



24Q560
ROBERT F. WAGNER JR. SECONDARY SCHOOL FOR ARTS
& TECHNOLOGY

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
2009-10

FINAL

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SECTION I: SCHOOL INFORMATION PAGE

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

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:** bnoble@schools.nyc.gov

POSITION/TITLE PRINCIPAL

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** Empowerment Schools Association

SSO NETWORK LEADER: Shona Gibson

SUPERINTENDENT: Francesca Pena

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Bruce Noble	*Principal or Designee	
Shirley Hopkins	*UFT Chapter Chairperson or Designee	
Patricia Pimentel	*PA/PTA President or Designated Co-President	
	Member/	
	Member/	
Kacey Livingston	Student representative	
	Member/	
Estefania Herrera	Student representative	
Peggy-Ann Jayne	Member/assistant principal	
Oskar Sarasky	Member/teacher	
Hafiz Ahmed	Member/parent	
David Riesenfeld	Member/teacher	
Ernest Cuoco	Member/parent	
	Member/	

Signatures of the members 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.

* Core (mandatory) SLT members.

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 2009, Wagner begins its seventeenth 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) and Bushwick (district 32) have priority for admission. The student population reflects the ethnic and national mix of Western Queens.

From the fall of 2006 through the spring of 2009, Wagner collaborated with The New York City Writing Project so that we could become a writing intensive school. Since 2007, a core group of teachers has been 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. This year, all grades 7-12 have a core group of teachers who instruct them and meet to discuss teaching and learning plus individual 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. Music, art theatre and technology are available in grades 7-12 and photography in grades 10-12. All students are required to take a course in decision-making and an unpaid internship to prepare them for life after high school. Students are encouraged to become well prepared academically for their further education, which must continue after graduation from high school.

The faculty works hard to make their courses rigorous and engaging. We have six teachers devoted to supporting students who are English language learners or who have IEPs. All of the faculty members this year will be working on committees to sustain the operation and further the growth of the school. In addition, we are instituting collaborative study groups on the topics of educational research, best practices, literacy in the disciplines and differentiating instruction. All faculty members will be involved.

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. Last year we had nine clubs meeting during the day or after school. An 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.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

The data can be found at the following link:

http://schools.nyc.gov/documents/oaosi/cepdata/2008-09/cepdata_Q560.pdf

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-year graduation rate remained steady from 2005 to 2007, fell slightly in 2008 to 55.1%, and then increased to its highest level, 75.6%, in 2009.
2. *Students in lowest third.* The percentage of students entering with eighth grade test scores placing them in the lowest third in 2009 was 12.5% in 2009, or one in eight.
3. *Credits and Regents exams.* The percentage of all students in grades 9-11 earning 10 or more credits rose an average of 9.3 percentage points from the 2008 to the 2009 school year. Students who entered Wagner in the lowest third according to 8th grade test scores increased their credit accumulation an average 13.7 percentage points compared to the 2008 school year. However, many of their scores on the Algebra and the Global History and Geography exams are below 65. All but one of the students passed the living environment exam. However, forty students did not take that exam, mainly because they had not completed 1200 minutes of laboratory experiences. Our weighted Regents pass rates remained steady in English, rose in mathematics and science, but fell 8% each in United States History and Government and Global History and Geography.
4. *Inquiry Team Research.* After focusing on students in the bottom third, the CFI Team recommended academic support classes during the day to bolster their success in academic classes.
5. *Tenth grade.* No students took the Geometry Regents. They proceeded through the course slowly and are slated to take the exam in January 2010.

6. *Middle school performance.* The scores in ELA increased markedly from 2007 to 2008, placing Wagner in the top 10% of all middle schools in the city. In 2008-2009, the English scores improved again while the math scores leveled off. Average math scores were very high (3.6) to begin with and remained steady. The school's performance on grade eight science and social studies state exams has always been excellent. All seventh grade students were promoted to eighth grade. Five eighth grade students had to attend summer school. Then all eighth graders were promoted to ninth grade. Fifteen of our eighth graders chose another setting or were admitted to selective high schools.
7. *Attendance.* Attendance in grades 9-12 improved slightly between 2007 and 2008. In 2009, high school attendance rose to 86%. Middle school attendance remains high at 96%.
8. *Credit Recovery.* In the fall and spring terms last year, 115 students registered for recovery classes, attempting 207 credits. They earned 141 credits, or 68%. In our summer program, we registered 142 students for 244 credits. They earned 176 credits, or a passing rate of 72%.
9. *College enrollment.* Approximately 85% of our graduating seniors applied to and were accepted by a two or four-year college. However, many of our students needed to take remedial courses for no credit. CUNY currently exempts students from remedial classes in mathematics or English if the student scored 75 or higher on a Regents exam in the subject. We suspect that the degree completion rate of our students is similar to that of students citywide: below 50% for four-year degree students and below 29% for community college enrollees. Only a small number of our graduates attend proprietary schools that focus on preparation for a career. Twenty-eight percent of our students who filled out the Learning Environment Survey said that teachers did not "connect what I am learning to life outside the classroom." Thirty-one percent felt that we did not provide helpful job or college entrance counseling.
10. *Projected 4-year graduation rates.* An unusually large number of students are not on track to graduate in four years. For second year students, who entered in 2008, the number is 30.3%. Actually, this is the lowest number for the three grades (10, 11 and 12) for two simple reasons: The overall course passing rate for freshman was high: 89%. The only Regents exam they took, Integrated Algebra, has a scale score that allows a student to register a 65 having earned only 34% of the total points on the test. In the cohort of students who entered in 2007, 61.7% are not on track to graduate. They have failed one of three Regents exams or have not completed twenty required credits. In the cohort that entered in 2006, 31.9% are not on track to graduate.
11. *Professional growth and professional development.* Our faculty members have taken on a great degree of responsibility for school functioning, student advising, instructional planning and student support. In addition, 70% of our faculty participated in our long-term professional development program in writing. That program has ended. We plan to broaden participation of the faculty in collaborative research on teaching and learning. We also plan to have teachers discuss with their supervisor and then choose specific personal goals for the year, around instructional practices.
12. *LES Results and SQR recommendations.* In our learning environment surveys, we have scored above the 50th percentile in all four measures for three years running, with safety and respect the highest category. Students, parents and faculty register high degrees of satisfaction with the school. Twenty-eight percent of faculty who responded did not think school leaders communicated a clear vision for the school. The SQR recommended that "school priority goals are measurable, time-limited and have incremental steps." Eighty-nine percent of faculty responders agreed that school leaders place a high priority on the quality of teaching and learning at the school. One hundred percent of teachers felt they played a meaningful role in setting goals and making important decisions for the school. The SQR said the school should "regularly evaluate the impact of innovative practices and maintain the momentum of effective strategies in order to facilitate change." Only 50% of the responders said that they received professional development in their content area. And 53% responded that professional development had not provided them strategies to better meet the needs of their students.

Greatest 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. We did not have a Quality Review in 2008-2009.
2. Progress Report grades in the High School were B for two years in a row and probably an A in 2008-2009. The Progress report grade in the middle school was A in 2007-2008 and B in 2008-2009.
3. In 2007, we instituted a seminar program that meets three periods per week for all freshman students. Seminar has strengthened overall study skills, time on task in class, homework completion, attendance at tutoring and course passing rates. We are beginning the third year of freshman seminar, with a committed group of teachers who began the program. We believe the positive effects of seminar afforded these students continued success with the more demanding 10th grade courses. The course passing rate in 10th grade averages 75%, compared to 89% in ninth grade. A core group of tenth grade teachers volunteered for that cohort in the fall of 2008.
4. Most ninth, tenth and this year eleventh grade core subject teachers have common planning time. They meet frequently to discuss and implement interventions with at-risk students. Some teachers also have coordinated their curricula and begun collaborations in the fall of 2009. Teachers also collaboratively plan seminar and advisory lessons.
5. We achieved all of our goals in the 2008-2009 CEP and PPR: Institutionalizing advisory classes in every grade, increasing high school attendance, implementing middle school exit projects, increasing 10th grade course passing rates and increasing four-year high school graduation rates.
6. 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 their parental contacts.
7. We have drawn closer to a common grading rubric and to emphasizing summative assessments, plus work and social habits, as key components of our grading policies.
8. We continued our collaboration with The New York City Writing Project. By the end of the third year, twenty-six faculty members had interacted in some significant way with our writing coach. Scientific assessments of the students' performance in the first two years of the project revealed highly significant gains across a wide variety of measures.
9. We continue to enroll a large number of students in College Now classes. Currently, there are eighty-five students enrolled in pre-college or LaGuardia Community College classes after school.
10. With very 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 variety of educational approaches and strategies in order to tailor instruction to the needs and interests of their students.
2. The large number of staff members who have worked with the consultant from The New York City Writing Project helped Wagner to become a writing intensive school.
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 teach chemistry to all third year students. We have also added a music appreciation, history and performance course to the high school curriculum.
5. We currently have students enrolled in three social studies Regents review / credit recovery classes during the day and one after school. There is one living environment recovery class after school. Other recovery courses will be offered in the spring. All of the tenth grade students have one period a week of a study lab.

6. We now have a total of sixty-six students enrolled in seven classes that provide academic and literacy support during the school day. Many of the students are ELLS or students with disabilities.
7. We now have teacher teams at all levels of the school. They meet as grade level teams, departmental teams, committee members and collaborative inquiry groups.
8. A strict lateness policy that is being enforced throughout the school has significantly reduced tardiness to our classes.
9. Teachers have mandated tutoring for many students.
10. We continue to retain close to 100% of our teachers, resulting in continuity for the students and for the educational program.

Significant barriers to the school's continuous improvement

1. A large 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, except those who earned algebra credit in grade eight. 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 poor performance on the Regents Integrated Algebra exam. The raw score passing number is so low that a significant number of students move on to higher math without really understanding algebra.
2. 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.
3. We average 11 CTT students in classes of 29-30 students. These high numbers stretch the capacity of our integrated co-teachers to meet the needs of all learners. One new committee has the CTT faculty meeting with subject teachers to improve this situation.
4. Our budget was effectively cut ten percent. We are increasing teachers (by two) and keeping class size constant (median 28) but at a cost. We will be struggling to provide adequate textbooks and instructional supplies. Per session opportunities will be cut for all personnel and out of city trips will be curtailed or eliminated. In their place, we will try to sustain student activities to maintain student engagement with the school.

SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, 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.

1. By June 2010, Regents test scores for students who retake a History Regents in exam in 2009 will improve in comparison to their highest scores in 2008-2009 on either the Global History and Geography or United States History and Government Regents exams. The goal for the

two groups is identical. For all repeating test-takers in Global History and Geography and in United States History and Government, the median exam score of the entire group will be seven points higher than the median score of the same test-taking group in 2008-2009. The time frame is one school year: June 2009 to June 2010.

2. By June 2010, credit achievement by the students in our academic support classes will improve compared to last year. Specifically, by June 2010 the mean number of credits earned in 2009-2010 by all students who complete the yearlong support classes will be 10% higher than the mean number of credits the same group achieved between September 2008 and June 2009.
3. By December 1, 2009, classroom teachers will meet with their supervisors and choose two areas for their professional growth in 2008-2009. Specifically, 85% of all classroom instructors will select and articulate in writing two goals for the school year, one each in the area of student engagement and assessment of students. The two measures of success are: (1) by June 2010 eighty percent of that group of teachers will submit dated logs describing the work as it is undertaken, and (2) by June 2010 eighty percent of that group will submit essays describing and evaluating the level of achievement of their goals.

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 2009-10 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, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, 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): U. S. History and Government;
Global History and Geography

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, Regents test scores for students who retake a History Regents in exam in 2009 will improve in comparison to their highest scores in 2008-2009 on either the Global History and Geography or United States History and Government Regents exams. The goal for the two groups is identical. For all repeating test-takers in Global History and Geography and in United States History and Government, the median exam score of the entire group will be seven points higher than the median score of the same test-taking group in 2008-2009. The time frame is one school year: June 2009 to June 2010.</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>	<p>We identified two groups of students. Students who scored below 65 on the Regents exams on the two social studies exams were scheduled for one of three Regents preparation courses. We added one certified social studies teacher to staff this position. One Global History and one U.S. History class began during the regular school day began the first day of school in September. The recovery class began October 1, 2009. Three different social studies teachers are responsible for these classes. The teachers use instructional strategies that focus on understanding key concepts, themes, events and personages in history. Teachers also employ repeated practice with Regents type questions. We also purchased additional textbooks and instructional materials.</p>
<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>C4E money is being used to fund the after-school recovery and Regents preparation class in Global History and Geography. Fair Student Funding money is being used to fund an additional social studies position to teach two new classes during the day. This new position reduces Fair Student Funding available for other important needs of the school. Each of the teachers has experience teaching these subjects in prior years, so they required no additional training.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers prepare and administer exams that include predominantly Regents type questions once every three weeks. There will be a review of the progress of their students undertaken in January and May, where they will present and discuss with the principal anecdotal and numerical data showing the rate and levels of students' progress. The projected gains are articulated in the goal statement above.</p>
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, credit achievement by the students in our academic support classes will improve compared to last year. Specifically, by June 2010 the mean number of credits earned in 2009-2010 by all students who complete the yearlong support classes will be 10% higher than the mean number of credits the same group achieved between September 2008 and June 2009.</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>	<p>Our target population is students who are at-risk of not graduating in four years, in general education, ESL and special education. Each support class stresses work habits, reading for meaning, writing and subject-specific content. We have five teachers in charge of seven courses. The teachers are two CTT teachers, one ELL specialist and two English teachers. The program was implemented in September 2009. It will continue until June 2010.</p>
<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>CTT teachers are paid by CENTRAL, since the support class is a sixth period class in a shortage area. The two English teachers are financed through Fair Student Funding. The ELL teacher is funded with Fair Student Funding. The students' schedule remains at six subjects. The general education teachers require training in providing supports in subject content outside their current areas of expertise.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The program will be reviewed every twelve weeks. We will measure the students' numerical grades in their current courses after twelve weeks and project credit accumulation for the first term. We then compare their projected performance to the same time period in 2008-2009. We will modify the program where necessary after meeting with all of the support class instructors. The same process will take place after the fourth marking period (24 weeks). We project a gain of at least one additional credit earned by the end of the school year for each student,</p>

	compared to that student's performance last year.
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By December 1, 2009, classroom teachers will meet with their supervisors and choose two areas for their professional growth in 2008-2009. Specifically, 85% of all classroom instructors will select and articulate in writing two goals for the school year, one each in the area of student engagement and assessment of students. The two measures of success are: (1) by June 2010 eighty percent of that group of teachers will submit dated logs describing the work as it is undertaken, and (2) by June 2010 eighty percent of that group will submit essays describing and evaluating the level of achievement of their goals.</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>	<p>The principal and assistant will meet with teachers individually in October and November. Teachers will choose two goals related to their contact area, one related to engaging all students and one related to student assessment practices. After the meeting at which goals are agreed to in writing, teachers will begin keeping logs, describing their efforts in their chosen goal statements. The teachers' supervisors will meet with them at the end of January or beginning of February to review the logs, evaluate the impact of their activities and make revisions that are mutually agreeable.</p>

<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>There will be no impact on budget or schedule. No new staff is needed, as this initiative involves current staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The intervals of review are after two – three months and then after seven months. At the first review session with supervisors, goals and strategies will be examined, referring to the teachers' logs and verbal reports. We project that by the end of the school year, sixty-eight percent of the teachers (.80 X .85) will provide evidence in writing that they had significantly improved their instructional practices in the domains of engaging all students and assessment of student work.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
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					9			
10	22	38	55		13			1
11	42	65	20	73	16			1
12				21	10			

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

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:	All English teachers provide tutoring and mandate some students to attend. We have seven academic support classes during the school day for students behind in credits in all of their subjects. We also have an English recovery class.
Mathematics:	We offer a summer school program for credit recovery. In addition, we have added a business mathematics course for students who have difficulty going beyond algebra. Our geometry class is spread over three terms to provide in-class support for students who learn at a slower pace (approximately 50 students). We use our SETSS teacher primarily in mathematics courses. He is an expert with differentiated strategies. All mathematics teachers provide tutoring and mandate some students to attend after or before the school day.
Science:	We offer a summer school program for credit recovery in living environment. In addition, we have one credit recovery and Regents preparation living environment class science during the regular school year. Small groups of students can come to the science lab for additional laboratory instruction outside of course schedules. All science teachers provide tutoring and mandate some students to attend.
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, both during the day and after school. 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. The service is provided during the day and for one half hour after school Mondays through Thursdays.
At-risk Services Provided by the School Psychologist:	The psychologist comes to school for initial and triennial evaluations. She helps to determine which students need additional support and what kinds of support they would benefit from.
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:	We have providers in speech and language and in hearing. We are seeking providers for the three students who need either occupational or physical therapy.

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 (2009-2010) LAP narrative to this CEP.

Part I: School ELL Profile

1. Robert F. Wagner Jr. Secondary School for Arts & Technology is in the Children’s First Network I. Our Language Allocation Policy Team is composed of:

Bruce Noble – Principal	Peggy Ann Jayne – Assistant Principal
Norma Sax – ESL teacher	Linda Langford – Parent Coordinator
Shirley Hopkins – UFT Rep.	Oskar Sarasky – Teacher
Luis Fayad – Guidance Counselor	Steve Gershman – SETSS Teacher

A. ***Teacher Qualifications***: Norma Sax, our ELL instructor, is New York State Certified in E.S.L., Reading, and School Administrator/Supervisor. She has a Masters from the University of Michigan in Teaching English as a Foreign Language.

B. ***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 19 students, or 3.4 % of our 555 students.

Level	7 th	8 th	9 th	10 th	11 th	12 th
Beginner						
Intermediate			6	2		
Advanced	1		4	2	1	3

Our demographics are as follows: 1 Japanese

Part II: ELL Identification Process***Initial Identification***

A new student who previously has not been in a New York City public school may be admitted by the list notice process (in grade 9). New students (from outside the New York City public schools) may also arrive throughout the school year. The pupil personnel secretary calls the parent/guardian to come to the school to fill out a Home Language Identification Survey. The survey is available in nine languages. The certified ESL teacher, Norma Sax, evaluates the survey to determine if the child speaks a language other than English. Ms. Sax also speaks Spanish. Then that teacher will give the student the Language Assessment Battery-Revised (LAB-R). The LAB-R is given within ten days of admission. The test is hand-marked by the ESL teacher to determine if the child is a second language learner. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students who score below proficiency are placed immediately in an ESL program, since that is the only program we have. If a newcomer enrolls during the school year, the same process is followed.

Program Choice:

The ESL teacher mails an entitlement letter and a parental choice letter to the home of the parents/guardians. They are contacted by telephone and email until the form is returned. If the child speaks one of the languages where there is a dual language or transitional bilingual program, the ESL teacher would make sure the parents understand their right to transfer their child to another school. We would explain that only ESL is offered at Wagner. We have several faculty members who translate into Spanish when these meetings take place. We also may use the system's translation and interpretation services. So far we have not had any parents request a transfer to another school. They have all chosen ESL. Parent survey forms and program selection forms are collected and stored by the ESL teacher in a secure file cabinet.

Annual Evaluation

In order to determine if the child is still an English Language Learner, he is given the New York State English as a Second Language Achievement test (NYSESLAT). After the NYSESLAT scores are published, we study each individual's four test results to determine which strands require further instruction and those strands in which the child has achieved proficiency. The ESL teacher sends entitlement letters to those students that are still entitled, and sends either a continued entitlement letter or a non-entitlement – transition letter to students who are proficient.

Part III: ELL Demographics

Grade	Number of students	Language
7 th	1	Japanese
9 th	10	Spanish
10 th	4	Spanish

11 th	1	Spanish
12 th	3	Spanish

All Ells	19	Newcomers	0	Special Ed.	5
SIFE	0	Serviced 4-6	2	Long Term	17

D. Programming and Scheduling Information

Students are supplied ESL in an ELL support class along with other challenged English language students in 10th, 11th and 12th grades. Students are serviced by the ESL teacher four times a week in 62 minute periods. In the 9th grade the ESL teacher services students in a “push-in” setting 4 times a week. There, the teacher supports vocabulary and language acquisition in the science classroom.

In the Ell support classes, the teacher uses novels, novellas, short stories, non-fiction texts, essays, poetry and drama in accord with New York State standards in ELA. Students do research and essays using print and online media in the library/media center. All ELLs receive 256 minutes weekly of English Language Arts instruction from their certified English teachers.

We provide rigorous academic instruction in all content areas, according to New York State standards. In ELA classes, ELL students prepare and give oral reports. They also listen to other students’ reports and give and receive feedback. Students take notes during mini-lessons as they develop listening and writing skills. Students listen to their peers’ comments and questions and continue or expand on the discussion threads. Students regularly work in cooperative groups, taking a range of roles to develop a variety of competencies. They keep journals to increase the volume and clarity of their writing. Students use a variety of writing styles appropriate for different audiences, purposes and settings. Students read in a variety of genres. They focus on understanding main ideas and supporting arguments, literary style, characterization, setting, theme and use of metaphors and similes. They draw inferences from texts and predict outcomes. Students are taught through visual means, with the assistance of overhead projectors, word walls, computer-generated presentations, semantic maps and visual organizers. They use computers and print resources to broaden their knowledge base and prepare research and other kinds of papers. In addition, for students here from four to six years or more, teachers explain the use of idiomatic language and encourage idiomatic usage, metaphors and similes in students’ writing.

In science classes, language is meaningful and purposeful, focusing on concept definition and usage. Students learn science and the experimental method through hands-on laboratory experiments and subsequent write-ups. They prepare summaries

each week of science-related articles they find in media from outside the classroom. Students work in groups and give oral presentations on specific topics throughout the year. The ELLs are listening, speaking, reading and writing academic scientific vocabulary. If we had students here less than three years, approximations of the language would be accepted. ELLs are supported by our ESL teacher during their freshman science classes.

In fine art classes, the teacher models while students listen and view the project at hand. Through their artistic output, students demonstrate their understanding of the elements of art. Every student produces work for display throughout the building, including shows they install in our art gallery. Students talk about their work when asked. They are graded on effort and completion and not on the relative quality of their artistic productions. Students write about their work as well.

The ELL students are given rigorous instruction in mathematics, geared to New York State standards and passing the Regents examinations. They learn algebra, geometry, algebra 2 and trigonometry. The teacher explains the mathematical concepts by simplifying the language where appropriate. Students use graphing calculators and the Geometer's Sketchpad. They also use the Smart Board as part of our visual and interactive approach to instruction. Students work in groups regularly and use language in a meaningful and purposeful way.

In social studies classes, teachers use maps, charts, graphics, graphics, bold-faced text, pre-reading questions and similar strategies. Students develop knowledge and concept formation through the four modalities (listening, speaking, reading and writing). They make connections from prior knowledge to new topics. They participate in class discussions, debates and oral presentations to improve their speaking and listening skills. All ELLs do research papers, through which they expand their competencies with print and digital materials, choosing a topic, taking notes, writing outlines, completing drafts, editing, and making public presentations both in print and orally.

Students with interrupted formal education (SIFEs) get counseling, extended day classes and tutoring. In every class, we have differentiated instruction so that the students can be introduced to content at their current levels of understanding. Teachers use concrete materials, modeling, scaffolding and cooperative learning. Through the use of informal and formal assessments, teachers monitor levels of achievement and modify instruction when indicated.

Our plan for ELLs in United States schools less than three years (newcomers). We do not have any students in this category at this time. If we did, we would use total physical response, realia, hands-on learning, and modeling. We would pair the student with another student having the same native language whenever possible. Teachers would create an environment that accepts limited responses in English. We would allow wait time for students to hear, understand and formulate their responses. Students would be able to respond in single words, then phrases and then complete sentences. Teachers would expand on the student's response to make it a full sentence. Students would receive positive feedback for their efforts. Teachers would talk slowly, reduce the use of idioms and provide simplified vocabulary whenever possible.

Our plan for ELLs receiving services four to six years: We analyze the results of the NYSESLAT to see the student's strengths and weaknesses. We concentrate instruction in the ESL classroom on the areas of weakness. We align ELL instruction for these students with New York State ELA standards. Our subject area teachers use ESL methodologies in their classes. In addition, teachers meet regularly in grade groups to discuss the needs and teaching strategies for each identified ELL. We identify and serve students who can benefit from extended classes and/or mandated tutoring.

Our plan for long term ELLs: Again, we analyze NYSESLAT results to identify strengths and weaknesses. In addition, we use ARIS to examine grades by subject area and Regents exam scores. The student's advisor meets weekly with other teachers who have these students and they share best practices for each student. If the teachers conclude that the student's issue may not be second language acquisition, we consult with the parent/guardian in requesting an evaluation to see if the child has a learning disability. These children also may receive extended day instruction and mandated tutoring in identified subject areas.

Our plan for ELLs identified as having special needs: All teachers receive a copy of the student's Individualized Educational Plan (IEP), and instruction is geared to meet the goals of the IEP. The ESL, special education and content area teachers, along with the mandated counselor when indicated, meet to evaluate the progress of the student and implement educational strategies that are best suited for each student/

Every ELL has an advisory teacher who is the faculty member who develops an ongoing guidance and academic support program for her advisees. The advisor meets weekly with advisees and three times a month with the students' teachers. The students develop goals and plans for their time in school and beyond. Students in grades nine and ten meet daily after the last period to make sure they know and understand the homework assignments in each of their classes.

For ELLs in all subject areas we have before- or after-school tutoring. During tutoring, ELLs receive individualized attention. In addition, ELLs are programmed into Regents review or credit recovery classes in science, social studies or mathematics. Tenth grade ELLs may be programmed into study labs, where they receive additional assistance in each of their subjects. They also may receive additional ELA instruction in a small class setting taught by the ESL teacher. Summer school is available for those students who do not pass classes during the regular school year.

All instruction is in English. Whenever necessary, newcomers would be paired with students having the same native language. All subject area teachers would use total physical response, realia, hands-on learning and modeling. Teachers would create an environment that accepts limited responses in English. We would allow wait time for students to hear, understand and formulate their responses. Students would be able to respond in single words, then phrases and then complete sentences. Teachers would expand on the student's response so the students would hear a more language-rich answer. Students would receive positive feedback for their efforts. Teachers would talk slowly, reduce the use of idioms and provide simplified vocabulary whenever possible.

Students who achieve proficiency on the NYSESLAT are granted time-and-a-half on all exams for a period of two years. The ESL teacher confers with the subject area teachers around each student's academic progress. If need be, the ESL teacher continues to work with the student.

In the 2010-2011 school year, we will consider scheduling ELLs in grades 9 and 10 into the same subject area class (social studies or science) and have the ESL teacher push into those classes. This will increase the amount of time the ESL teacher does a push-in program. We would only discontinue services for students who pass the NYSESLAT in 2010 and require no further assistance, according to their teachers and their grades.

Access: All school programs are open to ESL students. They participate in eight clubs (gardening, art, music, chess, cultural diversity, Anime, MOUSE squad, and poetry). The school supports thirteen boys' and girls' PSAL teams that have ELL participants: golf, tennis, basketball, wrestling, volleyball, and softball. All ELLs participate in trips to cultural institutions in New York City throughout the year. There are several out-of-town trips annually that are open to every student in a specific grade. One of the trips is to colleges outside New York City.

We receive no funding from Title III for after-school or Saturday programs for ELLs.

Native Language Support for ESL students is facilitated by the use of bilingual dictionaries.

All incoming ninth grade students are invited to an orientation program in the spring. These incoming ninth graders, accompanied by their parents, meet their ninth grade teachers and are introduced to the courses of study. They are given an ELA assignment for the summer, which is used by their ELA teacher at the beginning of the school year. Throughout the ninth grade, all students receive academic support in a Seminar class that meets three times a week. This course has been shown to increase students' course passing rate and facilitate the students' transition to the demands of New York State curricula.

F. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.
Norma Sax, the ESL/Literacy teacher has gone to a professional development day for each of the last two years. These are curriculum rich occasions that are sponsored specifically for secondary ESL teachers. When we were part of a region

or district, there were more opportunities for professional development. Norma also took part in QTEL training and uses these techniques.

Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

All the teachers, administrators, and speech teachers who work with ELLs at Wagner receive professional development in second language acquisition and ESL methodology. They learn about the four stages of language acquisition and what the student is capable of doing at each stage. The teachers learn the difference between basic interpersonal communicative skills (BICS) and cognitive academic proficiency (CALP). They learn effective strategies to teach ELLs in the content areas.

G. Parental Involvement

Parents of all ELLs are invited to participate in all parent activities. We have concerts, plays, trips, dinners, award ceremonies, moving up ceremonies and graduation. They are invited to speak with their children’s teachers at any time. They are invited to join the Parents’ Association. They can be elected to membership on the School Leadership Team.

We have an open door policy. Parents may speak with their children’s advisory teacher, the parent coordinator, or the principal at any time. Translators are available and provided for our Spanish-speaking parents when they meet with school personnel.

Part IV: Assessment Analysis

A. Assessment Analysis

	9	10	11	12	Total
Beginner	0	0	0	0	0
Intermediate	6	2	0	0	8
Advanced	4	2	1	3	9
Total Tested	10	4	1	3	18

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	9*	10	11	12
	B	0	0	0	0
Listening and Speaking	I	2	1	0	0
	A	7	3	1	3
	B	0	0	0	0
Reading and Writing	I	4	2		2
	A	5	2	1	1

* One student is a long-term absentee who was tested most recently in 2007 and was advanced.

New York State Regents Exams

Number of ELLs Taking Test

Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	3		2	
Math A	3		3	
Math B				
Integrated Algebra	10		6	
Integrated Geometry	1		1	
Chemistry				
Earth Science				
Living Environment	3		3	
Physics				
Global History	3		1	
U.S. History	3		1	
Foreign		2		2

Language				
Physical Science	1		1	

A. After reviewing and analyzing the assessment data, answer the following:

1. What is revealed by the data patterns across proficiency levels on the NYSESLAT and grades?

Fourteen students tested at the advanced level in listening and speaking. Nine students were advanced on the reading and writing portion.

We had 5 students test out of ESL on the 2009 NYSESLAT Exam, as compared to 3 students on the 2008 exam.

2. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

The patterns indicate that our ELLs need more support in reading and writing than in speaking and listening. We emphasize instruction in reading and writing with our ELLs. For three years, we have worked with a coach from the New York City Writing Project. Teachers have learned and incorporated strategies to increase content area vocabulary, reading comprehension and writing skills in six areas: content, structure, stance, fluency, diction and conventions. We are planning to offer professional development in topics such as literacy in the disciplines and differentiating instruction to meet the needs of all students who have challenges in English language arts. All of our tests are given in English and not in the native language. No student is taught a subject in the native language, so there is no reason to offer the tests in the native language. We have no beginner or newly enrolled ELLs in the building who might prefer to take standardized tests in their native language.

3. What is the school learning about ELLs from the Periodic Assessments?

Our school has all students take periodic ACUITY tests – Regents Predictive and Instructionally Targeted assessments in ELA and mathematics. The results of these assessments are reviewed for each student by their teachers. Instruction is modified after an analysis of the students’ proficiencies and needs. For the past two years, we have not used the ELL periodic assessment, which is an optional test.

5. Describe how you evaluate the success of your programs for ELLs.

We use several metrics to evaluate the success of our program. We look at course grades in all subjects. We track credit accumulation. We see if students' scores are increasing on the NYSESLAT. We also look at scores on ACUITY assessments over time. As seen above, we know how well our students do on Regents examinations. We can see their four- and six-year graduation rates. Finally, we rely on frequent conferencing among a student's teachers to analyze each student's continuing challenges and areas for accelerated learning.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

We receive no Title III funds.

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. We have 206 students whose parents' first language is not English. Of those, 111 speak Spanish. The remainder are divided among 29 languages.

- 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. Important documents that are 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. When 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.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	282,174	40,340	322,514
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,821		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		403	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,108		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,015	
6. Enter the anticipated 10% set-aside for Professional Development:	28,217		

7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		4,034
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- 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 91%
- 9. If the percentage of high quality teachers during 2008-2009 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.

We are offering tuition reimbursement to teachers who take courses to become highly qualified in their subject area.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and

disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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.

Robert F. Wagner Jr. School Parent Involvement Policy

- 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.
- Each child's advisor maintains contact with 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 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 seniors participate in informational meetings about post-secondary educational opportunities, preparation for college and college entrance examinations, and financial aid.
- 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. 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 or mailed notices when their child shows a 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.
- Parents are made aware of their access to information about the school on the Department of Education's website. Under Statistics, parents can read the most recent school quality reviews, learning environment surveys and report cards.
- Parents have received written information about the uses of ARIS Parent Link.

School-Parent Compact

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
- Sustaining 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
- Sustaining an advisory system for students in grades 10, 11 and 12, in which a teacher is responsible for monitoring the academic and social progress of every advisee
- The advisors maintain regular communication with the student's parent(s), teachers and counselor(s)
- The administration provides 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 school-wide 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 students' progress
- The school will attempt to maintain or increase its course passing rate, attendance rate, Regents exam passing rate and four-year graduation rate by setting achievable 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
- 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

The responses of parents, students, and faculty members to the Learning Environment Survey will be shared with the faculty, the Parents Association and the School Leadership team.

The annual review of Wagner's parent involvement policy will take place on Monday, March 22, 2010. The revised policy will be distributed to parents during the week of April 12, 2010.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See the Needs Assessment section on pages 10-13.

1. School-wide Reform Strategies

- 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 school-based professional development study groups in literacy in the disciplines, research-driven classroom practices that correlate with accelerated learning, differentiated instruction, cognitive psychology research and its implications for teachers and students, and preparing students for 21st century environments.
- 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
- Teachers use ARIS to access data about students that help them to plan instruction and measure progress towards goals
- Teachers set two or three goals for the year, primarily related to assessment of students and engagement in learning
- Administrators drop into classes and provide feedback about what they see to the teachers within 24 hours
- Teachers emphasize basic to advanced skills in writing and reading in 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
- Maintain the advisory and seminar program in ninth grade to instill habits and develop skills and knowledge that will increase all students' chances of academic success
- Maintain the advisory system in 7th and 8th grade
- Lower the class size in advisories in grades 10-12 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.
- Dedicate teacher meeting time for committee work, departmental sharing, grade groups of teachers and professional growth
- 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
- Increase the number of opportunities for self-reflection and peer-to-peer feedback for students, teachers and administrators

2. Instruction by highly qualified staff

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

3. Professional development

- Opportunities for teachers to attend professional development sessions in their subject area given outside the school
- Teachers select from a variety of professional development resources to meet their needs.
- Forums are created in-house for looking at students' work, studying seminal works in the research literature, peer support, looking at instructional practices, etc.

4. 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 Department of Education’s website
- Visit recruitment fairs to contact qualified candidates
- Conduct in-house interviews and demonstration lessons
- Check references of all potential teachers

5. 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

6. Academic assessments

- Use CTB ACUITY 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
- 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

7. For students below proficient level of academic achievement

- Effectively use the advisory group to identify and assist these students
- Enroll students who are struggling academically in support classes during the regular school day
- Advisors devise individualized learning plans for such students, coordinating with input from the student, teachers, counselors, administrators and parents
- A committee of teachers develops reward and recognition programs for students

**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: All 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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We did not engage in an analysis of this finding in 2008-2009. To do a thorough self-analysis, we would appreciate the assistance of outside experts, using valid assessment tools and surveys. We also would need the time and financial resources for our staff members to be trained in the art of curriculum analysis in English Language Arts and English as a Second Language (ESL). We do not employ coaches or assistant principals in English Language Arts or ESL

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

Applicable Not Applicable Do not know

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?

See above

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.

We could benefit from additional support from central on 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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We did not engage a process relevant to this finding in 2008-2009. We do not have a mathematics coach or assistant principal. Moreover, we would need structured time, professional development and financial resources for our mathematics faculty to probe into the alignment of the curriculum with 2005 standards with our instructional plans. The depth of how we teach each topic could also be explored with the time, expertise and other resources that were available to the auditing teams.

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

Applicable Not Applicable Do Not Know

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.

We could use 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our teachers do request development in their knowledge of differentiating instruction. We would need the assistance of valid tools and objective observers to determine an approximation of the percentage of time connected with each activity mentioned about in our 20 ELA classes.

We did not assess whether this finding is relevant to our school's educational program in 2008-2009.

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

Applicable Not Applicable Do not know

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.

Our school could use 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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.

We did not assess whether this finding was relevant to our school in 2008-2009. We could benefit from outside auditors using the SOM and SEC tools in our school. We do use technology in the high school classrooms – graphing calculators, Geometer’s Sketchpad and a Smart Board. We do not know whether the DOE would consider the degree of technology use to be “low.”

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

Applicable Not Applicable Do not know

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?

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.

We will need additional support from central to address this issue.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The principal referred to the BEDS reports from this year and previous years. He also relied on his personal knowledge of staff changes. Turnover has been very low. In the past eleven years, only three teachers transferred from Wagner to other New York City schools. No teacher has been rated unsatisfactory and dismissed. Two teachers have left because they failed to fulfill their certification requirements in a timely manner. The percentage of new or transferred teachers in one year has never exceeded 15% in the past eleven years.

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

Applicable 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?

See above.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We did not engage in a formal process. We are aware that QTEL training that is practical for classroom teachers to attend is no longer readily available in New York City. It is true that district plans for ELL instruction have not been communicated. Since we no longer have districts, we are not certain where in the Department of Education to access comprehensive plans for ELL instruction at the school level. The school-based Language Allocation Policy is now available to our teachers on the Internet and on file in the school.

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

X 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?

See above.

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 will need additional support in this area. We need to learn about opportunities for all of our teachers to get professional development in ELL instruction throughout the school year. We are planning to send one or more staff members to professional development on January 8, 2010.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal through personal knowledge is aware that NYSESLAT test scores were not reported to all teachers of ESL students.

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?

See above.

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.

We will distribute NYSESLAT scores to all teachers in 2010. We will indicate the number of years students have been in ESL programs and their proficiency levels in the four modalities, using the NYSESLAT scale score ranges for the 2009 administration of the NYSESLAT.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal surveyed the situation by consulting with staff members. We determined that CTT and subject area teachers need to learn how to plan and work together in the classroom. General education teachers also need to be more familiar with the IEPs of their students.

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

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?

Special education students often do not fulfill the goals of their IEPs. Also, ICT teachers' skills can be more frequently and effectively used in content area classes than they are at present.

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 fund attendance at periodic professional development sessions in this area.

We could use additional support from central to address this issue.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal surveyed several IEPs and compared the goals therein to the content on which these students are assessed on grade-level (Regents) exams.

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

Applicable Not Applicable The finding is not applicable in regard to behavioral goals and objectives, which appear on IEPs of students who have these issues. It is applicable to statewide Regents and Regents Competency exams.

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?

We do not have any special education students in grades seven and eight, for whom state tests are administered on grade level. However, this finding is relevant for our high school students with IEPs.

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.

We could use assistance in this area. We have seventy-five students in special education, each of whom is enrolled in five to seven classes. We would need the time, money, personnel resources and expertise to analyze each IEP to determine the extent to which it specifies accommodations and/or modifications for the *classroom environment* (including instruction).

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

The data show that we enrolled nine students in temporary housing on October 31, 2008. We have recently distributed the questionnaire for all new students and are in the process of receiving the surveys and analyzing their content.

2. Please describe the services you are planning to provide to the STH population.

For our STH students, we may set aside Title I funds for the following purposes:

- School supplies and books
- Outreach efforts by our attendance teacher(s)
- Counseling services beyond the regular school day from our guidance counselors
- Instruction in after-school classes
- Participation in after-school clubs

An STH will get a free school lunch without having to fill out an application. If one of our students who currently does not have a Metrocard moves to temporary housing further than 1.5 miles from school, that student will be given a Metrocard.

