



**ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS  
AND TECHNOLOGY**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: ROBERT F. WAGNER, JR. SECONDARY  
SCHOOL FOR ARTS AND TECHNOLOGY**  
**ADDRESS: 47-07 30 PLACE, QUEENS, NY 11101**  
**TELEPHONE: 718-472-5671**  
**FAX: 718-472-9117**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342400011560 **SCHOOL NAME:** Robert F. Wagner, Jr. Secondary School for Arts and Technology

**SCHOOL ADDRESS:** 47-07 30 PLACE, QUEENS, NY, 11101

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

**SCHOOL CONTACT PERSON:** BRUCE NOBLE **EMAIL ADDRESS:** BNoble@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Bruce Noble

**PRINCIPAL:** Bruce Noble

**UFT CHAPTER LEADER:** Shirley Hopkins

**PARENTS' ASSOCIATION PRESIDENT:** Rosanna Vera-Wupuy

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Melissa Baraf

**DISTRICT AND NETWORK INFORMATION**

**CHILDREN FIRST NETWORK DISTRICT:** 24 **(CFN):** CFN106

**NETWORK LEADER:** Cyndi Kerr/Maria Broughton

**SUPERINTENDENT:** Juan Mendez

**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
Bruce Noble	Principal	
David Riesenfeld	UFT Member	
Peggy Jayne	Admin/CSA	
Shirley Hopkins	UFT Chapter Leader	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

□

In September 2010, Wagner began its eighteenth year as a New York City school. Our students may enroll at Wagner in the seventh or the ninth grade. We select our seventh grade students by application and interview. They continue in the 8<sup>th</sup> grade and may elect to stay with us through high school graduation. To enter in the ninth grade, students need to apply and be selected by the Department of Education's system of high school enrollment. Students from western Queens (Districts 24 and 30) and Bushwick (District 32) have priority for admission. The student population reflects the ethnic and national mix of Western Queens.

We offer theatre and fine arts classes in the middle school and high school. Introduction to digital arts, photography, contemporary art and creativity, and performance art are offered in the high school. All grade eleven students are required to take a course in decision-making and an unpaid senior internship to prepare them for life after high school. We have five teachers devoted to supporting students who are English language learners or who have Individual Educational Plans. Students are increasingly well prepared academically for their further education, which must continue after graduation from high school.

As a school, we have begun work in a pilot program centered on assessment for literacy and literacy in the content areas. Eight teachers, our tenth grade team, have committed themselves to professional development activities inside and outside the school, financed by the Department of Education. In addition, the school is financing an additional eighteen days of work with a coach from AUSSIES, to bring the work directly into each teacher's classroom. We hope to do school-based inquiry on the impact of this program and expand its impact to additional grades next year. In addition we are instituting several programs and activities to create a culture of reading throughout the building.

This year we have changed our schedule to enrich students' programs. Students now have seven instructional periods. This allows us to add new courses for seniors in mathematics, science, fine art, performance art and journalism. Students now have time

each week devoted to laboratory exercises in three sciences. In the middle school, which last year earned top honors in New York City and national chess tournaments, all students now take chess.

An important strength of Wagner is the feeling of community that comes from being a small school where students are well known. The school enjoys very high levels of safety and respect. We are committed to elevating both student engagement and our expectations for academic challenge and students' accomplishments.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
<b>School Name:</b>	Robert F. Wagner, Jr. Secondary School for Arts and Technology								
<b>District:</b>	24	<b>DBN #:</b>	24Q560	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<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 type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.9/84.5	96.9/ 86.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.2	98.08	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	50	47	49		58.3	59	76		
Grade 8	47	47	47						
Grade 9	161	154	138	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	119	138	130	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	112	86	115		0	9	TBD		
Grade 12	42	81	72						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	531	553	551	(As of October 31)	2007-08	2008-09	2009-10		
					5	4	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	1	0	0	Principal Suspensions	12	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	36	38	46	Superintendent Suspensions	1	1	TBD		
Number all others	33	30	24						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	0	0		
(BESIS Survey)				Early College HS Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10						

MARCH 2011

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	19	19	2	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	5	Number of Teachers	34	33	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	8	TBD
				Number of Educational Paraprofessionals	2	0	TBD

<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	28	13	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	67.6	75.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	50	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	91	TBD
American Indian or Alaska Native	0.6	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.7	84.6	TBD
Black or African American	10.4	9.4	7.3				
Hispanic or Latino	59.3	59.9	59.7				
Asian or Native Hawaiian/Other Pacific Isl.	16.2	17.2	19.6				
White	13.6	12.8	12.7				
Multi-racial							
<b>Male</b>	44.6	43.8	44.6				
<b>Female</b>	55.4	56.2	55.4				

**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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	Y	ELA:	Y
Math:	Y	Math:	Y
Science:	Y	Graduation Rate:	Y

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√	√	√	√	61
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American	-	-		-	-	-	
Hispanic or Latino	√	√	-	√	√		
Asian or Native Hawaiian/Other Pacific Islander	√	√	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	√	√		√	√		
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B/B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	64.0/ 68.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2/ 9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.6/ 14.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	33.2/ 37.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR/ 7	Quality Statement 5: Monitor and Revise	

**Key: AYP Status**

√ = Made AYP  
 √<sup>SH</sup> = Made AYP Using Safe Harbor Target  
 X = Did Not Make AYP  
 - = Insufficient Number of Students to Determine AYP Status  
 X\* = Did Not Make AYP Due to Participation Rate Only

**Key: Quality Review Score**

Δ = Underdeveloped  
 ► = Underdeveloped with Proficient Features  
 √ = Proficient  
 W = Well Developed  
 ◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and 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?

### **Performance Trends:**

1. Graduation rate. The four-year graduation rate increased to its highest level, 75.9%, in 2009 and fell back to its second highest level, 65%, in 2010.
2. Middle school performance. The school's progress report climbed to an A, as a result of marked improvement in ELA test scores and continuing high achievement in mathematics.
3. Attendance in grades 9-12 has increased slowly but steadily for the past three years. Middle school attendance remains high at 96%.

In 2007, we instituted a seminar program that meets three periods per week for all freshman students. Seminar has strengthened overall study skills, time on task in class, homework completion, attendance at tutoring and course passing rates. We are beginning the third year of freshman seminar, with a committed group of teachers who began the program. We believe the positive effects of seminar afforded these students continued success with the more demanding 10<sup>th</sup> grade courses. The course passing rate in 10<sup>th</sup> grade averages 75%, compared to 89% in ninth grade. A core group of tenth grade teachers volunteered for that cohort in the fall of 2008. The Seminar class this year has expanded to a full credit class for both freshmen and sophomores, focused on College and Career Readiness. The preparation and institution of this program has been a major accomplishment for our school.

1. Most ninth, tenth and eleventh grade core subject teachers have common planning time. They meet frequently to discuss and implement interventions with at-risk students. Some teachers also have coordinated their curricula and began collaborations in the fall of 2009. Teachers also collaboratively plan College and Career readiness curricula.
2. We achieved all of our goals in the 2008-2009 CEP and PPR and also in 2009-2010.
3. We have drawn closer to a common grading rubric and to emphasizing summative assessments, plus work and social habits, as key components of our grading policies.
4. We continue to enroll a large number of students in College Now classes. Currently, there are eighty-five students enrolled in pre-college or LaGuardia Community College classes after school.
5. With very few exceptions, students in grades 7 and 8 achieved scores of 3 or 4 on their most recent state examinations in English Language Arts and Mathematics.

### **Significant aids to the school's continuous improvement**

1. Teachers employ a variety of educational approaches and strategies in order to tailor instruction to the needs and interests of their students.
2. The large number of staff members who have worked with the consultant from The New York City Writing Project helped Wagner to become a writing intensive school.
3. We now have teacher teams at all levels of the school. They meet as grade level teams, departmental teams, committee members and collaborative inquiry groups.
4. Teachers have mandated tutoring for many students.
5. We continue to retain close to 100% of our teachers, resulting in continuity for the students and for the educational program.
6. The entire group of teachers in grade ten is deeply involved in a DOE pilot focused on the new Common Core Standards and literacy in the content areas.
7. We have added several new courses this year: Chess and French in the middle school, and Performance Arts, Geographic Explorer, Creativity and Contemporary Art, Journalism, and the above mentioned College and Career Readiness Courses in the high school.

### **Significant barriers to the school's continuous improvement**

1. A large number of students who did not attend Wagner in middle school enter ninth grade with limited math skills and understandings. We place all students into integrated algebra, irrespective of their incoming competencies, except those who earned algebra credit in grade eight.
2. Many students do not have literacy skills and content knowledge matched to the reading levels and content of standard high school texts. We do however provide some texts at lower reading levels.

## 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.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> In school year 2010-2011, between six and eight teachers of ninth and tenth grade students will be working with a coach from AUSSIES. Our goal is that by June 2011, 66% of the teachers who work with the coach throughout the year will have implemented what they have learned from the coach into at least three lessons.	<input type="checkbox"/> The coach will be in the school for eighteen days and will work with teachers both in and outside of the classrooms, individually and in small groups. The focus will be on assessing text complexity, assessing student literacy, and using that information to enhance instruction.
<input type="checkbox"/> Teachers in grades 9 and 10 will design and implement curricula in preparing students academically and otherwise for colleges and careers. The two-credit course is called College and Career readiness or CORE. Our goal is that by June 2011, 80% of students (who are not long term absentees) in grades 9 and 10 will receive two credits for their completion of the requirements of this course.	<input type="checkbox"/> Curricula are designed and implemented by four teachers each in grades 9 and 10. The work is rigorous and comprehensive, and part of a new four-year program to prepare students well for higher learning and for employment. <input type="checkbox"/>
<input type="checkbox"/> The school will devote resources to build better communication with families and the involvement of families with their children's school. The goal is that 90% of classroom teachers and 100% of counselors will complete a log each month of their contacts with any families.	<input type="checkbox"/> The school will work with teachers to develop best practices for parent contact that will enhance student social growth and academic achievement. The administration will support these activities through coordinated efforts to keep all parents informed about their children and the school, via telephone, email, U.S. mail, school website, calendars, notices, assemblies, meetings, dinners, fund-raisers and trips.



## 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**

**Literacy in the content areas**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> In school year 2010-2011, between six and eight teachers of ninth and tenth grade students will be working with a coach from AUSSIES. Our goal is that by June 2011, 66% of the teachers who work with the coach throughout the year will have implemented what they have learned from the coach into at least three lessons.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> In May of 2010, we applied for and were accepted into the DOE pilot on literacy and the Common Core Standards. All of our tenth grade teachers chose to participate. We used 75% of our Title I professional development to secure the services of an AUSSIE coach who is an expert in secondary literacy. The same coach will be paid by DOE to come to the school, for a total of 28 days onsite and seven days offsite professional development. Our target population is all of the tenth grade teachers and one or two ninth grade teachers. They will develop skills in analyzing text complexity, using a variety of texts, and assessing the literacy level of students in major domains. The principal will work with each teacher, if they so request, to apply some of that new understanding into their lessons. The teachers will show the principal the lesson plans and the principal will directly observe the instruction.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Title I Professional Development funds will be used to pay the internal; AUSSIE coach. DOE pilot funds will pay for additional professional development. Children's First Inquiry funds will pay per session for these teachers to do an inquiry project. We will continue our staffing pattern of having four core and four non-core teachers who see students in each grade. Four of the teachers have common planning time in the afternoons. There are times for team meetings once a week.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Once every two months (December, February, April and June), the principal will meet with the teachers in the project to examine their progress incorporating new strategies into their instruction. These discussions will be supplemented by classroom observations and examination of lesson plans.☐</p>
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**Subject Area (where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐ Teachers in grades 9 and 10 will design and implement curricula in preparing students academically and otherwise for colleges and careers. The two-credit course is called College and Career readiness or CORE. Our goal is that by June 2011, 80% of students (who are not long term absentees) in grades 9 and 10 will receive two credits for their completion of the requirements of this course.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>☐ The Principal distributed the new Common Core Standards in June, which emphasized skills and competencies to make students college and career ready. A leader of the ninth grade team designed an expanded curriculum for the five-period course for all freshmen. Two tenth grade teachers co-designed a curriculum for the tenth grade course, which did not duplicate the ninth grade curriculum. The staffs responsible for teaching the classes are the English, social studies, science and CTT teachers in ninth grade. In tenth grade, the responsible staffs are the English, social studies, health and Spanish teachers. The course's units and lessons will continue to be rolled out throughout the year. Teachers will monitor and revise the curricula on a regular basis.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p>☐ We have expanded the schedule by one period a day to make space for the institution of these courses. Teachers now teach five classes instead of four, which allowed us to withstand an 8% budget cut and still increase, rather than lose, course offerings. We have kept most of the teachers who taught ninth and tenth grade students in 2009-2010. There is no money available presently (in October) to pay teachers to work collaboratively after school. However, they do have several weekly opportunities to meet and plan.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Students' grades in these courses will be reviewed by the principal every six weeks. The supervisors will also check to see periodically that the taught curriculum matches the planned curriculum. Selected students will be asked to evaluate the effect of these courses on their performance in their other academic classes. We project that most of the students will state that the CORE course has had a salutary effect on them.</p>
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**Subject Area (where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> The school will devote resources to build better communication with families and the involvement of families with their children's school. The goal is that 90% of classroom teachers and 100% of counselors will complete a log each month of their contacts with any families.</p>
<p><b>Action Plan</b>  <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><input type="checkbox"/></p> <ol style="list-style-type: none"> <li>1) The target population is all students.</li> <li>2) Responsible staff members are all teachers, parent coordinator, other office staff and the administrators</li> <li>3) School will use two programs to track student lateness and attendance data and make it available to advisors on demand.</li> <li>3) Teachers will continue to use tools to record instances of family contacts. If a standard form is desirable, it will be created.</li> <li>4) Advisors will use their circular 6 time to contact the families of their advisees on an average of once a month, beginning in November.</li> <li>5) Teachers who are not advisors will contact students' families on an as-needed basis. Teachers of each grade meet weekly to discuss students who need support and/or family input.</li> <li>6) Office staff and the administrators will communicate information about the school and about external organizations and events.</li> </ol>

	<p>7) Parents in the Parents Association will decide on how to expend monies from our Title I allocation for parental involvement.</p> <p>8) The school's website will be updated and maintained.</p> <p>9) Parents will be invited to school functions.</p> <p>10) Two teachers will use their Circular 6 assignment to monitor and act upon attendance issues in the 10th and 11th grades.</p> <p>11) Implementation will be ongoing.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<p><input type="checkbox"/> We purchased School Messenger software for wide-spectrum family contacts. The parents, in a small sample survey, have expressed interest in learning how to help their children with their school work. There are no noticeable implications for budget, staffing and schedule.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will be looking at logs once a month on average. Logs will be checked for number and percentage of contact for each teacher and for grade levels. We will stage our goals for updating the school's website. We expect that more than 22% of our parents will fill out the Learning Environment Survey in the spring. We will also see if the scores for communication and academic expectations from the parents increase at least 10% compared to last year's surveys.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	8			7	10			1
10	20	16			11			
11	45	4	18	24	15			1
12	13	17	21	17	12			

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p>	<p><input type="checkbox"/> All English teachers provide tutoring and mandate some students to attend. We also have English recovery classes in grades 10, 11, and 12 during the day. In the fall, we are offering one credit recovery class after school. Students who are CTT see their support teacher in English class.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> We offer a summer school program for credit recovery. There is also an after-school mathematics course to make up 10th grade math. We have an after-school class to prepare students to re-take the algebra Regents exam. In addition, we have a consumer mathematics course for students who have difficulty going beyond algebra and geometry. We use our SETSS teacher primarily in mathematics courses. He is an expert with differentiated strategies. All mathematics teachers provide tutoring and mandate some students to attend. <input type="checkbox"/> CTT students are seen by their designated CTT students in math classes. All math teachers provide tutoring.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> We offer a summer school program for credit recovery in living environment. In addition, we have one credit recovery and Regents preparation living environment class and one environmental science class after school during the regular school year. All science teachers provide tutoring and mandate some students to attend.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> We offer a summer school program for credit recovery. In addition, we have credit recovery classes for high school students during the school year, both during the day and after school. All social studies teachers offer tutoring, both mandated and voluntary.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Two full-time and two part-time counselors serve students who are at-risk academically, socially or emotionally. Services are usually one-to-one, although small groups meet when students are mandated for that setting. The service is provided during the day and for one half hour after school.</p> </div> <p><input type="checkbox"/></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> The psychologist comes to school for initial and triennial evaluations. She helps to determine which students need additional support and what kinds of support they would benefit from.</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The social worker comes to school only for initial and triennial evaluations.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> We have providers in speech and language, hearing, and occupational therapy as per each student's individual educational plan.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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)**

**Not applicable**

**Number of Students to be Served:**

**LEP N/A**

**Non-LEP N/A**

**Number of Teachers N/A**

**Other Staff (Specify) N/A**

**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.

N/A

**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.

N/A

**Section III. Title III Budget**

—

**School: N/A**

**BEDS Code: 342400011560**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

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

□

- a. The parent coordinator uses a report from ATS to determine the home languages of each student.
- b. Students on that list are interviewed to determine what is the preferred language of the parent who communicates most often with the school
- c. When Spanish-speaking parents visit the school, we provide a translator for conferences.
- d. Our SBST social worker is bilingual, Spanish-English.

□

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.

We frequently need to provide translations into Spanish

Very few students report that their parents speak or read one of the eight languages supported by the DOE Translation and Interpretation Unit

For those parents in the eight categories, we will send crucial documents to them to be translated for the family

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- a. All documents sent home are translated by school staff into Spanish, which the ATS report has shown is the language most frequently used of the entire world languages represented
- b. As soon as documents are written in English, they are given to school staff to translate.
- c. Once the translation is complete, the document is re-produced in English and Spanish and mailed to the children's homes.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- At parent meetings, we use a school staff member to provide a simultaneous translation into Spanish with the use of a system purchased for this purpose with Title I funds.

When a Bengali or Spanish speaking parent comes to school, we use internal staff to translate.

For IEP meetings, we use an outside contractor when necessary.

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>.

- A. The parent coordinator will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
- B. We have posted at the primary entrance to our school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.
- C. Our safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	287,570	11,736	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,876		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,379	*	
4. Enter the anticipated 10% set-aside for Professional Development:	28,757	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

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-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

### □ **Robert F. Wagner Jr. School Parent Involvement Policy**

The Parents Association meets regularly at the school.

- A sub-group of those parents is offered a menu of parent involvement activities to choose from, put together by the Parent Coordinator and the administration
- Parents are involved in the School Quality Review, when they voice their opinions on the school’s performance, its level of contact with the parents, and the school’s efforts to promote the education of each child
- Parent representatives to the School Leadership team are involved in the creation and revision of the annual Comprehensive Educational Plan.
- Each child’s advisor maintains contact with the parent(s). That teacher will keep the family abreast of their child’s progress in all classes, their path towards graduation and their involvement in tutoring and extra-curricular activities. Parents will be enlisted to support the child’s performance goals in each class by working with the child at home and engaging in discussions about their activities in school.
- Parents of incoming students are given a guide outlining the roles parents can play in supporting their children’s education.
- Parents are invited by the teachers and Parent Coordinator to attend school events that involve their child.
- Parents are informed about interim assessments and State exam results for their children.
- Parents and children are made aware of in-school and community resources that support the student’s current and future educational goals.
- Parents of seniors participate in informational meetings about post-secondary educational opportunities, preparation for college and college entrance examinations, and financial aid.
- Informational requests from parents are given first to the Parent Coordinator, and if necessary to the Principal
- Parents will receive progress reports and report cards 6 times a year. They will be sent transcripts twice a year. Parents of high school students are informed about their children’s semi-annual Regents exam schedules. They are called in for meetings when the child’s academic situation or behavior warrants individual attention and plans for improvement. Parents are notified about summer school and

afternoon school programs through their children and via mail. A printed handbook that includes promotion policy, graduation requirements and school rules is updated annually, and one is given to each child to share with his or her parent(s) or guardians.

- Parents are called or mailed notices when their child shows a pattern of absences, cutting, or lateness.
- The school is handicapped accessible for parents with disabilities.
- We have a machine that can provide private translations in Spanish at parent meetings. Translators are also available for individual meetings, at the request of the parents.
- Parents are made aware of their access to information about the school on the Department of Education's website. Under Statistics, parents can read the most recent school quality reviews, learning environment surveys and report cards.
- Parents have received written information about the uses of ARIS Parent Link.

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

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

- To promote a supportive learning environment, the school has undertaken the following initiatives:
  - Sustaining a team of teachers of students in middle school who, along with the guidance counselor, assume accountability for the academic, social and emotional growth of each student in the seventh and eighth grade
  - Sustaining a core group of teachers who teach and advise all of the students in all grades, to promote interdisciplinary planning, create interventions for students who need them, and teach habits and skills necessary for success in high school and college
  - The advisors maintain regular communication with the student's parent(s), teachers and counselor(s)
  - The administration provides data on the performance of each student to assist the advisor, when meeting with the student, to design, monitor and update an individualized learning plan
  - Students in each class will set learning goals jointly with their teachers
  - Teachers will regularly assess and students will self-assess as methods to monitor progress towards achieving short-term and long-term educational goals

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

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

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

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

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

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

## **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.

#### 1. School-wide Reform Strategies

- Have middle school teachers use the CTB McGraw Hill diagnostic and follow-up interim assessments and support each other in designing instruction that teaches and reinforces the kinds of skills and knowledge presented on ELA assessments
- Our program allows a small group of teachers in grades 7-8, 9, 10 and 11-12 to teach and advise their students, to promote interdisciplinary planning, interventions for students who need them, and the development of habits for success in high school
- We provide professional development for the tenth grade team of teachers in analyzing text complexity, doing inquiry on assessment for literacy, and individually crafted strategies for eight instructors. work environments.
- We use the results of diagnostic assessments and instructionally targeted assessments to guide differentiating instruction and revision of assessment methods and instructional practices
- We use quarterly summative assessments to monitor students' progress and revise instruction
- Teachers use ARIS to access data about students that help them to plan instruction and measure progress towards goals
- Teachers choose from a menu of observations, literacy inquiries, or research-supported strategies to improve their instruction
- Administrators drop into classes and provide feedback about what they see
- Teachers emphasize basic to advanced skills in writing and reading in their classes
- Students develop their skills and habits of speaking and listening so that classes become arenas where the students' voice is dominant
- Students and teachers are praised and recognized, privately and publicly, for doing good work
- Teachers develop and use rubrics for all of the work produced by their students
- Students reflect on daily lessons, summarize in their own words, or make journal entries at the end of each instructional period
- Teachers use mandated tutoring time to reinforce the instruction for students at risk of not meeting state standards
- Wagner provides enrichment opportunities in each subject for students who come in with much prior knowledge or complete tasks more quickly than the average member of the class
- We offer a variety of elective courses during the regular school day and after school to enrich the mandated course offerings
- Provide mandated tutoring, afternoon school, credit recovery classes during the regular school day and summer recovery classes for students who have failed courses or who are at risk for not passing statewide exams
- Address the need for information about careers and college throughout the students' years in high school
- Provide all students with a course dedicated to all aspects of college and career readiness in grades nine and ten

- Spread information about research-proven strategies that work to improve student outcomes, and look for their effective use in classrooms
- Increase the number of opportunities for self-reflection and peer-to-peer feedback for students, teachers and administrators

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

b) 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
  - (see above)
- Help provide an enriched and accelerated curriculum.
  - Courses are offered at Wagner, in the College Now program, and for college credit at LaGuardia Community College
- Meet the educational needs of historically underserved populations.
  - Many of our students fall into this category
- 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.
  - In addition to the academic programs described above, we make sure that all students meet and talk with their guidance counselors
- Are consistent with and are designed to implement State and local improvement, if any.
  - N/A

3. Instruction by highly qualified staff.

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

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.

- Opportunities for teachers to attend professional development sessions in their subject area given outside the school

- Teachers select from a variety of professional development resources to meet their needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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

6. Strategies to increase parental involvement through means such as family literacy services.

- Have parents meet to decide how to spend Title I funds to meet the needs of the parents
- Inform parents in their native language about events in the school and the progress of their children. Continually recruit parents to become active in the Parents Association and School Leadership Team
- Invite parents to events involving their children – art shows, sports, award ceremonies, graduations, trips, musical performances, etc.
- Inform parents about community resources for themselves and their families
- Invite parents to orientation sessions for incoming students
- Invite parents to sessions about college, financial aid, and the senior year

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.

- Enroll students who are struggling academically in support classes during the regular school day
- Advisors devise individualized learning plans for such students, coordinating with input from the student, teachers, counselors, administrators and parents

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.

(see above)

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.

N/A

## **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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$287,570	True	1, 2, 3, 4
Title I, Part	Federal	Yes			11,619	True	2

A (ARRA)							
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<sup>1</sup>**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.

<sup>2</sup>**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.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

9

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

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

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

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

**Part B:**

**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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
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.  
N/A



# **CEP RELATED ATTACHMENTS**

## **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

***File Name - 28\_24Q560\_101810-210539.doc***

### ***Part II: ELL Identification Process***

#### ***Initial Identification***

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

#### ***Program Choice:***

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

#### ***Annual Evaluation:***

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

**Part III: ELL Demographics**

Grade	Number of students	Language
7 <sup>th</sup>	1	Japanese
9 <sup>th</sup>	10	Spanish
10 <sup>th</sup>	4	Spanish
11 <sup>th</sup>	1	Spanish
12 <sup>th</sup>	3	Spanish

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

***Programming and Scheduling Information***

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

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

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

In science classes, language is meaningful and purposeful, focusing on concept definition and usage. Students learn science and the experimental method through hands-on

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

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

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

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

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

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

positive feedback for their efforts. Teachers would talk slowly, reduce the use of idioms and provide simplified vocabulary whenever possible.

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

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

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

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

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

All instruction is in English. Whenever necessary, newcomers would be paired with students having the same native language. All subject area teachers would use total physical response, hands-on learning and modeling. Teachers would create an environment that accepts limited responses in English. We would allow wait time for students to hear, understand and formulate their responses. Students would be able to respond in single words, then phrases and then complete sentences. Teachers would

expand on the student's response so the students would hear a more language-rich answer. Students would receive positive feedback for their efforts. Teachers would talk slowly, reduce the use of idioms and provide simplified vocabulary whenever possible.

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

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

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

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

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

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

### ***Professional Development and Support for School Staff***

Describe the professional development plan for all ELL personnel at the school. Norma Sax, the ESL/Literacy teacher has gone to a professional development day for each of the last two years. These are curriculum rich occasions that are sponsored specifically for secondary ESL teachers. When we were part of a region or district, there were more opportunities for professional development. Norma also took part in QTEL training and uses these techniques.

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

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

### ***Parental Involvement***

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Robert F. Wagner, Jr. Secondary School for Arts an					
<b>District:</b>	24	<b>DBN:</b>	24Q560	<b>School</b>	342400011560	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.9/84.5	96.9/	97.5 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	47	49	48				
Grade 8	47	47	48				
Grade 9	154	138	127				
Grade 10	138	130	115				
Grade 11	86	115	118				
Grade 12	81	72	108				
Ungraded	0	0	0				
<b>Total</b>	<b>553</b>	<b>551</b>	<b>564</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	98.1	98.7

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	58.3	76.0	69.8

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	9	4

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	4	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	12	17	6
# in Collaborative Team Teaching (CTT) Classes	38	46	49	Superintendent Suspensions	1	1	0
Number all others	30	24	27				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	33	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	0
# receiving ESL services only	19	2	TBD	Number of Educational Paraprofessionals	2	0	0
# ELLs with IEPs	1	5	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	28	13	42	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	67.6	75.8	0.0
				% more than 5 years teaching anywhere	50.0	66.7	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	91.0	0.0
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers	79.7	84.6	0.0
Black or African American	9.4	7.3	6.4				
Hispanic or Latino	59.9	59.7	62.6				
Asian or Native Hawaiian/Other Pacific	17.2	19.6	20.4				
White	12.8	12.7	10.1				
<b>Male</b>	43.8	44.6	44.1				
<b>Female</b>	56.2	55.4	55.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	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: v
Math: v	Math: v
Science: v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	61
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-		
Black or African American	-	-		-	-	-	
Hispanic or Latino	v	v	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	A / C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	62.5 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	7.1 / 7.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	16.3 / 8.2	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	39.1 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN 1 (106)</b>	District <b>24</b>	School Number <b>560</b>	School Name <b>RF Wagner Jr. SSAT</b>
Principal <b>Bruce Noble</b>		Assistant Principal <b>Peggy-Ann Jayne</b>	
Coach <b>not applicable</b>		Coach <b>not applicable</b>	
Teacher/Subject Area <b>Noprma Sax ESL</b>		Guidance Counselor <b>Samina Najar</b>	
Teacher/Subject Area <b>Steve Gershman Special Educat</b>		Parent <b>Patricia Pimentel</b>	
Teacher/Subject Area <b>David Riesenfeld Social Studi</b>		Parent Coordinator <b>Linda Langford</b>	
Related Service Provider <b>Giovanna Kroboth</b>		Other <b>type here</b>	
Network Leader <b>Cyndi Kerr</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>562</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>3.91%</b>
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## 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.

#### Initial Identification

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

#### Program Choice:

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	To t #
Transitional														0

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	1	1	1	3
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	1	1	3

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	9
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	12

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											
	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	Total	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 21	<input type="checkbox"/>	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 22
<b>Total</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 21	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 22

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

**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
<b>TOTAL</b>	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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:
Native American:	White (Non-Hispanic/Latino):
	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										7	6	5	2	20
Chinese										2				2

## 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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>22</b>								

## 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.

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

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

We provide rigorous academic instruction in all content areas, according to New York State standards. In ELA classes, ELL students prepare and give oral reports. They also listen to other students’ reports and give and receive feedback. Students take notes during mini-lessons as they develop listening and writing skills. Students listen to their peers’ comments and questions and continue or expand on the

discussion threads. Students regularly work in cooperative groups, taking a range of roles to develop a variety of competencies. They keep journals to increase the volume and clarity of their writing. Students use a variety of writing styles appropriate for different audiences, purposes and settings. Students read in a variety of genres. They focus on understanding main ideas and supporting arguments, literary style, characterization, setting, theme and use of metaphors and similes. They draw inferences from texts and predict outcomes. Students are taught through visual means, with the assistance of overhead projectors, word walls, computer-generated presentations, semantic maps and visual organizers. They use computers and print resources to broaden their knowledge base and prepare research and other kinds of papers. In addition, for students here from four to six years or more, teachers explain the use of idiomatic language and encourage idiomatic usage, metaphors and similes in students' writing.

In science classes, language is meaningful and purposeful, focusing on concept definition and usage. Students learn science and the experimental method through hands-on laboratory experiments and subsequent write-ups. They prepare summaries each week of science-related articles they find in media from outside the classroom. Students work in groups and give oral presentations on specific topics throughout the year. The ELLs are listening, speaking, reading and writing academic scientific vocabulary. If we had students here less than three years, approximations of the language would be accepted. ELLs are supported by our ESL teacher during their freshman science classes.

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

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

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

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

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

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

Our plan for long term ELLs: Again, we analyze NYSESLAT results to identify strengths and weaknesses. In addition, we use ARIS to examine grades by subject area and Regents exam scores. The student's advisor meets weekly with other teachers who have these students

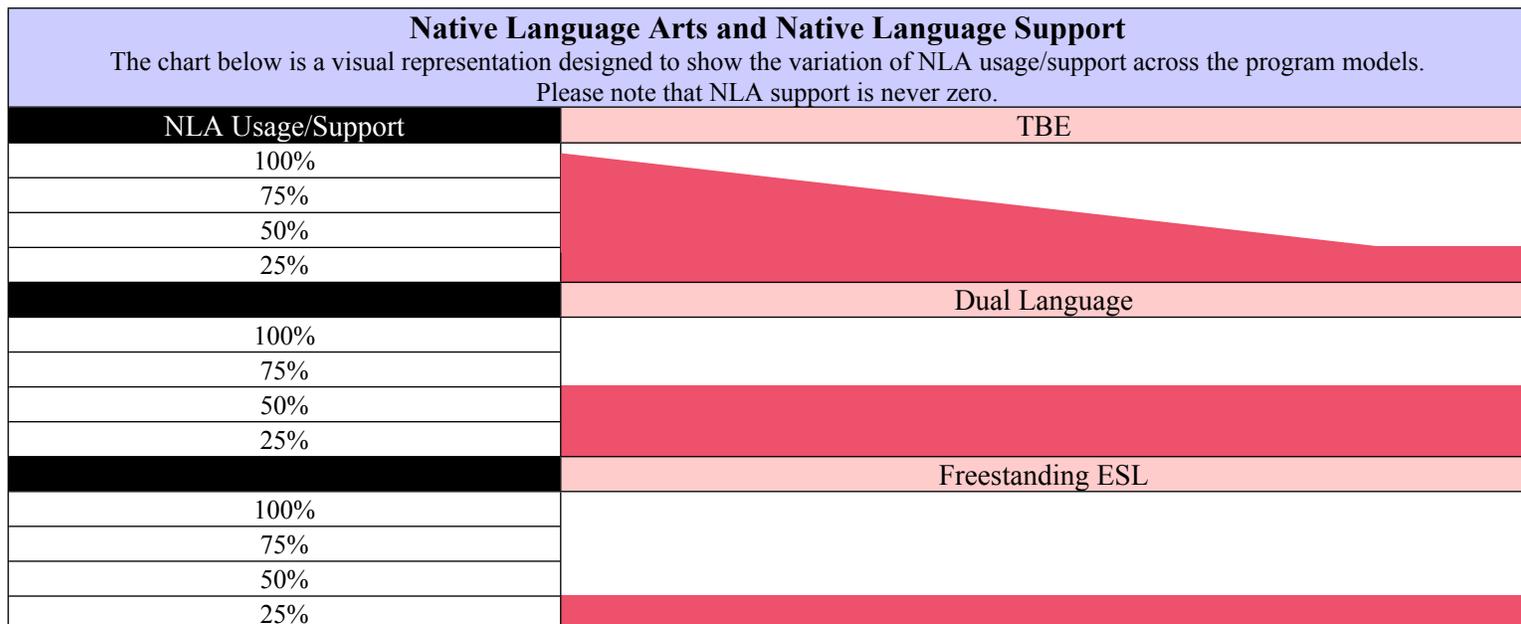
and they share best practices for each student. If the teachers conclude that the student's issue may not be second language acquisition, we consult with the parent/guardian in requesting an evaluation to see if the child has a learning disability. These children also may receive extended day instruction and mandated tutoring in identified subject areas.

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

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

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

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

In the 2010-2011 school year, we will consider scheduling ELLs in grades 9 and 10 into the same subject area class (social studies or

science) and have the ESL teacher push into those classes. This will increase the amount of time the ESL teacher does a push-in program. We would only discontinue services for students who pass the NYSESLAT in 2010 and require no further assistance, according to their teachers and their grades.

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

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

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

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

### **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)?

Paste response to questions 1-5 here Not applicable

### **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.

Norma Sax, the ESL/Literacy teacher has gone to a professional development day for each of the last three years. These are curriculum rich occasions that are sponsored specifically for secondary ESL teachers. When we were part of a region or district, there were more opportunities for professional development. Norma also took part in QTEL training and uses these techniques.

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

### **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?

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

Through the Parents Association, we administered a survey to elicit parents' needs and desires. As a result, we are offering parents the opportunity to attend parent workshops regarding how they can help their children in school.

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

## Part 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)														0
Intermediate(I)										5	3	3	1	12
Advanced (A)										4	3	2	1	10
Total	0	0	0	0	0	0	0	0	0	9	6	5	2	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6					0
7					0
8	3	4	0	0	7
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									0
7									0
8	1		4		2		0		7
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									0
8	1		4		2				7
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									0
8	0		3		3		0		6
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	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Math <u>Geometry</u>	6		0	
Math <u>Algebra</u>	17		6	
Biology				
Chemistry				
Earth Science				
Living Environment	6		3	
Physics				
Global History and Geography	8		1	
US History and Government	2		0	
Foreign Language	3		3	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

have twenty-two ELLs. All but one scored at the advanced or proficient levels in speaking and listening. Ten students scored at the intermediate level in reading and writing and twelve at the advanced level. The support these students are receiving is focussed on strategies to improve reading and writing in literature, social studies and science classes.

We have seven ELLs new to the school. On the grade 8 ELA exam, the scores ranged from 1.88 to 2.39. These scores parallel the results on the NYSESLAT. All of these grade 9 students are in the same social studies class. Since social studies relies heavily on reading and writing skills, the ELL teacher supports these students by pushing in to that class. The intermediate ELLs receive support in their other classes during their seventh period College and Career Readiness class.

The incoming students had higher scores on math than ELA. However, the two students who scored below 2.5 in math will receive individual support in that area from the ESL teacher.

An analysis of the high school students' Regents exam results reveals a gap in achievement between them and former ELLs and native language speakers. This discrepancy underscores the necessity of providing continued support to ELLs throughout their high school years. We do not offer students the ELL periodic assessments. One way we do measure the success of the program is the number of students who become proficient. Last year, five out of 18 tested out, which is a fairly high percentage. However, a better measure of the program's success is our students' four-year and six-year graduation rate. In this respect, we still have more work to do in order to improve those outcomes.

### 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.

Paste additional information here

## 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		