ Refer to specific actions, strategies, and activities described in Part B. 	<p>Determine which parents cannot read, speak, or understand English. Translate written documents from the school into Spanish, using school staff fluent in Spanish Use staff members or outside vendors to translate documents into the languages of parents who do not understand Spanish or English</p>
<p>WHEN?</p> <ul style="list-style-type: none"> ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration 	<p>This process begins at the end of August and continues throughout the school year.</p>
<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>The supervisory point person is the principal. The persons responsible are the parent coordinator, Linda Langford, Spanish-speaking staff members: Luis Fayad, Oskar Sarasky, Keli Parache, Yajaira Herrera and Vivian Rodriguez</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>Funds from the DOE to support stipends for translation and interpretation done by in-house staff and outside vendors Simultaneous translating device that we own</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>Every 6 weeks, students will ask parents if they have understood the documents being sent home. The parent coordinator will collect responses and make accommodations in the future for families that are not receiving adequate support. All translated documents will be collected in a file stored by the parent coordinator.</p>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$277,471
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,774
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$13,870
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Robert F. Wagner Jr. School Parent Involvement Policy Updated for School Year 2008-2009

- The Parents Association meets regularly at the school.
- A sub-group of those parents is offered a menu of parent involvement activities to choose from, put together by the Parent Coordinator and the administration
- Parents are involved in the School Quality Review, when they voice their opinions on the school's performance, its level of contact with the parents, and the school's efforts to promote the education of each child

- Parent representatives to the School Leadership team are involved in the creation and revision of the annual Comprehensive Educational Plan, offering suggestions and amendments to the proposals presented by the administration, faculty and student members of the Team
- The child's community group teacher (or advisor) will regularly contact the parent(s). That teacher will keep the family abreast of their child's progress in all classes, their path towards graduation and their involvement in tutoring and extra-curricular activities. Parents will be enlisted to support the child's performance goals in each class by working with the child at home and engaging in discussions about their activities in school.
- Parents of incoming students are given a guide outlining the roles parents can play in supporting their children's education.
- Parents are invited regularly by the teachers and Parent Coordinator to attend school events that involve their child.
- Parents are informed about interim assessments and State exam results for their children.
- Parents and children are made aware of in-school and community resources that support the student's current and future educational goals.
- Parents of juniors and seniors participate in informational meetings about post-secondary educational opportunities, preparation for college and college entrance examinations, and financial aid.
- Meetings of the Parents Association are scheduled on differing afternoons and evenings, and occasionally on Saturday, to provide opportunities for parents to fit those meetings into their weekly schedules.
- Informational requests from parents are given first to the Parent Coordinator, and if necessary to the Principal
- Parents will receive progress reports and report cards 6 times a year. They will be sent transcripts twice a year. Parents of high school students are informed about their children's semi-annual Regents exam schedules. They are called in for meetings when the child's academic situation or behavior warrants individual attention and plans for improvement. GROW reports are sent to explain the results of middle school assessments. Parents are notified about summer school and afternoon school programs through their children and via mail. A printed handbook that includes promotion policy, graduation requirements and school rules is updated annually, and one is given to each child to share with his or her parent(s) or guardians.
- Parents are called and mailed notices when their child shows a detrimental pattern of absences, cutting, or lateness.
- The school is handicapped accessible for parents with disabilities.
- We have a machine that can provide private translations in Spanish at parent meetings. Translators are also available for individual meetings, at the request of the parents. All important communications that are mailed to all parents include a translation in Spanish. If parents require translations into other languages, the school contacts the DOE's translation and interpretation unit for immediate assistance.
- The Parent Coordinator, in consultation with the Principal, provides an annual report regarding the school and the parental involvement by forwarding copies of the School Quality Review and the School Report Card when they become available. Contact information for school officials is provided along with these documents.

Robert F. Wagner Jr. Secondary School

School – Parent Compact

Representatives of the school and the parent body have written this document. The purpose of this agreement is to define the roles of parents, students and teachers in a school supported by funds from Title I of the No Child Left Behind Act of 2002.

To promote a supportive learning environment, the school has undertaken the following initiatives:

- Sustaining a team of teachers of students in middle school who, along with the guidance counselor, assume accountability for the academic, social and emotional growth of each student in the seventh and eighth grade
- Establishing a core group of teachers who teach and advise all of the students in the ninth grade, to promote interdisciplinary planning, create interventions for students who need them, and teach habits and skills necessary for success in high school
- The creation of an advisory system for students in grades 10 and 11, wherein a teacher is responsible for designing an individualized learning plan for up to ten students who are seen weekly
- Maintaining a team of two teacher advisors and one counselor who are responsible for monitoring the progress of twelfth grade students towards their goals as seniors and their timely fulfillment of all graduation requirements
- The advisors will maintain continuous communication with the student's parent(s), teachers and counselor(s)
- The administration will provide data on the performance of each student to assist the advisor, when meeting with the student, to design, monitor and update an individualized learning plan
- Students in each class will set learning goals jointly with their teachers
- Teachers will regularly assess and students will self-assess as methods to monitor progress towards achieving short-term and long-term educational goals
- The faculty and the School Leadership Team will ensure that schoolwide practices regarding daily attendance in school and in class result in maximal time spent on learning activities

To ensure that the school is effective in meeting high state and local standards for all students, the school maintains responsibility to take the following steps:

- Recruitment of high quality staff who sustain a commitment to the school and its students over several years
- The use of both standard and customized formative assessments throughout the school year to provide information to the faculty, parents and students on each student's progress
- The school will each year increase its course passing rate, attendance rate, Regents exam passing rate and four-year graduation rate by setting achievable annual targets in each area
- Teachers will design and implement courses that incorporate clear overall goals for students, regular opportunities to measure progress towards those goals, and instructional methods that are responsive to the differing styles and needs of students
- Students will have a voice in refining and adjusting how and where they learn, as long as each student maintains responsibility for achieving the goals of each course

Parents will assume responsibility for supporting their children's learning by:

- Discussing with them on a daily basis what they are doing in their classes
- Monitoring and assisting their children, when appropriate, in the areas of homework, studying and preparation of projects and portfolios
- Contacting the school immediately if their children will be absent from school for one day or more
- Working with school authorities to ensure that their children can catch up to their classmates when they return from an absence
- Teaching their children to maintain high personal standards for interactions with their peers and adults when in school
- Contacting teachers, counselors or administrators when they have concerns about their children in relation to their schooling

The school will maintain ongoing communication between representatives of the school and the parents in the following ways:

- Twice each year the school opens its doors for one afternoon and one evening for parent-student conferences
- Once each year, in the spring, parents will be invited to school for curriculum night (and afternoon), when teachers present the curricula for each class they are teaching
- Six times each year, the school distributes to parents and students progress reports containing current grades and teacher comments
- Twice each year, the school will provide updated transcripts to students and their parents
- Important written communications from the school to the parents will be translated into Spanish and, at the request of parents, into their home language whenever feasible
- Parents will be invited to volunteer in the school and the classrooms by their child's teacher(s)
- Parents will be contacted by their child's teachers and advisor concerning their educational progress
- The administration and counselors will maintain contact with parents when incidents happen that affect the well-being of their child

Parents, students, faculty and administration will be periodically questioned or surveyed regarding the extent to which the above activities help to improve student performance.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Implementing a Schoolwide Program as required under NCLB

1. Needs Assessment

The school has a series of academic needs:

- In the middle school, boosting the year-over-year improvement rate in reading and math as measured by the NYSED annual tests
- Catching at-risk students early in each academic year, before they fall too far behind, and devising strategies for their successful completion of each course
- Ensuring the accountability of teachers and administrators for improving both instruction and student outcomes
- Teachers taking ownership of achieving their personal and professional goals through onsite collaboration with peers and via organized professional development activities
- Developing and using standardized and customized diagnostic and interim assessments of students' learning
- Objectively assessing via formative and summative assessments of student work whether goals for each student in each course and department are being met, and revising plans immediately in order to reach stated goals
- Setting and achieving targets for course passing rates (by teacher and department), the number of B's and A's in each class, on-time graduation, and scores above 65 and 85 on the state's Regents exams
- Setting and achieving targets for improved schoolwide and individual attendance to school and to class
- Students demonstrate high expectations for themselves and work continually to achieve their goals

The school has issues around student and faculty habits that require more uniform standards, such as:

- Attendance, cutting, lateness, time spent in the hall, and the use and display of electronic devices
- The organization of students' past work
- Homework
- Grading policies
- Use of time for studying
- Using clear rubrics for all kinds of student work

2. Schoolwide Reform Strategies

- Monitor and use the mandated Math textbooks in 7th and 8th grade, to align our instruction with topics tested in the spring 7th and 8th grade assessments

- Have middle school teachers use the CTB McGraw Hill diagnostic and follow-up interim assessments and support each other in designing instruction that teaches and reinforces the kinds of skills and knowledge presented on ELA assessments
- Develop a programming system that allows a small group of teachers to teach and advise all of the students in the ninth grade, to promote inter-disciplinary planning, interventions for students who need them, and the development of habits for success in high school
- Provide on-site training for teachers as advisors
- Provide professional development to support teachers in planning backwards, starting from goals for understanding and state standards, progressing to the use of multiple assessments, and teaching responsively to the various needs and levels of the students in front of them
- Use the CTB McGraw Hill interim assessments, and have teachers customizing from the item bank as needed
- Prepare diagnostic and formative assessments in science, social studies, and foreign language classes
- Use the results of diagnostic assessments to guide differentiating instruction and revision of assessment methods and instructional practices
- Use quarterly summative assessments to revise instruction that is not resulting in desired student outcomes
- Administrators distribute data about students that help teachers to plan instruction and measure progress towards goals
- Teachers plan units that are the focus of regular visits by supervisors to the classroom
- Administrators provide feedback about what they see to the teachers within 24 hours
- Teachers emphasize basic to advanced skills in writing and reading in all of their classes
- Students develop their skills and habits of speaking and listening so that classes become arenas where the students' voice is dominant
- Students and teachers are praised and recognized, privately and publicly, for doing good work
- Teachers develop and use rubrics for all of the work produced by their students
- Students reflect on each daily lesson, summarize in their own words, or make journal entries at the end of each instructional period
- Teachers use mandated tutoring time to reinforce the instruction for students at risk of not meeting state standards
- Provide enrichment opportunities in each subject for students who come in with much prior knowledge or complete tasks more quickly than the average member of the class
- Offer a variety of elective courses during the regular school day and after school to enrich the mandated course offerings
- Provide mandated tutoring, afternoon school and summer recovery classes for students who have failed courses or who are at risk for not passing statewide exams
- Provide instruction and practice that prepares students for SAT exams
- Address the need for information about careers and college throughout the students' years in high school
- Implement an advisory and seminar program in ninth grade to instill habits and develop skills and knowledge that will increase all students' chances of academic success

- Lower the class size in community groups (advisories) so that one teacher can become the monitor and advisor for a small number of students, and the focal point of communications about the student among all members of the school community
- Spread information about research-proven strategies that work to improve student outcomes, and look for their effective use in classrooms
- Develop and use consistent rubrics for student work around the building
- Greatly increase the number of opportunities for self-reflection and peer-to-peer feedback for students, teachers and administrators

3. Instruction by highly qualified staff

- Teachers are either provisionally or permanently certified in their subject area
- Teachers who teach more than one incidental chance will be given the opportunity to pursue course work towards certification in that area, with the approval of the principal and the School Leadership Team

4. Professional development

- Ongoing professional development from The New York City Writing Project
- Opportunities for teachers to attend professional development sessions in their subject area given outside the school
- Attendance at tri-annual conferences of the Middle College National Consortium
- Teachers select from a variety of professional development resources to meet their needs, such as the use of data systems, use of technology, differentiating instruction, understanding by design, motivation for students and teachers, etc.
- Forums are created in-house for looking at students' work, studying seminal works in the literature, peer support, looking at instructional practices, etc.

5. Recruitment of high quality teachers

- Maintain an ongoing structure and commitment of faculty and administrative members of the school's personnel committee
- Advertise all openings on the DOE's website
- Visit recruitment fairs to contact qualified candidates
- Conduct in-house interviews and demonstration lessons
- Check references of all potential teachers

6. Parental involvement

- Have parents meet to decide how to spend Title I funds to meet the needs of the parents
- Inform parents in their native language about events in the school and the progress of their children. Continually recruit parents to become active in the Parents Association and School Leadership Team
- Invite parents to events involving their children – art shows, sports, award ceremonies, graduations, trips, musical performances, etc.

- Inform parents about community resources for themselves and their families
- Invite parents to orientation sessions for incoming students
- Invite parents to sessions about college, financial aid, and the senior year
- Solicit parental input for activities supported by Title I parent involvement funds

7. Academic assessments

- Use CTB McGraw -Hill interim assessments in math and ELA, for the middle grades and grades 9-11
- Invite teachers to share their existing diagnostic tests, or collaboratively create new ones
- Provide time and opportunities for teachers to customize interim assessments by departments
- Support the idea of backward planning, which is followed by the use of assessments to assess learning of topics, units and skills
- Students take quarterly assessments in each subject that measure progress towards achieving goals of the instructional units of that quarter or of all quarters to that point; assessments are collaboratively designed by teachers where feasible

8. For students below proficient level of academic achievement

- Effectively use the advisory group to identify and assist these students
- Develop three week assessments to identify such students early in the term
- Advisors devise individualized learning plans for such students, coordinating with input from the student, teachers, counselors, administrators and parents
- Administration and teachers develop reward and recognition systems for students who move up a level in class performance and standardized assessments

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: Schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies

or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We have regular meetings of teachers organized by department and by grade levels. We also have Cabinet meetings, where we examine school-wide issues. When these groups meet, they will examine these findings and then determine how each group can best determine the applicability of each of the findings. Once that has been accomplished, we will develop a long term plan for research and action, and align human and financial resources to carry out the work.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable *see above*

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to

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see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our mathematics teachers will re-examine the 2005 mathematics standards and through self-analysis and peer observation determine which items are relevant to our school. The findings will be brought to the Cabinet. The Cabinet and department members will develop a long term action plan, aligning human and financial resources to the task.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

All but one of our English teachers have an option to engage in a professional development activity in lieu of a single annual observation. I will be meeting with them to explore how their professional development activity and/or observations for the year can integrate an assessment of the relevance of this finding to our school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable *to be determined when we do our next needs assessment*

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As a supervisor of mathematics teachers, I have observed their classrooms many times since I became an assistant principal and found that students are very often highly engaged. Therefore, it is my judgment that this finding is not relevant.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The principal and assistant principal have visited all of our mathematics teachers' classes. We have seen frequent and appropriate use of group work and project development. The percentage of time devoted to direct instruction varies from day to day for each teacher. The teachers use a combination of direct instruction, guided practice and self-directed work as they explore each new topic.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Not relevant. The highest percentage of new and transfer teachers in any one of the past ten years has been 15%.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x *Not Applicable*

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

DOE records from Galaxy

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The principal regularly advertises NYCDOE offerings in ELL, via e-mail and personal follow up. One subject teacher has enrolled in a 5-day workshop focused on ELL strategies in the subject areas.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The performance of our ELL students on Regents exams is significantly lower than that of native language speakers. More teachers need to learn how to support these students more effectively in their studies.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are encouraging teachers to go for professional development outside the school. We rely on our in-house ELL teacher to bring up these concerns when we meet as small groups to discuss instruction.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our ELL teacher is a member of the school-based inquiry team. The Principal will have discussions with the ELL teacher regarding the monitoring of academic progress and disseminating of data that she has been doing. He will then present this issue to the faculty for their input.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teacher has briefed the principal on ELLs' Regents test performance. We have only 20 students, so the group is too small to realistically disaggregate the data. All students are enrolled in the same type of program. The actual scores on the NYSESLAT are not reported to the teachers directly. The ELL teacher confers with the subject area teachers regarding the relative strengths and weakness in the four tested modalities.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Principal will monitor the credit accumulation and Regents test performance of the ELLs and make rough comparisons to the performance of other students in their cohorts. We may need additional support in this area.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We will consult with our special education and general education faculty to determine to what extent these findings are true of our school. We do know that each year all of the teachers are reminded how they can access to their students' IEPs. They are also given a summary of the IEPs of all students who are entitled to services.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations by administrators and ongoing discussions with the Cabinet and faculty members reveal that in some cases, teachers need more support in implementing a larger range of strategies than they currently employ.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue?

We will have our special education teachers working with subject area teachers outside the classroom. We may additional support in this area. The principal and two of our CTT teachers are attending a full-day professional development program on this issue in March, 2009.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. *Wagner was the subject of a complete audit of our special education program in 2006-2007. There were only two minor areas that needed improvement, and they were corrected in short order. Therefore, we are confident that this finding is not relevant to our school.*

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our recent audit from the State Education Department showed full compliance after we made two minor revisions to our practice. We give state Regents and RCT exams. Teachers use the information they have about each IEP student to modify instruction and assessment. We have no IEOP students taking standardized tests in grades 7 and 8.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

UPDATED – MARCH 2009

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 11, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	24Q560
School Name	Robert F. Wagner Jr. Secondary School for Arts & Technology
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 57,389
Principal Name	Bruce Noble
Principal Email	bnoble@schools.nyc.gov
Principal Phone	7183494015

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 24,589
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

Students who have failed classes in the previous term due to low academic achievement will be given the opportunity to re-take similar classes in an extended day program. We also may be providing Regents prep classes for students who are at risk of not graduating as a consequence of low test scores.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

We will increase the number of after-school program hours and the number of students served.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time, additional instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need (Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals	\$ 2,800
Instructional coaches for teachers	\$ 30,000
School leadership coaches for principals	

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
 No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
 No

Please describe the program.

The mentor will observe during school time and confer with the teacher after school.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

We will have two mentors instead of one.

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
 No

Please describe the program.

The coach will be in our school one day a week, working with teachers on improving students' performance in their subject areas

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

The coach will be working with teachers who have not partnered with him in previous years.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (or appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No