



WAGNER MIDDLE SCHOOL (02M167)

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M167
ADDRESS: 220 EAST 76TH STREET, NEW YORK, NY 10021
TELEPHONE: (212) 535-8610
FAX: (212) 472-9385

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M167 **SCHOOL NAME:** Wagner Middle School

SCHOOL ADDRESS: 220 East 76th Street New York, NY 10021

SCHOOL TELEPHONE: (212) 535 – 8610 **FAX:** (212) 879 - 3354

SCHOOL CONTACT PERSON: Jennifer Rehn **EMAIL ADDRESS:** jrehn@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: rotating

PRINCIPAL: Jennifer Rehn

UFT CHAPTER LEADER: Pedro Serrano

PARENTS' ASSOCIATION PRESIDENT: Karen Dixey

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN 101

NETWORK LEADER: Ms. Megan Roberts and Ms. Marina Cofield

SUPERINTENDENT: Ms. Daria Rigney

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Jennifer Rehn	*Principal or Designee	
Pedro Serrano	*UFT Chapter Chairperson or Designee	
Amanda Wolf	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Meryl Sweet	Member/Teacher	
Lucy Espinal	Member/Parent	
Susan Egan	Member/Parent	
David Pretto	Member/Teacher	
Lisa Stefanick	Member/Teacher	
Gail Forde	Member/Parent	
Karen Smith	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Wagner Middle School, MS 167, located on Manhattan's Upper East Side, is the largest public middle school in Manhattan. Currently the school serves over 1,200 students in grades 6 - 8. There are two programs at Wagner Middle School, the accelerated academic program, also know as SP, and the general academic program.

There are twelve to fourteen classes, with an average size of thirty students, in each of the three grade levels. To create community and help students and teachers build stronger relationships, each grade level has been restructured into "houses", each of which contains four classes. Houses are assigned a core group of teachers who teach English, Math, Social Studies, and Science to the students in their house. A common planning time period for the team of four teachers in each house is built into the school's master teaching program. The team uses this time to plan interdisciplinary lessons, meet with students and their families, and plan fieldtrips.

There are four assistant principals, one for each grade and an additional Assistant Principal who supervises Special Education, who follow the students from 6th grade through graduation. In addition, the school's guidance counselors follow the children from 6th grade through 8th grade. To help support curriculum and instruction efforts, there is a part-time Literacy coach, a part-time Math coach and a Science Lead Teacher.

Wagner offers the Science Regents exam during students' 8th grade year and Honors Math classes are offered in grades 6, 7 and 8. Students are invited to test into these courses. In addition to a rigorous academic programs Wagner has many complementary programs that are available to our students including band, computers, arts and drama. One of the finest aspects of Wagner is the extensive and varied after school activities which take place before and after school. These activities provide enrichment, socialization, recreation and excitement for all involved.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Wagner Middle School, MS 167				
District:	2	DBN #:	02M167	School BEDS Code:	310200010167

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.5	95.8	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.5	96.6	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	406	379	392	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	430	424	403		40.8	37.6	43.9		
Grade 8	419	453	432						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					3	36	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1255	1256	1228		19	14	12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	41	44	46	Principal Suspensions	37	68	TBD		
No. in Collaborative Team Teaching (CTT) Classes	72	70	71	Superintendent Suspensions	20	38	TBD		
Number all others	81	96	94						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	47	55	59	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	10	20	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	79	82	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	18	19	TBD
(As of October 31)	2007-08	2008-9	2009-10	5			
	2	6	TBD				
	2	6	TBD	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.7	98.8	TBD
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	58.2	64.6	TBD
Black or African American	13.9	14.8	14.3	Percent more than five years teaching anywhere	35.4	39.0	TBD
Hispanic or Latino	24.6	22.8	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	32.1	31.4	30.6	Percent Masters Degree or higher	85.0	85.0	TBD
White	29.2	30.6	32.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	98.0	TBD
Multi-racial							
Male	52.6	53.7	52.3				
Female	47.4	46.3	47.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	✓		ELA:		
	Math:	✓		Math:		
	Science:	✓		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial	-	-					
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓	--				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	8	8	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	85.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 25% of the Overall Score)	19.4	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 60% of the Overall Score)	46.6	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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?
-

Over the past three years, Wagner Middle School has seen significant increases in both English Language Arts and Mathematics proficiency rates. From 2006 - 2009, the percentage of students scoring at or above performance level 3, increased 15% from 69.2% to 84.2%. Gains in mathematics were similar. Students scoring at or above performance level 3 increased 15.2 %, from 73% to 88.25.

Gains were also made in the number of students making 1+ years progress in English Language Arts and Mathematics. Over the past three years, students making 1+ years progress in English Language Arts has gone from 50.5% to 58.9%, an increase of 8.4%. Mathematics has seen an even greater increase, going from 49.5% to 70.3%, a gain of 20.8%.

Wagner Middle School has consistently made strides with our students performing in the lowest 1/3 in Mathematics and English Language Arts. In English Language Arts, 79% and in Mathematics, 77.9% of students in this sub-group made at least 1 year progress.

Wagner Middle School has also made significant strides in student reading achievement as determined by Teacher's College Benchmarks for Independent Reading Levels. Between November 2007 and November 2009, there has been an overall increase in students reading at or above level 3, from 53.55% to 57.96%, an increase of 4.41%. In addition, the percentage of students reading at level 4 has risen from 18.05% to 26.09%, an increase of 8.04%. While raising the number of students reading at proficiency, Wagner Middle School has seen a decrease in level 1 students, from 27.82% to 20.64%, a decrease of 7.22%.

Wagner Middle School has been successful in closing the achievement gap. We have consistently received extra credit on the school progress reports for making exemplary gains. Most recently, in 2008-2009, Wagner received extra credit in English Language Arts and/or Mathematics in the following sub-groups: English Language Learners, Special Education, Hispanic Student sin the lowest 1/3 city-wide, Black students in the lowest 1/3 city-wide and other students in the lowest 1/3 city-wide.

What are the most significant aids/barriers to our school's continuous improvement?

As a NYC public school, one of the greatest challenges we face on a daily basis is funding. With the recent budget cuts, Wagner Middle School has had to cut spending in the arts, in allocations for books, professional development and after school activities. In order to not cut programs completely,

we have had to spend a good deal of time brainstorming creative ways to raise money and provide the most excellent education possible to our students.

Another challenge we face is due to the fact that we are the largest, zoned school in Manhattan. Although we have attempted to reduce class size (this has been most successful in 6th grade), we find it increasingly difficult to do so. Each year, we receive a large number of new students who are zoned for Wagner. This results in class sizes, particularly on the 7th and 8th grades that are often at capacity. Our large class sizes makes it challenging to ensure that all students are receiving the individualized instruction that they deserve. Further, due to the recent budget cuts, we are unable to reduce class size by hiring additional teachers. This challenge is one that we will continue to face and attempt to remedy with creative programming.

Although size is a significant barrier in one manner, it is also an aid in other ways. Due to our size and our reputation in the community, we have the ability to offer many programs to students that other schools simply do not have the space, community support, or materials to offer. For example Wagner Middle School has a band program that over 400 students participate in, free of cost. The band program not only teaches students music, but also (as research shows) plays significant role in the academic lives of our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

- 1. Science and Social Studies teachers will use teaching strategies that support Common Core Literacy Standards.**
- 2. To increase student performance in ELA and mathematics.**
- 3. Increase parent participation in school events.**

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 2010-11 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, PLA, 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): Science and Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Science and Social Studies teachers will use teaching strategies that support Common Core Literacy Standards, specifically in writing, as a means of demonstrating and communicating higher order, critical thinking.
-------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

By June 2011,

- Science and Social Studies curricula will have been modified to include Common Core Literacy Standards and the skills necessary to meet the standards with a focus on the three writing strands – narrative, informational and argument.
- All Science and Social Studies teachers will have modified their instruction to include strategies and techniques designed to support Common Core Literacy Standards specifically in the area of writing.
- Fifty percent of Science and Social Studies teachers will be proficient in tailoring instruction to support writing according to the Common Core Literacy Standards. Staffing includes part-time ELA and Mathematics coaches, staff developers from Teacher’s College Reading and Writing Project (who will be working across disciplines), Teacher’s College/Network calendar days with Lucy West, et al. Teacher leaders, identified by grade-level & department to work with Common Core Standards in developing new assessments.

Staffing includes a part-time Science Lead teacher.

The Science Lead teacher and staff developers from the Teacher’s College Reading and Writing Project will provide professional development to help teachers analyze the standards and determine methods for teaching them.

Lead-teacher, part-time Literacy Coach (when available), and Assistant Principals will meet with grade level teams on a bi-weekly basis to help plan lessons and investigations that incorporate Common Core Literacy Standards.

The Assistant Principal for English Language Arts (ELA) and part-time ELA coach will provide professional development in order to educate content teachers on the major facets of literacy instruction, focusing on writing.

Professional development includes: weekly grade level department meetings, monthly department meetings and professional development workshops.

Bi-weekly meetings will be held with administration, coaches and teacher leaders to plan professional development.

Cross-content meetings to align curricular topics and share best practices will be regularly scheduled.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Literacy Coach – Tax Levy Fair Student Funding • Science Lead teacher – 40% - Tax Levy Lead Teacher Funding, 60% - Tax Levy Fair Student Funding • Mathematics Coach – Title I ARRA SWP funds • Consultant from Teachers’ College – Tax Levy Fair Student Funding • Professional Development coverage – Tax Levy Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor progress through formal and informal observations</p> <p>Monitor implementation of teaching strategies that support Common Core Literacy writing standards in the classroom through regular walkthroughs.</p> <p>Monitor progress by reviewing student portfolios.</p> <p>Curricula documents will be modified to include Common Core Literacy Standards and the skills necessary to meet the writing standards.</p>

Subject/Area (where relevant): Math, English/Humanities, Social Studies and Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Create a system for data-driven instruction in the major subject areas, in which all students will be held to the same standards-based expectations.</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>All units in the major subject areas will have standards-based, pre-unit and post-unit assessments designed collaboratively by teachers.</p> <p>Teachers will analyze data from the assessments to plan for/assist with differentiated instruction (whole group, small group, individual). Staffing includes a part-time science lead-teacher.</p> <p>Staffing includes part-time Literacy Coach (ELA) and part-time Mathematics Coach, Science Lead teacher, staff developers from Teacher’s College Reading and Writing Project (who will be working across disciplines), Teacher’s College/Network</p>

calendar days with Lucy West, et al. Teacher leaders, identified by grade-level & department to work with Common Core Standards in developing new assessments.

STEP 1A:

Utilizing the Common Core Standards, analyze the current curricula to:

1. Ensure all standards are being addressed
2. Determine gaps in our curriculum
3. Revise/reorder curriculum to address gaps
4. Align assessment (see above) with curriculum

STEP 1B:

Part-time Mathematics/ELA coach, Science lead teacher and Assistant Principals will meet with grade level teams on a weekly basis to provide professional development and assist teachers in designing assessments that:

1. Isolate particular standards and objectives
2. Show mastery/non-mastery of skills
3. Show mastery/non-mastery of application (i.e. problem solving/writing process)
4. Measure students' ability to communicate about process
5. Clearly identify students' strengths and weaknesses in a particular domain.

Step 2:

1. Adapt classroom instruction in order to target individual students, small group and whole group non-mastery of standards
2. Plan targeted intervention during morning enrichment
3. Set goals with students on an individual basis

Step 3:

Periodic data meetings with teachers and Assistant Principals

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Literacy Coach – Tax Levy Fair Student Funding • Science Lead teacher – 40% - Tax Levy Lead Teacher Funding, 60% - Tax Levy Fair Student Funding • Mathematics Coach – Title I ARRA SWP funds • Consultant from Teachers’ College – Tax Levy Fair Student Funding • Professional Development coverage – Tax Levy Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor progress by:</p> <ol style="list-style-type: none"> 1. Reviewing pre and post assessments which are included in student portfolios with teachers and during administrative cabinet meetings 2. Engaging in informal/formal observations and debriefs 3. Utilizing Acuity/Periodic assessments/TC assessments

Subject/Area (where relevant): English Language
 Arts/Humanities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase proficiency on the 2010 – 2011 English Language Arts exam by 3%.</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>Students will perform at minimum of 60% proficiency.</p> <p>Staffing, scheduling and funding includes part-time Literacy Coach (ELA), staff developers from Teacher’s College Reading and Writing Project, Teacher’s College/Network calendar days, February TC institute, per session for planning days and afterschool planning, money for substitute teachers, money for classroom libraries and test preparation books, materials for morning enrichment and money for Teachers’ College leadership groups, Principal leadership group and Assistant Principal leadership group.</p> <p>The 8th grade English Language Arts teachers will revise their curriculum focusing on new standards, literature study, higher order thinking skills and writing. This will be done during weekly grade level department meetings, all-day and after school planning sessions.</p> <p>Revised 6th and 7th grade curriculum to include argument and informational writing with greater frequency.</p> <p>Differentiated morning enrichment. Students will receive a report card grade for morning enrichment.</p> <p>English Language Arts website will be created and include supports such as curriculum maps, resources, lesson plans, copies of short stories and a link to the common core standards.</p>

	<p>Pre and post assessments and common rubrics will be designed based on the common core standards.</p> <p>Implementation of scantron</p> <p>Student work will be discussed collaboratively using the tuning protocol.</p> <p>Family Involvement meeting including a series for families on how to support children in literacy.</p> <p>Please also see Goal one.</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>	<ul style="list-style-type: none"> • Literacy Coach – Tax Levy Fair Student Funding • Science Lead teacher – 40% - Tax Levy Lead Teacher Funding, 60% - Tax Levy Fair Student Funding • Mathematics Coach – Title I ARRA SWP funds • Consultant from Teachers’ College – Tax Levy Fair Student Funding • Professional Development coverage – Tax Levy Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Pre and post assessments Teachers College Assessments Acuity Scantron 2011 State English Language Arts Exam</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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				N/A
1			N/A	N/A				N/A
2			N/A	N/A				N/A
3			N/A	N/A				N/A
4								
5								
6	58	36	12	8	22	1	1	
7	74	52	0	10	18	0	1	
8	76	45	1	16	36	2	3	
9								
10								
11								
12								

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.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>AM Enrichment: Small group instruction; guided reading; shared reading, During the school day: guided reading; high interest low level books; books on tape; Words Their Way After School: Homework Help, Strategies for Success After School Program</p>
<p>Mathematics:</p>	<p>AM Enrichment: Small group instruction During the School Day: small group instruction, After School: Homework Help</p>
<p>Science:</p>	<p>AM Enrichment: Small group instruction During school day: independent reading material at student's levels After school: Homework help</p>
<p>Social Studies:</p>	<p>AM Enrichment: Small group instruction During school day: independent reading material at student's levels After school: Homework help</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Bereavement group, divorce group, girls group, individual sessions, crisis counseling, over-aged students</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Individual sessions</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual counseling, parent out-reach, personal hygiene lessons</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
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.

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.
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.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$658,483.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$6,585.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
4. Enter the anticipated 10% set-aside for Professional Development:			

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Involvement Policy

- Wagner M.S. 167 agrees to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education.
- We will strive to meet the educational needs of all children including our low-achieving students. This includes students of poverty, LEP students, children with disabilities, neglected or delinquent children and children in temporary housing.
- Wagner M.S. 167 agrees to implement programs, activities and procedures for the involvement of all parents in order to promote the home/school/community partnership.
- Parents will be invited to attend workshops that are designed to assist them in communication with their children to better prepare them for the year's NYS Exams so that their children can reach, at minimum, proficiency on challenging State academic achievement standards and State academic assessments.
- Wagner M.S. 167 will provide translators to communicate as needed between parents and teachers, deans, guidance counselors, and administrators.
- All memos and notices that are distributed will continue to be translated into their preferred home languages.
- With the help of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I will include identifying the barriers to greater participation by parents. On-going evaluations of Title I policies with parents to ensure maximized success and participation.
- We will offer support to parents in their roles as the first teacher. We will raise their level of awareness of grade level expectations through the dissemination of information on school-wide policies, standards and New York State assessments.

This School Parental Involvement Policy and School-Parent Compact has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs as evidenced by the attached attendance sheet.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parent Compact

The Robert F. Wagner M.S. 167, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parent, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009 – 2010 .

Required School-Parent Compact Provisions

School Responsibilities

Wagner Middle School, MS 167 will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

- Extended day and after school programs
- Professional Development for teachers and parents
- Math and Literacy Coaches and Science Lead Teacher assist teachers with curriculum and demonstration lessons

2. Hold Parent-Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Fall: November 15, 2010 and November 16, 2010
- Spring: February 17, 2011

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards three times a year
- Interim reports to parents three times a year
- Meetings with house teachers as needed
- Parent/Teacher conferences held twice a year
- Curriculum Night once per year

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents may make an appointment to speak with teachers at any time or can readily communicate with them via email

- An established open-door policy welcomes parents to see administrators, deans, and guidance counselors at all times
- Parent body may contact the Parent Coordinator to discuss any and all issues

5. Provide parents opportunities to volunteer and participate in their child’s class and participate in their child’s class and to observe classroom activities as follows:

- Parents may visit classrooms at any time by setting an appointment
- Parents may volunteer to work with teachers and students on special projects
- Parents are invited to attend in-classroom publishing parties, science fairs, Literacy Tea, and class field trips.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance including morning enrichment
- Making sure that homework is completed
- Participating, as appropriate, in decisions relating to my children’s education
- Promoting positive use of my children’s extracurricular time
- Staying informed about my child’s education and communicating with the school by promptly reading all notices and e-mails from the school or the Department of Education either received by the child or by mail and responding as appropriate
- Serving, to the extent possible, on policy groups and the Parents Association

Additional Required School Responsibilities

Wagner Middle School, MS 167 will:

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Communicate with parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide parents with information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the state assessment in at least Math, Language Arts and Reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
9. Workshops for parents for ELL students
10. A workshop with Supplemental Education Providers and Guidance Counselors

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Wagner Middle School, MS 167 will:

1. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
2. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute of regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Wagner Middle School, MS 167

School

Parent(s)

Student

Date

Date

Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

A comprehensive needs assessment of the school was conducted by analyzing the school report card, school accountability report, student test scores and data from ARIS. We used last year's CEP to guide us in achieving our academic goals. During walkthroughs and common planning times, teachers, coaches and administrators look at student work samples, class assessments, student portfolios and lesson plans. We continually assess and monitor student growth to design effective interventions and enrichment programs. Weekly grade level department meetings, monthly department meetings, common planning times and faculty conferences address the curriculum, trends in student learning and the methods that can be implemented to increase student learning.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Wagner Middle School provides many opportunities for all children to meet the State's proficient and advanced levels of academic achievement. Those students who are struggling to meet standards are referred for AIS services. Please refer to the section regarding AIS services. For our advanced leveled students, we provide a rigorous curriculum that supports higher level thinking skills. For

example, we in Math offering a high school curriculum of Advanced Integrated Algebra I, in Science we offer an Earth Science Regents class and we also offer the Proficiency Exam in Foreign Language.

- d) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Classroom libraries are in all Humanities/ELA classrooms. These libraries are leveled and provide the “just right” book for all students. To increase the amount and quality of learning time in our school, the extended day program runs from Mondays – Thursdays in the morning. This instruction is open to any student who does not meet state standards. In addition, there are several enrichment classes in our extended day program. We also have an extensive after school program that is free for all students.

To meet the needs of our historically underserved population, we have created a “Closing the Achievement Gap” inquiry study group. This committee works to support our Black and Latino students who have struggled to meet State academic content standards. Twenty-five students have been selected and are being supported both academically and socially by their mentor.

3. Instruction by highly qualified staff.

In order to ensure that only highly qualified teachers are working with our students, we hire qualified, licensed teachers to work in our school community. Our goal is to hire and maintain teachers who are licensed and teaching in appropriate subject.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Money has been allocated in the budget to allow teachers to attend professional development. Wagner also encourages teachers to attend National workshops and reimburses teachers for registration fees. Our technology teacher offers an in-house professional every Tuesday (“Tech Tuesdays”) to support teachers in the use of technology. All teachers are e-mailed information regarding PD on a weekly basis. Our new teachers are matched and meet weekly with a new teacher mentor.

Wagner works collaboratively with a consultant from Teachers' college. Wagner also has a full-time Literacy coach, a part-time Math coach, a Science Lead teacher and a Technology specialist, all of whom provide professional development. Two of our special education teachers are involved with Bank Street College's MUSE design team. One of our teachers who is National Board Certified teacher is currently teaching the National Board Certification pre-service class to 6 of our staff members.

Teachers also attend weekly department meetings.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Wagner attends all teacher fairs and recruits from Open Market. There is also an extensive interview process.
6. Strategies to increase parental involvement through means such as family literacy services.
Monthly parent workshops are held on a variety of topics including, helping your child select appropriate books, how to support your child in completing their homework etc. Assistant Principals e-mail their families a minimum of 2 times a month updating them on school events and activities. The ESL teacher offers several parent workshops throughout the year to support second language families. Wagner also has an extensive website which includes literacy resources such as level book lists, library hours etc.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through the common planning time, grade level meetings, PPTs and weekly department meetings teachers take a proactive stance in the decision making process regarding the use of academic assessments in order to provide information on, as well as, to improve the achievement of individual students and the overall instructional programs. Math teachers design ITA assessments for their students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please refer to the AIS appendix.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Wagner receives a violence prevention grant which support our work with ENACT.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$658,483.00	✓	12, 13
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			15,000	✓	15
Title IV	Federal			✓			
IDEA	Federal	✓			159,745	✓	16
Tax Levy	Local	✓			5,558,796	✓	12 - 16

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A – Wagner is a SWP Title I school

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: 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.)

We currently have 5 students in temporary housing.

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

At-risk guidance, distribution of school supplies, appropriate modifications, support with transportation

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 167 Robert F. Wagner						
District:	2	DBN:	02M16	School		310200010167	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		94.5	95.8	95.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		96.5	96.6	96.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	379	392	405	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	424	403	411		40.8	43.9	43.9
Grade 8	453	432	420				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	36	48
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	1256	1228	1237	<i>(As of October 31)</i>	2007-	2008-	2009-
					19	14	12
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	44	46	44	Principal Suspensions	37	68	100
# in Collaborative Team Teaching (CTT)	70	71	68	Superintendent Suspensions	20	38	32
Number all others	96	94	91				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	55	59	TBD	Number of Teachers	79	82	85
# ELLs with IEPs	10	20	TBD	Number of Administrators and Other Professionals	18	19	14
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	6	5	9

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	2	6	13	% fully licensed & permanently assigned to this	98.7	98.8	97.4
				% more than 2 years teaching in this school	58.2	64.6	76.5
				% more than 5 years teaching anywhere	35.4	39.0	49.4
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		85.0	85.0	84.7
American Indian or Alaska Native	0.1	0.1	0.0	% core classes taught by "highly qualified" teachers	93.9	98.0	87.8
Black or African American	14.8	14.3	12.4				
Hispanic or Latino	22.8	22.1	24.7				
Asian or Native Hawaiian/Other Pacific	31.4	30.6	28.8				
White	30.6	32.2	34.0				
Male	53.7	52.3	53.9				
Female	46.3	47.7	46.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	-	-		
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v		-	-		
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v		-	-		
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v		-	-		
Student groups			8	8	1	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 02	School Number 167	School Name Wagner Middle School
Principal Jennifer Rehn		Assistant Principal Beth Niskanen	
Coach David Pretto, ELA		Coach Margaret Gomez, Math	
Teacher/Subject Area Stephen Ross, ESL		Guidance Counselor Alison Schwenzer	
Teacher/Subject Area Corey Chapman/Humanities		Parent Christophe Coruble	
Teacher/Subject Area type here		Parent Coordinator Marilyn DeNicola	
Related Service Provider Brenda McDonagh		Other type here	
Network Leader Marina Cofield & Megan Roberts		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1245	Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	5.14%
------------------------------------	-------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Describe the steps followed for the initial identification of those students who may possible be ELLS.
 New admit ELLs are enrolled by our pupil personnel secretary. She notifies our ESL teacher who meets with families to review and fill out the HLS. If applicable, students are then LabR assessed and placed into appropriate ESL leveled-groupings according to status.

2. What structures are in place at your school to ensure that parents understand all three program choices?
 In addition to meeting with our pupil personnel secretary, grade level assistant principal, and/or ESL teacher upon enrollment, all parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coincided with Open House/Curriculum Night. A similar meeting is scheduled during the spring to educate parents of newly enrolled students. At this time parents meet with the ESL teacher, Stephen Ross, Principal, Jennifer Rehn, Parent Coordinator, Marilyn DeNicola, and ESL Assistant Principal, Beth Niskanen. Parents are shown the DOE informational video that describes English Language Learning program options. Parents are walked through the Parent Survey, as well as other informational materials. There is a lengthy Question and Answer session to clarify information.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
 Entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher, Mr. Ross. Forms are translated as necessary and sent home with students. Parents are invited to attend more than six opportunities (Curriculum Night, Title III Parent Meetings, and PTCs) throughout the school year to meet with Mr. Ross, review data, complete information, and/or ask questions about English as a Second Language at Wagner.

4. Describe the criteria used and procedures followed to place ELLs students in bilingual or ESL instruction programs.
 n/a - Wagner has only Freestanding ESL programming due to the number of students spread across grade levels and native languages.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?
 In the past seven years 100% of parents have opted for freestanding English as a Second Language.

6. Are the program models offered at your school aligned with parent request? If no, why no?
 Thus far, so we align fully with the current climate of parent choice. Parents tend to seek an educational program where the mode of instruction is in English because many families choose to supplement their child's education through enrollment in native language schools in the evenings and on the weekends. To date we have not achieved a critical mass to justify the implementation of a bilingual or dual language program. ELLs are 5% of our total population. In addition, with over sixteen languages represented in this ELL population, we do not meet the New York State standard of 20 students speaking the same language within the same grade level to implement a native language literacy course.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Check all that apply	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							26	18	20					64
Push-In														0
Total	0	0	0	0	0	0	26	18	20	0	0	0	0	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	10
SIFE	4	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	34	2	3	22	2	5	8	0	2		64
Total	34	2	3	22	2	5	8	0	2		64

Number of ELLs in a TBE program who are in alternate placement: n/a

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	9	9					28
Chinese							6	2	4					12
Russian							1	0	0					1
Bengali							0	0	0					0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu							0	1	1					2
Arabic							0	1	1					2
Haitian							0	0	0					0
French							0	0	1					1
Korean							1	0	1					2
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other							7	5	3					15
TOTAL	0	0	0	0	0	0	25	18	21	0	0	0	0	64

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Programming and Scheduling Information - part A.

Students are grouped by Language Fluency Level based on NYSESLAT or LAB-R scores – Beginner/Intermediate, and Advanced groupings are present along with transitional Proficient programming. While programming is difficult across grade and language levels, whenever possible ESL classes have been programmed to group pull out students together within their grade level classes to build community and allow for ease of modifications and teacher communication.

Students are grouped for pull out ESL based on their NYSESLAT/LabR levels – Beginner/Intermediate (8 periods a week) and Advanced students (4 periods a week). Our ESL teacher's schedule allows for pull out groups across grade level and NYSESLAT level 26 periods a week. In addition, periods are built into his schedule for ESL based assessments and responsibilities.

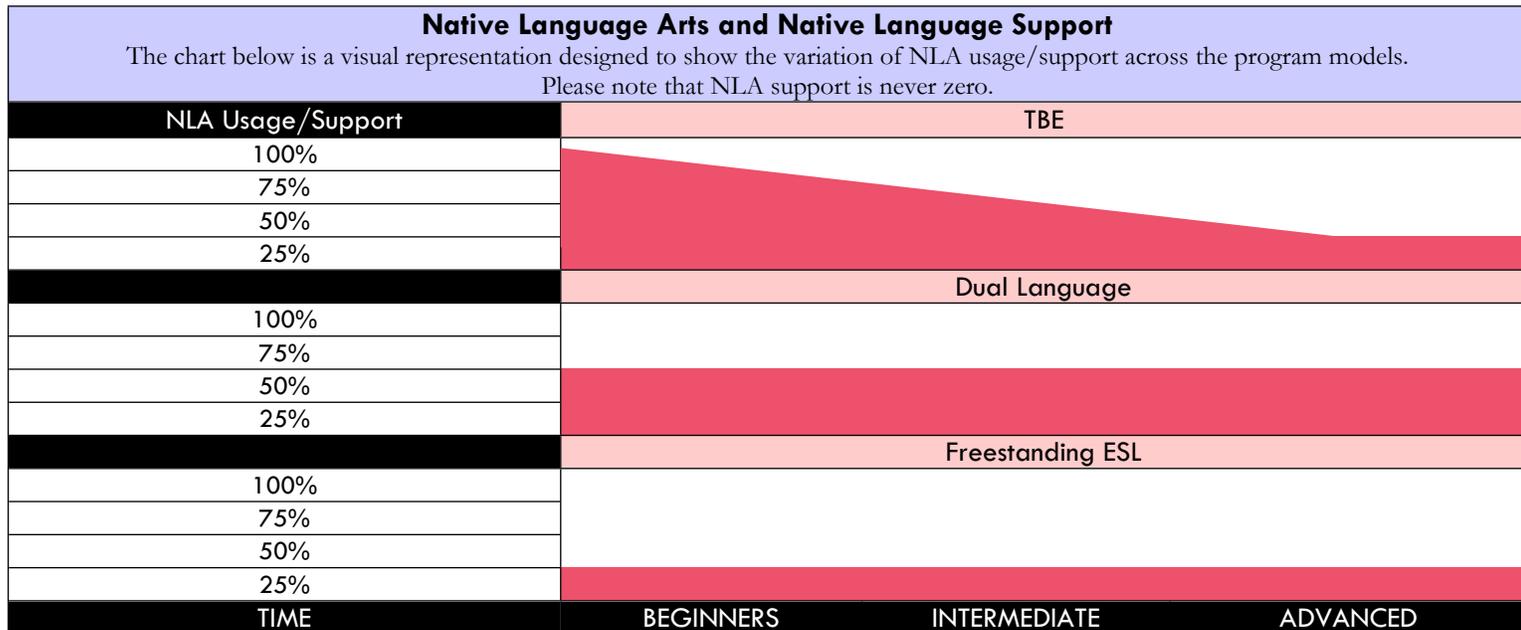
Wagner Middle School differentiates based on ELL subgroups as necessary. Newcomers are placed together whenever possible to ensure comfort in speaking (both native language and English). Morning Enrichment is spent offering newcomers a comfortable environment to practice basic conversational skills as well as address needs across content areas with the support of our ESL teacher Monday – Thursday mornings. Mr. Ross also offers a social and academic lunch group for newcomers, which is ongoing for SIFE (very few) and/or beginners.

Long term ELLs benefit from all teaching practices within ESL. Our Title III program has offered two components – a study group/small

group instructional activities and a separate groups offering more social activities and trips to build community and practice practical application of English. Special Needs ELLs received all benefits of Wagner's extensive ESL program and teaching as well as their IEP modifications and extensions. Time is arranged for Special Education teachers to meet with our ESL teacher to discuss techniques, needs, and plan goals for shared students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Programming and Scheduling Information

Wagner follows the Teacher's College Workshop Model and these modalities are brought directly into ESL and/or ELA instruction. Lessons begin with an explanation of the purpose of the day's lesson, followed by a mini lesson. Students are able to observe the teacher as a model, practice the skill independently, then with pairs or small groups, leading to whole group discussion and retelling. Instruction includes shared reading, read alouds, independent reading, journaling, writers' and readers' notebooks, modeling, active listening, and countless opportunities to view model reading and writing, as well as display model reading and writing to peers. ELA teachers assess students reading levels multiple times throughout the school year, offering leveled books and activities as needed. Classroom libraries are organized by these levels that students and families are informed of throughout the year.

During all content classes students benefit from the option of writing, reading, and speaking in English as well as native language throughout their beginnings as an ELL. Freestanding ESL offers support with multiple materials in multiple languages. Social/Emotional support is also offered through the "buddying" of students speaking the same languages in the same classes as well as meetings with teachers who speak multiple languages. Last year our guidance counselors also piloted the beginning of "language lunches" bringing all students together who speak the same language across grade levels for a social lunch gathering to offer support to each other. Service support and resources correspond to our ELLs ages and grade levels and are discussed with colleagues at CPTs, IEP meetings, and other opportunities for colleagues discussion and planning.

Wagner is proud to offer multiple intervention programs for ELLs across grade levels and content areas. All programs are offered in English with minimal support offered in Spanish, French, and Mandarin based on specific teachers' skills.

ELA – Teacher's College Workshop Model training for teachers and execution. Curriculum Maps designed in tandem with ELA/ESL teachers and Literacy Coach.

All Contents - Morning Enrichment with specific content certified teachers to address needs/concerns for individual students Monday – Thursday at 8AM. Title III Instructional Activities offer two opportunities a week after school for students to gain support in reading, writing, and speaking. After School homework help is also available Monday – Friday afternoon. Wagner offers Spanish in grade 6 and 7 to students in SP classes, already meeting NYS grade level standards. All 8th graders are offered Foreign Language – Spanish – as per NYS mandates.

Morning Enrichment – Wagner's very successful 37.5 minutes instructional activity runs each Monday – Thursday. While some students are mandated for ESL or academic support, others also benefit as all programs (Band, Art, Spanish, English, Math, Study Hall, physical education, library, etc) are "open door" and welcome any student in need of support or a structured activity.

After School – Wagner offers ACES and Wagner Middle School After School programming to all 1,250 students. Programs are Monday – Friday and vary in length and activities. Examples of such programs are chess club, dance club, basketball, homework help, girls group, book clubs, library time, Mouse Squad (computer programming), musical theater, and many more. Many of our ELLs enjoy spending time

with ELLs and non-ELLs in such academic and social settings.

General activities – All grade level or school-wide activities such as out lunch, dances, field trips, etc are offered to ELLs who enjoy spending time with friends throughout Wagner.

Transitional ELLs are discussed at length with their teachers during CPT (common planning time), a weekly meeting to discuss students with teachers, guidance, and administration. Transitional ELLs also receive mandated testing modifications on all standardized exams and are able to use ELL supports (dictionaries, mask/markers, extended time, etc) in content areas assessments based on need. Transitional ELLs are invited to participate in all Title III instructional/social activities throughout school year. Wagner also hosts specific Transitional ELL groups focused on assessment and study skills to support Transitional ELLs during state assessments, high school application process, etc. X-coded students are also discussed at CPTs and PPT; support is offered on an individual basis and ranges from NYSESLAT prep to social groupings dependant on the individual needs.

Wagner hopes to continue to polish its Title III program and focus on parental involvement. Ensuring even more notices, letters, emails, etc are translated for our ELL families and non ELL families speaking a non-English native language in the home. Letters of outreach and intervention have also been a priority to offer to all staff members in order for full access of communication of academic and social concerns across content areas. Focus on designing welcoming programs, with translation, for families to build family involvement will continue to be a goal.

All ELL programs will continue as planned, with minor adjustments to ensure even more success. During recent years, large focus and time has been spent offering more translation services, focusing meetings around social/cultural gatherings. All ELLs receive the same information and invitations as non-ELL students and families. All families are invited to sign up for our grade level listserves to receive information and Wagner’s homepage website has recently been able to offer instant translation with a touch of a button for families to review flyers, emails, and links sent home to families with students. Welcome Folders now fully translated (welcome letters, school calendars, notices home, etc) in Chinese and Spanish, which benefits our ELLs as well as proficient students with Chinese or Spanish speaking guardians. This recent goal has made a large difference in family involvement at Wagner since our beginning stages of implimenting this goal three years ago. At this time no “before the beginning of the school year” programs are offered. We have found that the majority of our ELLs arrive during the month of September and have our “welcome to school” groups and meetings in late September to ensure as many students/families are met with as possible.

We are thankful to have utilized our Title III and general Wagner budget to gain laptops and a SmartBoard in our ESL classroom. This technology offers active and interesting opportunities for our ELLs to “see” language and its purpose. Mr. Ross is extremely well versed in SmartBoard use and educates staff members on its uses as well. Our ESL students benefit directly from use of a lap top cart, document projector, LED projector, and SmartBoard, all of which are consistently in use to offer practical and interesting application of language. All students at Wagner also have eChalk email addresses and teachers now post homework and instruction on their own eChalk pages. A school calendar is also posted on eChalk as well as flyers home and archived emails.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/a to Wagner

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Mr. Ross, our ESL teacher, receives multiple Professional Development Opportunities through the Office of ELLs as well as Teachers College.

Wagner’s general staff is exposed to ESL needs and development through varying publications provided by our ESL Teacher and ESL Assistant Principal. Our Title III team also develops ongoing curriculum and lesson plans to turn key differentiation opportunities across

content. This information is turnkeyed to staff through coaches and/or lead teachers (or inquiry team members if applicable) present information during Department Meetings, Common Planning Time, Faculty Conferences, and other opportunities. Special Education teachers and paraprofessionals also are introduced to their specific ELLs needs and accommodations at CPT (Common Planning Time) made possible in teachers' schedules throughout the school year.

Last year our ESL teacher also ran an after school teacher group to expose teachers to technology based ELL interventions and modifications. Our Special Education – SETSS providers – also present varying modification materials for IEP students and/or ELLs to staff.

In regards to transitions from Elementary school to Middle School, the majority of our 6th grade staff is certified K-6 Elementary, thus offering many transitional supports. Sixth graders are typically offered smaller classes, homeroom grouping, “house” grouping, weekly advisory, proactive lessons and assemblies on topics such as organization, homework help, study skills, bullying, library skills, etc.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Wagner benefits from a very active Parent Association and typically school wide events are well attended from our parents. Title III parent meetings and ESL Parent Teacher conferences were attended by approximately 35% of our ELL families in years past, which is a great improvement since earlier years. When the DOE translation services are unable to meet our needs, we reach out to LIS translation services for support. We also have several ties to organization providing support specifically to our Asian families (ELLs and non ELLs) including APEX and the Charles B. Wang Community Health Center.

Our Title III and ESL program also benefits from partnerships with cultural institutions such as the Metropolitan Museum of Art, the Whitney, Tenement Museum, El Bario, and other neighborhood museums and historical societies. The majority of our communication and conversations with parents takes place at Parent Teacher Conferences and ESL specific meetings.

Parents of our ELLs are most often requesting information and support in regards to academics. Requests of translations and topics for meetings have allowed us to have report cards and progress reports translated as well as adjusting topics of meetings to include High School process and expanding on our Summer Activities meeting. We have also had more day to day materials translated and track our translation needs more in recent years due to LAP planning.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	1	1					6
Intermediate(I)							4	5	8					17
Advanced (A)							15	11	6					32
Total	0	0	0	0	0	0	23	17	15	0	0	0	0	55

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I							4	3	2				
	A							12	7	3				
	P							7	7	10				
READING/ WRITING	B							4	1	1				
	I							3	5	8				
	A							13	9	6				
	P							3	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	6	3		18
7	7	7			14
8	5	5			10
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		9		7		4		22
7	9		6		2		0		17
8	5		5		5		0		15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		1		0		6
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		2		0		6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>A -Regents</u>				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		2		2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

LAB-R, NYSESLAT raw scores, and most recently TC reading levels are our most useful assessment tools to plan for integration of modalities across groupings. Each student's reading level is assessed by their ELA teacher several times throughout the year and this information shared across grade levels and teachers through an online database. ARIS results are also used to plan for instruction and group students.

With such large gaps of time between the NYS Science and Social Studies test, as well as the recent termination of the NYS Social Studies, this data has proven less useful for our planning. While there is a clear pattern of content based concerns with this year's 8th graders (see Science and SS quantitative data chart), this data's availability does not allow us to know if the reading, writing, and/or content was the area of concern for each child. The breakdown of the NYSESLAT into modality offers the clearest display of skills needed and allows for great influence in our ESL planning and curriculum.

We have found intensive focus on writing and speaking in recent years has made a monumental difference in the success of our ELLs on the NYSESLAT. This is displayed by 29 students testing PROFICIENT on the 2009 NYSESLAT and 22 students testing PROFICIENT on the 2010 NYSESLAT.

Modalities are reviewed and patterns across NYSESLAT modalities discovered whenever possible. Wagner has found that speaking was the modalities most in need of focused instruction based on previous year's data. We have found through careful review of scores that speaking and listening are areas needing most support and practice. Conversational pairs and groupings have been arranged as well as a shift in our Title III program to include more time for focused, as well as unstructured, English speaking. Our speaking scores have improved greatly since the 2008 NYSESLAT, when we began our focus on this specific modality.

Program success is measured by Teachers College and ELA assessments (short term) and NYSESLAT results (long term). Much of our success for parent outreach and involvement is measured based on attendance and interest in our planned events. Qualitative data displaying social/emotional success of ELLs is also reviewed consistently through conversations with students, teachers, and parents.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The Wagner ESL program has had some great success. My primary goals upon coming to Wagner in 2008 were: 1) to increase newcomer proficiency and give them the language skills needed to succeed in their general education classrooms, and 2) to help long-term ELLs increase fluency and pass the NYSESLAT exam. Using SmartBoard and PowerPoint technology, I designed a curriculum with a focus on grammar, vocabulary and story structure. I also have collaborated with our ELA department, sharing strategies in order to enhance common core standards. The results have been excellent. In 2009, 27 ESL students, most of whom were long-term ELLs, passed the NYSESLAT exam. In 2010, 23 of our students passed. This year we hope for similar results.

The next step for our ESL program is to continue to improve the alignment of ESL and our other core classes. More can be done to integrate our curricula and to learn from each of our departments' strengths.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		