



SUSAN E. WAGNER HIGH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SUSAN E. WAGNER HIGH SCHOOL
ADDRESS: 1200 MANOR ROAD
TELEPHONE: 718-698-4200
FAX: 718-698-5213

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100011460 **SCHOOL NAME:** Susan E. Wagner High School

SCHOOL ADDRESS: 1200 MANOR ROAD, STATEN ISLAND, NY, 10314

SCHOOL TELEPHONE: 718-698-4200 **FAX:** 718-698-5213

SCHOOL CONTACT PERSON: Gary M. Giordano **EMAIL ADDRESS:** GGiorda@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Chet Cutick

PRINCIPAL: Gary M. Giordano

UFT CHAPTER LEADER: George Anthony

PARENTS' ASSOCIATION PRESIDENT: Donna Bellmier and Donald DeRosa

STUDENT REPRESENTATIVE:
(Required for high schools) Corianna Givens / Kristian Lam / Peter Troia

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Aimee Horowitz

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
Gary Giordano	Principal	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
George Anthony	UFT Chapter Leader	Electronic Signature Approved.
Chet Cutick	UFT Member	Electronic Signature Approved.
Donna Bellmier	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Linda Bunnicelli	Admin/CSA	Electronic Signature Approved.
Peter Nacionales	UFT Member	Electronic Signature Approved.
Donna Panebianco	Parent	Electronic Signature Approved. Comments: The user has signed off and has approved the CEP (written signature on hard copy), but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Cathy Carlson	Parent	Electronic Signature Approved. Comments: The

		user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Jeanne McManus	Parent	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Adam Kulak	UFT Member	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Elizabeth Post	Parent	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Carolyn Ratner	Parent	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).

Peter Troia	Student Representative	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Corianna Givens	Student Representative	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).
Kristian Lam	Student Representative	Electronic Signature Approved. Comments: The user has signed off (written signature on hard copy) and has approved the CEP, but is unable to electronically sign off because of technical difficulties with their account (will not accept user password).

* 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.

Susan E. Wagner High School offers its students a quality education in a safe, secure and stimulating environment. Our various instructional departments provide academic training in subject disciplines, while at the same time offering students the opportunity to explore special interests.

Because of our exceptional programs and the achievements of our students and staff, Susan E. Wagner High School has received state and national recognition: Designated an "Outstanding High School" by the New York State Commissioner of Education and Recognized as a "National School of Excellence" by the U.S. Department of Education.

As a large comprehensive high school, Susan E. Wagner High School is able to offer its students a wide range of required and elective courses, as well as extracurricular team and club activities. Within this setting, there are Learning Centers which serve as small learning communities, each having a unique focus. Each Center has an exclusively assigned coordinator, guidance counselor and assistant principal. For example, our Scholars Academy provides students of outstanding ability and potential with an interdisciplinary approach to ideas and concepts by guiding them through a comprehensive and challenging exploration of our culture and heritage. The Institute of Law and Politics allows its members to participate in law-related classes. The Academy of Finance and Academy of Hospitality and Tourism are exciting and challenging programs that include a summer internship, trips, and guest speakers. This will enable students to gain first hand experience in the business world. The music, art, theater, and media learning centers provide unique settings for students to develop their artistic talents.

Numerous guidance services, including college and career counseling, and individual and group meetings, are provided for all students. Tutorial services are available.

Although we require students to work hard, ample opportunity exists for participation in a multitude of extracurricular activities, including team sports, cultural interests, intellectual pursuits, theatrical performances, etc.

A student at Wagner High School may look forward to many highly rewarding educational and personal experiences. New academic vistas will be explored, new friendships will be made, new perspectives on life will be developed, and the opportunity to mature in one of the finest high schools on Staten Island and New York City will be offered.

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										
School Name:		Susan E. Wagner High School								
District:		31	DBN #:		31R460	School BEDS Code:				
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 type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			87.5	88.3	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			95.6	95.41	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			20.2	22.9	43.6	
Grade 8		0	0	0						
Grade 9		875	851	880	Students in Temporary Housing - Total Number:					
Grade 10		981	848	843	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		717	793	684			36	102	TBD	
Grade 12		672	738	782						
Ungraded		113	84	117	Recent Immigrants - Total Number:					
Total		3358	3314	3306	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							39	36	5	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		298	269	293	Principal Suspensions		295	282	TBD	
# in Collaborative Team Teaching (CTT) Classes		45	53	66	Superintendent Suspensions		29	33	TBD	
Number all others		219	216	210						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	333	514	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	109	138	106	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	22	20	49	Number of Teachers	168	166	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	80	79	TBD
				Number of Educational Paraprofessionals	25	29	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	100	84	TBD	% fully licensed & permanently assigned to this school	98.9	98.3	TBD
				% more than 2 years teaching in this school	74.3	83.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.7	66.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	84	TBD
American Indian or Alaska Native	0.3	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	92.2	TBD
Black or African American	12.6	11.6	10.9				
Hispanic or Latino	20.8	21.9	22.1				
Asian or Native Hawaiian/Other Pacific Isl.	14.8	14.7	15.1				
White	51.6	50.6	50.6				
Multi-racial							
Male	50.4	50.8	49.6				
Female	49.6	49.2	50.4				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input 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 Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:		-		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	
All Students	-	-	-	√	√	√	75
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	X	X		
Hispanic or Latino	-	-	-	√	X		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White	-	-	-	√	√		
Multiracial				-	-		
Students with Disabilities	-	-	-	X	X		
Limited English Proficient	-	-	-	-	-		
Economically Disadvantaged	-	-	-	√	√		
Student groups making AYP in each subject	0	0	0	5	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	67.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	38.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status

√ = Made AYP
√ ^{SH} = 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

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?

Continue to focus on the involvement of students during classroom observations to ensure that instruction engages all students.

In response to the recommendations of the Quality Review, we will ensure school leaders and faculty engage students and families in conversations regarding student learning needs, outcomes, and next steps to understand student progress over time. All teachers will now enter grade via Datacatation. This will enable teachers to link their online grade book with HSST, reduce manual "bubbling" errors, provide parents with more opportunities to view their child's progress and improve communication with teachers and staff. Students are also required to identify their own short term and long term academic goals for the school year and complete a learning style survey which will increase awareness of their learning preferences.

In response to the recommendations of the Quality Review, we will continue to assist teachers in effectively using data to identify individual student learning deficiencies and group patterns.

In response to the recommendations of the Quality Review, and as a goal outlined in the Principal's Performance Review, we will develop a system to assess regularly the effectiveness of inquiry teams and further the development of leadership to maximize their work. As a result there will be an implementation of a school based option professional development plan. This will take place on Monday afternoons and follow a monthly system which will utilize the Inquiry process in analyzing / discussing subject courses, departmental challenges and interdisciplinary priorities.

In order to achieve a goal outlined in the Principal's Performance Review, we will continue providing technology related professional development to address differentiated instruction, increase student engagement and improve communication throughout the school community.

A goal delineated the Principal's Performance Review is to identify strategies to increase student graduation among students with special needs.

Implementation of scholastic aptitude test preparation training in an effort to improve student SAT scores.

Continue to administer Aquity ITA and Regents Predictors to measure the progress of all students and closely monitor specific student groups and have been identified for improvement.

Closely track implementation of instructional goals utilizing an item based tracking system as part of the teacher evaluation process.

Identify strategies to increase credit accumulation for 10th grade students.

Identify strategies to increase student attendance for students with special needs.

Identify strategies to close the achievement gap by focusing on the academic progress of students in the lowest third city-wide.

Did not make AYP in mathematics and ELA for students with disabilities.

Prior to the 2009-2010 school year, we were the only comprehensive high school on the north shore of Staten Island that was eligible to accept NCLB transfers.

As a zoned comprehensive high school, we accept many over-aged and under-credited transfer students. Prior to the 2009-2010 school year, we were the only comprehensive high school on the north shore of Staten Island that was eligible to accept NCLB transfers.

Increased student enrollment beyond school capacity, impacts safety and security, programming and wear and tear of facilities, e.g., the athletic complex.

Our alternative assessment students are not diploma bound based on their IEP's, yet they negatively impact graduation rate.

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.

Annual Goal	Short Description
<input type="checkbox"/> Students in all subgroups will meet or make significant progress in meeting state standards on high school Regents examinations in English Language Arts.	<input type="checkbox"/> <input type="checkbox"/> By August 2011, the number of senior cohort students (aggregate and subgroups) achieving at least 65% on the English Language Arts Regents Examination will improve by at least 1% and 3% (55% or better) for Students with Disabilities.
<input type="checkbox"/> Students in all subgroups will meet or make significant progress in meeting state standards on Regents examinations in Social Studies subjects.	<input type="checkbox"/> By August 2011, the number of senior cohort students achieving at least 65% on both Social Studies Regents examinations will improve by at least 1% and 3% (55% or better) for Students with Disabilities.
<input type="checkbox"/> All students, including students in all subgroups, will meet or make significant progress in meeting state standards on Regents examinations in Mathematics.	<input type="checkbox"/> By August 2011, the number of students (aggregate and subgroups) achieving at least 65% on the high school Mathematics Regents examination will improve by at least 1% and 2% (55% or better) for Students with Disabilities.
<input type="checkbox"/> Students in all subgroups, will meet or make significant progress in meeting state standards on Regents examinations in Science subjects.	<input type="checkbox"/> By August 2011, the number of senior cohort students achieving at least 65% on all Science Regents examinations will improve by at least 1% and 3% (55% or better) for Students with Disabilities.
<input type="checkbox"/> 95% of student participating in the New York State Alternate Assessment process will receive a portfolio score of 3 or 4 in ELA and Mathematics.	<input type="checkbox"/> By June 2011, all NYSAA eligible students participating in the New York State Alternate Assessment process will receive a portfolio score of 3 or 4 in ELA and Mathematics.
<input type="checkbox"/> To improve the four year high school graduation rate for all students to meet the 80% state graduation goal or make significant progress in meeting this goal.	<input type="checkbox"/> The high school graduation rate for the 2007 cohort will increase by at least 1% by August 2011 and 3% for Students with Disabilities.
<input type="checkbox"/> To ensure the school climate supports instruction and high attendance rates.	<input type="checkbox"/> The attendance rate will increase by 2% for Students with Disabilities and English Language Learners by June 2011.
<input type="checkbox"/> To institutionalize the Inquiry Team process in collaborative	<input type="checkbox"/> By June 2011, all teachers will utilize the Inquiry Team process in addressing: subject course discussions,

discussions among faculty members.	departmental challenges/concerns, and interdisciplinary priorities.
<input type="checkbox"/> To increase the integration of technology and differentiated instructional activities in daily classroom lessons to improve student performance / achievement outcomes.	<input type="checkbox"/> By June 2011, there will be a 5% increase in the use of technology and differentiated instruction activities in daily lessons as measured by the collection of weekly outlines, classroom intervisitations, formal and informal observations, classroom walk-throughs and lesson plan reviews.

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 English
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Students in all subgroups will meet or make significant progress in meeting state standards on high school Regents examinations in English Language Arts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Reading lists for all incoming freshmen</p> <p>Continue to offer English classes with reduced class size for at risk populations</p> <p>Integrate CTT classes for 9, 10, 11 grade and senior elective classes</p> <p>Focus on engaging students using technology and differentiated instruction in lessons and accountable talk</p> <p>Sustain teacher-made exams/projects that support Regents tasks</p> <p>Sustain integration of Regents preparation in daily lessons</p> <p>Provide Regents preparation prior to Regents’ component exams</p> <p>Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master</p> <p>Post Regents preparation on school website</p> <p>Provide budget for Extended Day school per session hours</p>

	<p>Provide budget for self-contained and Collaborative Team Teaching (CTT) classes</p> <p>Implement Regents review reduced size classes</p> <p>Outreach via Annual Yearly Progress (AYP) Team (Guidance Department)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> Tax levy FSF to support reduced class sizes</p> <p>C4E funding to support Saturday school</p> <p>Tax levy FSF for Saturday School administrator per session</p> <p>Tax levy funding for supplies for parent contact</p> <p>Title III funding for tutoring</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Regents data</p> <p>ARIS data</p> <p>Scholarship report</p> <p>Predictor exams</p> <p>Attendance from tutoring</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> Students in all subgroups will meet or make significant progress in meeting state standards on Regents examinations in Social Studies subjects.</p>
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<i>Time-bound.</i>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Ninth grade teachers check ARIS for performance data scores from 8th grade ELA and Math for all students in their classes. Teachers address deficit areas through lesson plan activities such as the development of map, chart, graph, cartoon and document reading, interpretation, analysis synthesis and application of information, literacy initiatives such as pre-teaching vocabulary, and differentiated instruction.</p> <p>Teachers will use ARIS for additional data on students</p> <p>Cohort data for cited sub-groups, especially Black, Hispanic, ISS (Students with Disabilities), and Economically Disadvantaged students is disseminated to teachers for reference and to create effective instructional strategies which engage students in the learning process. SMART board technology is implemented with teacher made power point slides, internet sources, and videos.</p> <p>Mock Regents tests are administered in the spring term to familiarize students with the examination components on a specific grade level</p> <p>Regents review classes are offered in the fall and spring term</p> <p>Extended day classes are offered to students for targeted instruction to recover credits.</p> <p>Professional development sessions are conducted with new teachers so that they can design instructional protocols to foster student engagement through differentiated instruction and technology.</p> <p>Instruction and assessment, such as classroom examinations, are aligned with NYSED core curriculum and standards. Projects for both the fall and spring terms are designed with rubrics as an authentic assessment of student acquisition of knowledge.</p> <p>One term remediation is provided for students who have failed US History Regents examination through H7R during day school. Extended day school offers academic intervention in World Problems and Topics in US.</p> <p>Grades and attendance are monitored each marking period and all teachers are interviewed to focus on remedial interventions for failures and students with excessive absences.</p>

	<p>Peer tutoring, C6 tutoring, and homework assistance is provided year long for students who are not meeting the standards.</p> <p>Parental contact is ongoing through letters, emails, telephone calls and school website information</p> <p>ESL English teacher is provided with review books for both Global History and US History to offer opportunities for students to improve content area reading, writing, and note taking skills</p> <p>ICTS classes are offered on various grade levels.</p> <p>Four tenth grade self-contained ISS classes are offered a double Global History class to maximize student performance on the Regents examination</p> <p>Two eleventh grade self-contained ISS class are offered a double US History / Participation in Government class in the fall term and US History 2 and Economics in the Spring term</p> <p>Nine self-contained ninth grade classes are offered a Geography Skills class for two terms taught by a mainstream social studies teacher.</p> <p>Initiation of Exploration Academy to fortify specific social studies skills and facilitate interdisciplinary connections among the content areas for Students with Disabilities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> C4E funding for Regents review classes C4E funding to support Extended Day classes</p> <p>Title III funding for ESL review books</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Regents data ARIS data</p> <p>Scholarship report</p> <p>Attendance from tutoring</p>

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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> All students, including students in all subgroups, will meet or make significant progress in meeting state standards on Regents examinations in Mathematics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Continue to provide practice Regents and workbooks in all classes</p> <p>All teachers will continue to contact homes of failing students</p> <p>Offer component retesting where necessary</p> <p>Increase use of technology in all Regents classes including graphing calculators</p> <p>Continue to offer staff development workshops to provide training in effective Regents techniques</p> <p>Showcase student work that reflects standards and Regents skills</p> <p>Reduced class size math classes</p> <p>Integrated Co-teaching Services (ICTS) classes in math</p> <p>Extended Day classes</p> <p>Circular 6 math tutoring</p> <p>Regents tutoring</p>

	Permanent Smart Boards in math classrooms APANGEA Learning Tutoring System AYP Team (Guidance) Outreach
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> Tax levy FSF for calculator and other math supplies Tax levy funding to reduce class size C4E funding to support Extended Day classes and Regents tutoring Tax levy FSF for Smart Board supplies
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Regents data ARIS data Scholarship report Predictor exams Attendance from tutoring

**Subject Area
(where relevant) :**

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Students in all subgroups, will meet or make significant progress in meeting state standards on Regents examinations in Science subjects.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> During the 2010-2011 school year, the Assistant Principal of Science and the entire school staff will: contact homes of failing students, use technology within all science classrooms, Academic Intervention Support (P.M. school, Saturday school, tutorials, guidance interventions services, SETTS)</p> <p>Continue to provide practice Regents and review books in all classes</p> <p>Increase use of technology in all Regents classes including calculators</p> <p>Continue to offer staff development workshops to science</p> <p>ICTS classes in science</p> <p>Extended Day classes</p> <p>Circular 6 science tutoring</p> <p>Regents tutoring</p> <p>Smart Boards in science classrooms</p> <p>Showcasing student work that reflects common core standards and Regents skills.</p> <p>Small professional learning community, i.e.: Science Department Learning Center – Medical Technology Institute</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> Title I funding for professional development C4E funding to support tutoring and Extended Day classes</p> <p>TLFSF for technology</p> <p>NYSTL software for an improved phone messenger</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Regents data ARIS data Scholarship report Attendance from tutoring
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Subject Area
(where relevant) :

Alternate Assessment

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 95% of student participating in the New York State Alternate Assessment process will receive a portfolio score of 3 or 4 in ELA and Mathematics.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> Assistant Principal Instructional Support Services (Compliance Coordinator) will turnkey updated information regarding any changed requirements for portfolio compilation and appropriate adaptation of AGLI's (Alternate Grade Level Indicators) to be disseminated at formal NYSSAA training sessions Assessment activities congruent with the selected AGLI's will be developed by all participating teachers developed based upon students' individual needs assessment for English and Mathematics Teachers involved will collaborate with Assistant Principal Instructional Support Services (Compliance Coordinator) during development of portfolios, revising and refining AGLI's and associated tasks as needed Following established protocols, participating teachers along with principals will conduct a rigorous in-house collegial review of completed portfolios before the official submission date

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> Tax levy FSF funding for teacher coverage
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> Review of NYSAA results to be distributed before June 2010

Subject Area
(where relevant) :

Graduation Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> To improve the four year high school graduation rate for all students to meet the 80% state graduation goal or make significant progress in meeting this goal.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> Staff development Workshops and utilization of statistical data: Datacation, RCOS reports, DRCO, RHSE, RGCS, ARIS, transcripts Senior assemblies, Junior assemblies, Holdover assemblies Attendance Committee / PPT Committee / Attendance Team / Inquiry Team / AYP Team / Lowest 3 rd Team Arista Tutoring / Supplemental Educational Services (SES) Tutoring / Liberty Partnership Phone outreach mornings and afternoons prior to all Regents exams

	<p>Class presentations</p> <p>Non-graduate profile Excel spreadsheets and credit accumulation reports</p> <p>Extended Day PM School / Principal's Academy / Concurrent Options / Credit Recovery</p> <p>Failure Letters / Cohort Letters</p> <p>College and career counseling</p> <p>ELL Guidance Counselor: Coordinator / IEP General Ed Counselor</p> <p>Learning Centers</p> <p>At-Risk Programs (Leadership)</p> <p>Phone messenger</p> <p>Holdover daily outreach plan</p> <p>Cutting plan</p> <p>Youth Development Counselor</p> <p>Data analysis plan / Report generation</p> <p>Council for Unity</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> C4E funding to support Extended Day school</p> <p>Title III funding to support guidance counselor per session</p> <p>TLFSF funding to support guidance</p> <p>TL Inquiry Team funding</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Marking period grade analysis Regents exam cohort data Attendance Monthly PPT/LRE meeting Regents tutoring RGCS and RCOS reports Credit accumulation reports <input type="checkbox"/>
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Subject Area
(where relevant) :

Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To ensure the school climate supports instruction and high attendance rates.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Weekly Attendance Team meetings Monthly Attendance Committee meetings Implementation of School Attendance Plan Analysis of data: ATS reports Parent Coordinator Daily parental outreach via attendance assistants, GC / GA, phone messenger, attendance and subject teachers

	<p>Pupil Personnel Team meetings – monthly</p> <p>Attendance assemblies</p> <p>One-to-one counseling / Case conferences</p> <p>Failure letters</p> <p>Cohort letters</p> <p>ILOG non-attendance / Cutting</p> <p>Cutting Plan</p> <p>Daily holdover outreach plan</p> <p>Inquiry Team – School wide focus – attendance in ISS</p> <p>Youth Development Counselor</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/>Tax levy funding for Parent Coordinator supplies Tax levy FSF for postage</p> <p>Title I to support staff development</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Daily and monthly attendance Professional Development Workshops: Attendance, PPS, Guidance Counselor/Grade Advisor, Secretaries</p> <p>CBO Presentations</p> <p>Liberty Partnership</p>

	SES Tutoring Services
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Subject Area
(where relevant) :

Teacher Collaborative

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To institutionalize the Inquiry Team process in collaborative discussions among faculty members.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> The Inquiry process is utilized in all Monday afternoon Professional Development activities. This includes discussion and analysis of subject courses, departmental challenges and interdisciplinary priorities. All teachers will be engaged in the inquiry process
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> Tax levy Inquiry Team funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Each meeting will be facilitated by assistant principals as well as teachers who will take on specific group discussion roles to insure a productive collaboration. Study Group Logs will be completed by teacher teams and submitted to the assistance principal at the end of each Monday professional development meeting. A lesson observation log will track whether school instructional goals are being addressed. In addition to traditional observations, walk-through with assistance principals and Principal

	will be conducted periodically.
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Subject Area
(where relevant) :

Instructional Practices

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase the integration of technology and differentiated instructional activities in daily classroom lessons to improve student performance / achievement outcomes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Use of the Internet as a research tool for class assignments, homework, and project research papers via computer labs, home computers and SmartBoards.</p> <p>Use of library media center during scheduled class, student lunch periods and AM school study hall</p> <p>Specific website identified by teachers to support students' use of the Internet</p> <p>Utilize Achieve 3000, a computer program that uses non-fiction news articles to support literacy across the grade levels. The articles are geared toward students' individual reading levels. This program will address the specific needs of all subgroups that did not make AYP in preparing for the ELA Regents, especially students with disabilities.</p> <p>Introduce Datacation's online grade book, Skedula for: online grade posting, homework assignments, messages to parents and the online IEP.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/>Title III translation funding to pay for the website TLFSF for Smart Board supplies</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>There are seven state of the art computer labs, interactive Smart Boards in 70 classrooms, DVD players, televisions, overhead projectors, etc., in each department. A lesson observation log will track whether school instructional goals are being addressed.</p> <p>In addition to traditional observations, walk-throughs with assistant principals and Principal will be conducted periodically.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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	100	150	300	85	84	1	150	9
10	100	125	200	140	49	1	100	13
11	150	50	75	135	45	1	75	12
12	50	75	75	50	22		50	13

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Includes double period literacy classes for grade 9 students and Extended Day classes for at-risk 10 th , 11 th and 12 th grade students. Also after-school Regents Preparation. Small group and one-to-one tutoring is also utilized. Differentiate instruction in all ELA classes English Language Learners – AIS in ELL is being implemented in several different ways: - Differentiate instruction in all ELL classes - Students who are referred for intervention will be serviced through the proposed AIS lab, where a specific plan will be tailed to meet their unique needs.
Mathematics:	<input type="checkbox"/> Includes small group and one to one tutoring, Regents Prep classes and Saturday Learning Program. Reduced class size is utilized in all grade 9 math classes. Differentiate instruction in all math classes.
Science:	<input type="checkbox"/> Includes after-school tutoring as well as both one-to-one tutoring and small group Regents Preparation classes. Also includes Saturday Regents Preparation classes.
Social Studies:	<input type="checkbox"/> Includes after-school tutoring as well as both one-to-one tutoring and small group Regents Preparation classes. Regents Preparation Saturday program.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> On-to-One and Group - Daily “Why Try?” “Overcoming Obstacles” Bereavement – Weekly

	<p>Explorers, Trailblazers, Vista, Renaissance, Alliance, ELL, Venture, Crisis Intervention.</p> <p>Monthly PPT Meetings, Monthly Attendance Committee</p> <p>School counselors will provide guidance and crisis counseling services during the school day.</p> <p>Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <p>Bereavement counseling for students in need takes place weekly.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>Specific School Psychologist caseload for identified targeted at-risk students as well as referrals from Pupil Personnel Team (PPT).</p> <p>The School Psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, and neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>Group</p> <p>One-to-One</p> <p>Parent Conference / Outreach</p> <p>Crisis Intervention</p> <p>Utilization of Various CBO's</p> <p>PPT</p> <p>Specific Social Worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals.</p> <p>Social Workers will provide counseling services to at-risk students especially students in the targeted subgroups.</p>

	<p>Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>Counselors, School Psychologist, School Social Worker, and other student support staff area trained to respond to all health related issues as per protocols and procedures outlined by Assistant Principal Pupil Personnel Services.</p> <p>Health-Related services are offered during the school day to all students.</p> <p>Students are assisted in learning how to cope with health-related issues such as obesity, diabetes, asthma, etc.</p>

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)

9 - 12

Number of Students to be Served:

LEP 110

Non-LEP 3062

Number of Teachers 2

Other Staff (Specify) 0

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.

□

Susan E. Wagner High School's ESL program is a self-contained program where all English Language Learners (ELL) are programmed with students of the same English proficiency level. Proficiency is assessed using the LAB-R or NYSESLAT results. We offer three levels of ESL, Beginner, Intermediate, and Advanced; classes that are homogeneously grouped. All students within a specific ESL English class are of the same English proficiency level, regardless of grade level. To ensure that these students are receiving the CR Part 154 mandated minutes of instruction, Susan E. Wagner High School provides Beginner ELL's with three periods of English instruction daily. Intermediate students receive two classes of ESL English daily, and Advanced ELL's take one period of ESL English, and one period of English Language Arts (ELA) class daily. Each period is 46 minutes long. This program is maintained for the academic year, and will change based on improved NYSESLAT scores. When a student achieves a "Proficient" score on the NYSESLAT, he or she no longer takes ESL English courses. They can, however, remain in their content area ESL courses (Social Studies, Mathematics, and Science) for up to two years after achieving a "Proficient" score on the NYSESLAT. They also continue to receive Regents' accommodations, such as separate location, extra time, use of word-to-word bilingual glossaries, and translated Regents (if available) for up to two years after achieving a "Proficient" score on the NYSESLAT.

Content area ESL classes are heterogeneously grouped. Students of different levels of English proficiency take the class together. This is done because students are placed in the class based on their grade level. For example, students in Global History 1 will typically be freshmen in high school. The Global History 1 ESL class will consist of these freshmen, and they will represent each level of English proficiency (Beginner, Intermediate, and Advanced). This is not always the case, but the vast majority of ELL's will experience classes this way. Instruction is aided with strategies like a "buddy system", where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as bilingual dictionaries and glossaries, and bilingual library and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to attend tutoring.

All content area classes, like the English classes, are conducted strictly in English. Seventy classrooms are equipped with interactive *SMARTboards* with internet access that enhance the teachers' ability to differentiate instruction in English. Students are encouraged to seek native language help and teachers are provided with websites and other translation services to assist students who do not have native language "buddies" or who are falling behind. New writing strategies have been put in place by the ESL teacher. These include, but are not limited to, incorporating content area Regents material into ESL instruction and using content areas to facilitate the learning of English. This allows the students to be exposed to subject specific curricula in different contexts is considered vital for language acquisition. Susan E. Wagner High School closely monitors student performance to determine the success of these strategies.

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.

Professional development at Susan E. Wagner High School will involve school-wide workshops, as well as departmental conferences. This year, we have built 48 minutes of professional development into our schedule every Monday. One of the interdisciplinary groups is a team of teachers across content areas who teach ELL students. ESL content teachers have the opportunity to share ideas with each other regarding optimal learning and sharing best practices. The ELL Coordinator and facilitator provides resources and information on teaching ELL students. He shares data with the team in an effort to target instruction. For example, on October 25, 2010, a professional development meeting was conducted for all teachers of ELL's. This meeting was facilitated by the ELL Coordinator and the ESL teacher. They discussed strategies for optimal learning and success in the ESL classroom. Teachers shared classroom strategies while ESL teachers provided examples for customizing these strategies for ELL students.

This year, workshops will aim to educate the entire school community on the college process for ELL students and the concerns that ELL parents may have. These concerns include, but are not limited to, applying to and paying for college without citizenship, experiencing college as an ELL, and what to expect beyond college. Teachers will be educated on current laws pertaining to ELL's and feedback from teachers will help to develop plans to assist ELL's with their college preparation.

Section III. Title III Budget

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School: Susan E. Wagner High School
BEDS Code: 353100011460

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$13,948	<input type="checkbox"/> Parent Institute- One teacher at twenty-eight hours @ \$49.89 = \$1397 Regents Tutoring- One teacher at sixty-eight hours @ \$49.89 =

		<p>\$3,393</p> <p>NYSESLAT Tutoring – One teacher at twenty-five hours @ \$49.89 = \$1,247</p> <p>14 teachers for four hours of staff development @ \$49.89 = \$2,794</p> <p>College and Career Prep- One guidance counselor at 15 hours for two semesters@ \$53.63 = \$1,609</p> <p>5% of the ESL teacher's salary= \$3,500</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	0	<input type="checkbox"/> No expenditures.
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	\$5,812	<input type="checkbox"/> Getting Ready for the NYSESLAT= \$595 Teacher's Manuals= \$81.90 Weaving it Together 1 = \$1140.70 Weaving it Together 2 = \$1140.70 Weaving it Together 3 = \$1140.70 Weaving it Together 4 = \$1140.70 <p>Notebooks, pens, paper, printer ink cartridges, copier toner, classroom supplies, glossaries = \$572.5</p>
Educational Software (Object Code 199)	0	<input type="checkbox"/> No expenditures.
Travel	0	<input type="checkbox"/> No expenditures.
Other	0	<input type="checkbox"/> No expenditures.
TOTAL	0	

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. Data is collected via Home Language Surveys, parent orientation and interviews.
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.

Spanish is the prominent second language spoken by parents/students.

NYSESLAT letter was sent home in four languages: Spanish, Korean, Chinese and English.

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.

Notices from DOE are available in several languages. They are downloaded and information is shared in several languages as available from the DOE website.

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.

Oral interpretation services will be provided by in-house school staff and volunteers.

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

The DOE samples and translation links will be used.

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:	0	\$1,231,259	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$12,313		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$61,565	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$123,126	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
93%

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers who are not highly qualified will be directed to counseling with the ISC’s certification specialist.

* Federal waiver granted; additional set-asides 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.

SCHOOL PARENT INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district’s expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

Susan E. Wagner High School agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

(A) that parents play an integral role in assisting their child’s learning;

- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA .*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

[NOTE: The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]*

1. Susan E. Wagner High School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
 - Involve the parents, in conjunction with the School Leadership Team, in discussions regarding the Parental Involvement Plan.
 - Invite all parents to attend a Title I parents meeting to discuss the Parental Involvement Plan with the members of the School Leadership Team.

2. Susan E. Wagner High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents will be interviewed as part of the school's Quality Review.
 - Parent surveys will be reviewed by the Administration and will be a part of the School's Progress Report.
 - Parents will have the opportunity to communicate with school staff and administration through our website, which has the capability to provide translations in more than 30 different languages.

3. Susan E. Wagner High School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
 - Sports and Arts in Schools Foundation
 - Liberty Partnership
 - The Jewish Board of Family and Children Services

4. Susan E. Wagner High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation, generated by the School Leadership Team, will be conducted at a PTA meeting in the spring. The School Leadership Team will develop a survey that will be administered to the members of the PTA by the Title I Parent Advisory Council. Parents will provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The results of the survey will be reviewed by the Principal and the School Leadership Team.
5. Susan E. Wagner High School will build the school's and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
 - B. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - The school will provide the parents of our ESL students with the opportunity to attend our ESL Parent Institute on Saturday afternoons.
 - Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.
 - Parent training for ARIS.
 - Distribution of the Parent Handbook.
 - C. The school will educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents,

and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Distribution of the Staff Handbook
 - Website training at faculty meetings and staff development days.
 - New Teacher Workshops instruct those new to teaching on the expectations regarding parental communication.
 - Staff is trained on the use of ARIS
- D. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Messages to the parents are placed on the school website which has the capability to be translated into more than 30 languages.
 - Translation service information are posted in the in the school lobby in the appropriate native languages.
 - Staff is made available for translation during all conferences with parents.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Other activities may include:

- adopting and implementing model approaches to improving parental involvement;
 - utilizing an upgraded School Messenger System to keep parents informed about their children's progress.
 - developing appropriate roles for community-based organizations and businesses: including Project Hospitality, College of Staten Island Discovery Institute, St. Edward's Food Pantry, The American Cancer Society, Kmart, T.J. Maxx, and Old Navy.

PART IV. ADOPTION

This policy was adopted by Susan E. Wagner High School on 08/31/09 and will be in effect for the period of 2009 - 2010. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 4, 2009.

(Signature of Principal)

(Date)

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.

SCHOOL-PARENT COMPACT

Susan E. Wagner High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Susan E. Wagner High School will:

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

Each student will have a full program as mandated by the New York State Department of Education. Students will be assigned to learning centers and have support personnel assigned to them based on their chosen community.

2. **Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent teacher conferences are held twice annually. Additional conferences are granted upon request.

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

Student report cards are distributed 6 times per year and student promotion in doubt letters are sent home a minimum of twice per year. Progress reports are sent home by classroom teachers in the middle of each marking period.

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

Counselors are available to parents daily.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents will have the opportunity to be directly involved in a multitude of student activities organized by the assistant principals, the Athletic Director and the Coordinator of Student Activities.

Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Parent Teacher Association, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

PART II - OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities_

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Follow all rules set forth in the NYC Discipline Code*
- *Have respect for all staff, students and parents*
- *Be responsible citizens*

Susan E. Wagner High School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide each parent timely notice when their child has been assigned or has
 - o been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School

Parent(s)

Student

Date

Date

Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Program placement is based on middle school state assessments and report card grades

Ongoing assessment based on Acuity, interim assessment and regents predictor assessments.

NYSESLAT testing for ELL students

Comprehensive State testing program in January and June.

2. Schoolwide reform strategies that:

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

Each student will have a full program as mandated by the New York State Department of Education. Students will be assigned to learning centers and have support personnel assigned to them based on their chosen community.

State standards are addressed in all curriculum.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Extended day school on Tuesdays, Wednesdays and Thursdays.

Tutoring services during the day, after school and on weekends.

Summer School which includes extensive Regents tutoring.

o Help provide an enriched and accelerated curriculum.



The school schedule is modified to include a 48 minute professional development period at the end of the school day on Mondays. Staff members work on activities that will include, but are not limited to, lesson or curriculum planning, research, workshops, ARIS research about students, student case conferences and collaboration with colleagues.

State standards are addressed in all curriculum.

o Meet the educational needs of historically underserved populations.



Reduced class sizes in mathematics and English.

S.E.S. tutoring is available for all eligible students.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students must choose one of our thirteen learning centers that are designed to meet the needs of students of all abilities. The learning centers include: Scholars' Academy, Law and Politics, Academy of Finance, Academy of Hospitality and Tourism, Air Force Junior ROTC, Performing Arts, Visual Arts, Theatrical Arts, Media, Leadership, Sports Management, Medical Technology, Vocational Prep.

o Are consistent with and are designed to implement State and local improvement, if any.

State standards are addressed in all curriculum.

3. Instruction by highly qualified staff.



The administration will conference with each teacher about meeting the requirements to become highly qualified.

Teachers will have the option to use 5% of the Title I funding for tuition reimbursement.

Teachers who are not highly qualified will be directed to counseling with the ISC's certification specialist.

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.

Assistant principals meet weekly with untenured teachers to discuss strategies for skills such as lesson planning, differentiating instruction, classroom management.

Inquiry teams meet regularly and work with their departments to implement plans to enhance student achievement.

Our CFI Inquiry team is focusing on the improvement of attendance for our Special Class students through the application of flexible disciplinary practices.

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

Interview teachers in high need areas first in order to fill any future vacancies.

Offer tuition reimbursement for any teacher willing to teach classes for which they are not highly qualified.

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

Saturday ESL Parent Institute. Ninety minutes of instruction are offered every Saturday for parents of our ESL students.

Use of Achieve 3000's parent connect component. Parents have access to the work their children are getting through Achieve 3000.

Improved teacher web pages.

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.

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.



Schoolwide Data Inquiry Team

Each department has its own Data Inquiry Team.

Grade level teacher teams

Course teacher teams

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.



S.E.S. tutoring to all eligible students

Tutoring is offered in all subject areas during the lunch periods.

Peer tutoring through Arista

Regents Prep classes after school

ESL tutoring after school

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.



Partnerships with companies such as Kmart, T.J. Maxx and Old Navy to provide work study for our I.S.S. students.

Job training is provided in media arts, finance, hospitality and tourism, law and politics, sports management, theater and music.

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" ¹ 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 ² 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			N/A	0		
Title I, Part A (ARRA)	Federal			N/A	\$1,231,259		
Title II	Federal			N/A	\$0		
Title III	Federal			N/A	\$19,760		
Title IV	Federal			N/A	\$0		
IDEA	Federal			N/A	\$1,540,150		
C4E	State			N/A	\$329,152		
Tax Levy	Local			N/A	\$11,911,418		

¹**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.

²**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.
 Not a Targeted Assistance School.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **SURR PHASE / GROUP (IF APPLICABLE):**

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

AYP was not met in English for students with disabilities and in math for students with disabilities. Poor daily classroom attendance and absenteeism for State Regents and RCT exams are casual factors in the students with disabilities not meeting AYP.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Achieve 3000 has been implemented to prepare students with disabilities for the ELA Regents. The number of students receiving push-in SETSS services in Regents bound algebra classes has been increased.

Our students will have access to Apangea Learning Math which provides one-student-to-one-teacher differentiated math instruction through a unique integration of proprietary tutoring technology and live, online certified teachers. The school bundle includes online access for up to 300 students for one year. It also includes onsite training for up to 20 teachers, account setup and account management. Each student will also receive his or her own graphing calculator and set of algebra review books.

There is a counselor in place to focus on attendance. In addition, provisions will be made for more effective communication between counselors and assistant principals before a student is signed out to an offsite location.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The 10 percent of Title I funds will be used to support our Assistant Principals who conduct regular professional development throughout the year. Not only do our administrators conduct monthly professional development within their departments, they meet with grade level committees as well as course level committees. They also conduct schoolwide staff development on such topics as differentiated instruction, data analysis, Aris and NCLB accountability requirements. The Assistant Principal of English will work with the staff to implement Achieve 3000 which will enhance literacy through non-fiction reading. The Assistant Principal of Instructional Support Services provides professional development in the compilation of NYSAA portfolios as well as needs assessment for special class and SETSS students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are required to spend two periods per week working with an established teacher. The mentor observes the probationer during one class period per week and they arrange to meet after or before school for one hour of review.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Each parent will receive a letter from the Principal stating that the school is a school requiring academic progress. Translations will be available with the parent coordinator and will be posted on the website.

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>

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.)

8

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

After assessing the needs of homeless students, we may consider funding the following:

Before-school, after-school, and/or summer programs.

Outreach services to students living in shelters, motels, and other temporary residences to help identify homeless children and youth and advise them of available school programming.

Basic needs such as clothing, uniforms, school supplies, and health-related needs.

Counseling services.

The hiring of teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level.

The work of the local liaison.

Parental involvement programs that make a special effort to reach out to parents in homeless situations.

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R460_020411-125949.docx

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 CFN405	District 31	School Number 460	School Name Susan E. Wagner HS
Principal Gary M. Giordano		Assistant Principal Kenneth Zapata	
Coach		Coach	
Teacher/Subject Area John DePonte		Guidance Counselor Eusebio Martinez	
Teacher/Subject Area Madeline Lombardi		Parent	
Teacher/Subject Area		Parent Coordinator Debbie Rabinowitz	
Related Service Provider Jennifer Siegel		Other Josephine Lombardo	
Network Leader Karen Ditolla		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	3172	Total Number of ELLs	109	ELLs as Share of Total Student Population (%)	3.44%
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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.

Upon arrival to Susan E. Wagner High School, students complete the Home Language Identification Survey (HLIS) to determine if they are eligible for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all the documents and hands them to the parents to complete. The assigned pedagogue assessing the HLIS is Eusebio Martinez, the Guidance Counselor for ELL's and the ESL Coordinator at Susan E. Wagner High School. When a student indicates on the HLIS that they speak another language other than English, or that they communicate with their families in a language other than English, the student is eligible for the Language Assessment Battery-Revised (LAB-R).

If there are any questions regarding the level of language that a student speaks, an oral interview is conducted with Mr. Martinez. During this interview, the student is asked basic questions regarding their education and the level of English they may have learned throughout their studies. The student is encouraged to speak and is frequently asked if they understand what Mr. Martinez is saying to ensure comprehension. From this interview, a final determination of LAB-R eligibility can be made.

At this point, the family orientation is done with Mr. Martinez and parents watch the EPIC DVD explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and Mr. Martinez will call any pedagogues who can assist the parents if they speak a language other than English (incidentally, Mr. Martinez speaks Spanish, so he can conduct the Orientations in Spanish as well). Susan E. Wagner High School has staff that speak several languages. While the following is not exhaustive, it does represent a large representation of the languages spoken by staff at the school:

Lenoura Abdulai - Albanian
Keze Zylo - Albanian
Jandark Abdelmalak - Arabic
Vivian Gobran - Arabic
Violette Samaan - Arabic
Melanie Kang - Chinese (Mandarin)
Gesner Eugene - Creole
Laila Boulos - Egyptian
Vivian Gobran - Egyptian
Violette Samaan - Egyptian
Miriam Yarkony - French
Gesner Eugene - French
Vivian Gobran - Greek
Mary Agu - Ibo
Madeline Lombardi - Italian
Stefania Alvaro - Italian
Daria Corzani - Italian
Dina Violante - Italian
Jee Ra - Korean

Song Ho Rimassa - Korean
Moo Joon Park - Korean
Leunora Abdulai - Macedonian
Edyta Daniel - Polish
Alice Karazim - Polish
Miriam Yarkony - Romanian
Edtya Daniel - Russian
Olga Virata - Russian
Leunora Abdulai - Serbian
Ajantha Fernando - Sinhalese
Stefania Alvaro - Spanish
Amparo Caruso - Spanish
Maria Cichocky - Spanish
Rodney Couto - Spanish
Sandy Flecha - Spanish
Teresa Jost - Spanish
Millie Maisonet - Spanish
Norma Margiotta - Spanish
Deysi Milone - Spanish
Rebecca Morales - Spanish
Maurita Tituana - Spanish
Ivelisse Sanabria - Spanish

Among the paperwork that must be completed, parents are given the Parent Program Selection Form so they can decide which of the three programs offered is their preference for their child. Once the parents complete this survey, Mr. Martinez goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL (the program offered at Susan E. Wagner High School), Mr. Martinez explains that the parent has the right to transfer to a school where their preferred language program is offered, or they can stay at Susan E. Wagner High School. It is explained that if the parent stays, Susan E. Wagner High School will open a bilingual program once there are 20 students who speak a given language in one grade (for example, 20 Spanish-speaking students in the 9th grade). The parents are then given the opportunity to make a more informed choice.

If the parents elect to stay at Susan E. Wagner High School, the student will take the LAB-R. The procedure is done in this way because we have found that it is very difficult to have parents return to the school for the orientation after the results of the LAB-R are determined; the LAB-R is done with the student and the parent does not need to be present. When the student takes the LAB-R, they take the exam with John DePonte, a licensed ESL teacher at Susan E. Wagner High School. The LAB-R is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ESL services, Mr. Martinez will make program changes to accommodate the student. Testing with the LAB-R must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Mr. Martinez will provide with a program according to their grade level. Once the student is tested, he will make the necessary changes to provide the students with their mandated hours of ESL instruction. An Entitlement Letter will be sent to the parent so that they are aware of the LAB-R results, and the parent will also be kept abreast of any changes that are made progradomatically, such as class changes or opening a new bilingual program.

Students who speak Spanish and cannot take the LAB-R in English are entitled to take the Spanish LAB exam instead. This exam will assess their levels in order to determine if their Spanish is up to par with other students in their grade level. For some student, an evaluation for special services may be in order if it is seen that the student lacks Spanish skills. If Spanish is not a problem for the student, they are placed into the beginner ESL class and instructional considerations are made for the student (to be explained later).

Every April and May, all entitled ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam will determine the level of ESL the student will take for the next academic year. Students can test from Beginner, Intermediate, Advanced, and Proficient levels and their programs will reflect these results when they enter school in September. Parents are also made aware of these results, and will receive a letter stating their child will continue ESL services or has scored "Proficient" on the exam and will no longer need ESL services. Testing with the NYSESLAT is coordinated by Mr. Martinez and is administered by John DePonte (ESL Teacher), Madeline Lombardi (ESL Teacher), and Lisa Bramble (ISS Guidance Counselor). All exams are kept secure and are provided to the teachers everyday for administration. The speaking section is conducted in the school library and students are individually brought to a separate, but viewable classroom in the back of the library while the other students are completing classwork. Testing is done by Mr.

DePonte, while the classes were administered by the program and located in our school. The final day testing will be completed on Bilingual Education a few days later. All Self-Contained (ESL) classes are for a one-hour class period, Reading and Writing. ESL classes are from the separate period a day, including class time. Mrs. DePonte and Mrs. Lombardi use the 46-minute class period to administer the exam. Once the exams are completed, they are kept secure for later use. Students who are absent for individual sections of the exam are tested when

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Free-standing ESL														
Self-Contained										9	9	9	9	36
Push-In														0
Total	0	9	9	9	9	36								

Parent Surveys are done on-the-spot to prevent issues with return of Parent Survey and Program Selection Form. If the forms cannot be completed, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in

Number of ELLs by Subgroups			
All ELLs	High School under 19	Newcomers (ELLs receiving service 0-3 years)	Special Education
SIFE	parent cannot come in for parent choice	ELLs receiving service 4-6 years	Long-Term (completed 6 years)

be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made. 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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	0	7	20	0	6	48	0	30	109
Total	41	0	7	20	0	6	48	0	30	109

documents to parents in their native language. All official documentation can also be sent to the Department of Education Translations Unit, should all options be exhausted.

C. Home Language Breakdown and ELL Programs

Part III: ELL Demographics														
ELL Programs	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	serves the following													0
Chinese	cludes ELLs and EPs)				K	1	2	3	4	5				0
Russian	at apply				6	7	8	9	10	11	12			0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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
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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										29	20	10	4	63
Chinese										1	1	2	4	8
Russian										1	0	0	2	3
Bengali										0	0	0	1	1
Urdu										2	0	1	1	4
Arabic										7	0	2	1	10
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										1	0	0	0	1
Albanian										0	0	0	1	1
Other										7	5	0	6	18
TOTAL	0	48	26	15	20	109								

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.

Susan E. Wagner High School's ESL program is a self-contained program where all English Language Learner (ELL) students learn with students of the same English proficiency level. Proficiency is assessed via LAB-R or NYSESLAT results, and all three levels of ESL that are offered (Beginner, Intermediate, and Advanced) have classes that are homogenous in nature. That is, all students within a specific ESL English class are of the same English proficiency level, regardless of grade level. To ensure that these students are receiving the CR Part 154 mandated minutes of instruction, Susan E. Wagner High School provides Beginner ELL's with 3 periods of English instruction daily. Intermediate students receive 2 classes of ESL English daily, and Advanced ELL's take one period of ESL English, and one period of English Language Arts (ELA) class daily. Each period of class is 46 minutes long. This program is maintained for the academic year, and will only change upon receipt of improved NYSESLAT scores. When a student achieves a "Proficient" score on the NYSESLAT, he or she no longer takes ESL English courses. They can, however, remain in their content area ESL courses (Social Studies, Mathematics, and Science) for up to two years after achieving a "Proficient" score on the NYSESLAT. They also continue to receive Regents accommodations, such as separate

location, extra time, use of word-to-word bilingual glossaries, and translated Regents (if available) for up to two years after achieving a “Proficient” score on the NYSESLAT.

An example of a Beginner ELL program is as follows:

Period	Class
2 nd	Gym
3 rd	Global History ESL
4 th	ESL
5 th	Algebra ESL
6 th	Lunch
7 th	Living Environment ESL
8 th	ESL
9 th	ESL

An example of an Intermediate ELL program is as follows:

Period	Class
2 nd	ESL
3 rd	Spanish
4 th	Geometry ESL
5 th	Lunch
6 th	U.S. History ESL
7 th	Earth Science ESL
8 th	ESL
9 th	Gym

An example of an Advanced ELL program is as follows:

Period	Class
2 nd	Gym
3 rd	ESL
4 th	Geometry ESL
5 th	Lunch
6 th	U.S. History ESL
7 th	Earth Science ESL
8 th	English
9 th	Gym

Instruction in ESL classes is supplemented with the various works that are covered in class. Among them are:

- Novellas - Of Mice and Men
Old Man and the Sea
- Plays - Inherit the Wind
A Raisin in the Sun
- Short Stories - The Necklace
The Lottery
The Pearl
- Novels - Flowers for Algernon

Academic and Literary textbooks are used to scaffold learning and supplement content area learning by incorporating them into ESL classes. The following are among the texts used:

- Understanding Global History
- Understanding U.S. History
- Globe Biology
- Visions
- Multicultural Workshop
- Grammar in Context
- Weaving it all Together

NYSESLAT Review texts
 ELA Regents Review texts

Computer programs like Empower 3000 are also being used to assess literacy levels for ELL students on a weekly basis. Native language support is also provided for Spanish-speaking students through this program and literacy levels are being carefully monitored to assess success of Empower 3000. This program is geared to improve literacy levels so that ELL's can progress and acquire greater levels of English proficiency.

Because each level of ESL contains students from all four grades (9-12), all subjects and texts are differentiated across all three levels of ESL (Beginner, Intermediate, Advanced).

Content area ESL classes are heterogeneous in nature. That is, students of different levels of English proficiency take the class together. This is done because students are placed in the class based on their grade level. For example, students in Global History 1 will typically be freshmen in high school. The Global History 1 ESL class will consist of these freshmen, and they will represent each level of English proficiency (Beginner, Intermediate, and Advanced). This is not always the case, but the vast majority of ELL's will experience classes this way. Instruction is aided with strategies like a "buddy system", where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as bilingual dictionaries and glossaries, and bilingual library and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to stay after classes and/or attend tutoring to aid them.

All content area classes, like the English classes, are conducted strictly in English. Aids like Smartboards and reference tables, etc., are also delivered in English. Students are encouraged to seek native language help and teachers are provided with websites and other translation services to assist students who do not have native language "buddies" or who are falling behind. New strategies have also been put in place by the ESL teacher. These include, but are not limited to, incorporating content area material into ESL instruction and using content areas to facilitate the learning of English. The ESL teacher is using grade-level material and scaffolding it with content area material for additional support. This allows the students to be exposed to content area material in more than one class, with more than one teacher. The exposure and delivery of this material in different contexts is considered vital for content acquisition, and Susan E. Wagner High School will be looking at student performance closely to determine the success of these strategies.

SIFE students are identified at Susan E. Wagner High School and are handled according to their specific needs. Mr. Martinez and Mr. DePonte are currently receiving training on administering assessment to determine SIFE students and the school will work hand in hand with them to deliver appropriate services for them. Students with IEP's are accommodated based on their IEP's and all changes are made in accordance to annual reviews with students, parents, and Susan E. Wagner High School.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

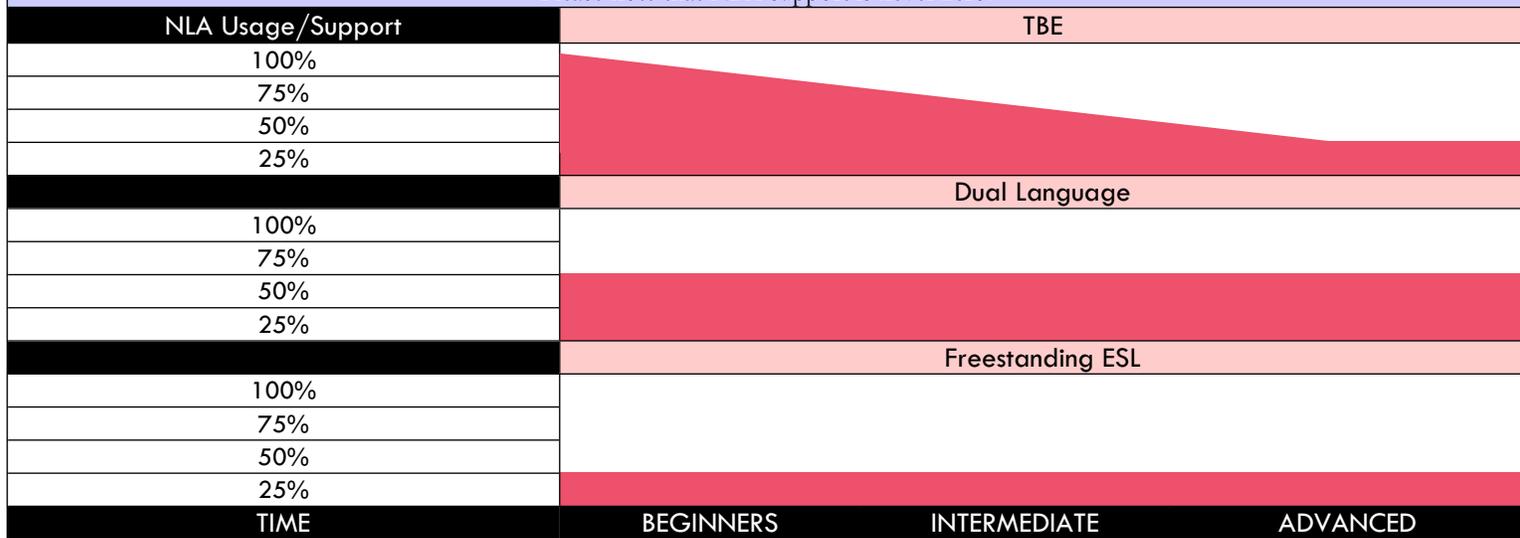
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



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?

Interventions such as After-School NYSESLAT Preparation and ELA Regents Preparation are geared toward ELL students to support them with the skills necessary to pass these exams. Through our Extended Day program students have to opportunity to take classes either on Saturdays or during the week after school. ELL students are encouraged (if applicable) for SES tutoring like any other student who is eligible

for the program. We also encourage Former ELL students to participate in these programs as well. There are tutoring opportunities for students to work on their studying for the English Regents and/or NYSESLAT. Our transitional ELL students who have already passed the NYSESLAT have the opportunity to take these classes for two years after scoring "Proficient" on the NYSESLAT. They also receive the mandated Regents accommodations for ELL students for these two years after passing the NYSESLAT. All ELL current and former ELL students can also choose to take elective classes in Spanish, Italian, or French at Susan E. Wagner High School, with the understanding that they are mandated to take at least one year of a Foreign Language to satisfy graduation requirements.

ELL students who are newer to school in the United States are afforded the opportunity to attend after-school tutoring sessions with Mr. DePonte in an effort to supplement their intense learning during school. Incidentally, most of these students are beginner level ELL's, and this class is small (approximately 15 students) and each student is given more attention. Students in the program 4-6 years are afforded the same opportunities, only classes for them are geared toward improving English levels so that they may take English Regents exam. Students that are ELLs for more than 6 years are carefully monitored to ensure that the issue with the student is not one of learning instead of language. This is not to say that every long-term ELL is evaluated for special services, but it is a consideration for those who cannot make the grade after services like tutoring, after-school assistance, and their mandated ESL services are exhausted.

Title III funds will be supporting after-school programs that will involve tutoring for beginner students so that they may learn basic English concepts to supplement their daily learning. Title III programs will also include tutoring for older students and students with higher English proficiency to prepare for the English Regents. The goal of these programs is simple; we want to improve the English proficiency of our ELL students throughout their time at Susan E. Wagner High School.

Native language supports are always a consideration for our ELL students. Our library holds many works that are available in several languages so students may be able to use them as needed. Students are also encouraged to seek online resources for their needs. Smartboards are used to promote these ideas during class time. Furthermore, the advent of resources like Google Translate allow students to find translations for materials they have as they type an entry into the computer. Susan E. Wagner High School also ensures that correspondence is sent to families in their preferred language to bridge the gap between school and home.

At the beginning of each academic year, Susan E. Wagner High School holds its Student Orientation. There are breakout sessions within the orientation to allow for ELL's and their parents to meet and greet the ESL teacher, Guidance Counselor, and Assistant Principal. They are able to ask questions about the program, and about the school in general. They will take guided tours and participate in various "ice breaker" activities in order to become more familiar with the Susan E. Wagner High School community.

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

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.

Professional development at Susan E. Wagner High School will involve school-wide workshops, as well as departmental conferences. ESL content teachers have the opportunity to share ideas with each other regarding optimal learning, while non-ESL teachers can be educated on what to expect in the event they are assigned ELL students in the future. The ELL Coordinator, who is also a Guidance Counselor, shares data with the school to invite ideas from the entire school community to maintain good statistics.

This year, workshops will aim to educate the entire school community on the college process for ELL students and the concerns that ELL parents

may have. These concerns include, but are not limited to, applying to and paying for college without citizenship, experiencing college as an ELL, and what to expect beyond college. Teachers will be educated on current laws pertaining to ELL's and feedback from teachers will help

Part V: Assessment Analysis

and bring the materials he obtains from the workshops to the school in order to facilitate professional development at Susan E. Wagner High School.

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)														
Intermediate(I)														
Advanced (A)										19	6	5	8	38
Total										19	6	5	8	38

The dates for the meetings are as follows:

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	2	1	1
	I										6	3	1	3
	A										14	6	1	6
	P										21	14	9	10
READING/ WRITING	B										13	8	3	3
	I										15	13	4	8
	A										15	8	5	9
	P										2	0	0	0

E. Parental Involvement

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	24		10	
Math <u>Algebra</u>	51		34	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	49		29	
Physics				
Global History and Geography	47		28	
US History and Government	18		10	
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

LAB-R results indicate to us that the vast majority of ELLs who test in need of ESL are lacking in reading and writing skills. These results tend to replicate themselves through NYSESLAT administration as well. Students tend to score best on the speaking and listening sections of the LAB-R, and these trends are also confirmed with classroom performance.

Students at Susan E. Wagner High School perform much better with the Listening/Speaking portions of the NYSESLAT and educational support should be geared towards strengthening students' Reading/Writing skills. Although students improve grades over time and with exposure, it seems that Listening/Speaking skills are increasing at a faster rate. John DePonte and Madeline Lombardi teach students with all four skill sets in mind, and reinforce skill learning and strengthening on a daily basis. Assessments like Empower 3000 allow Mr. DePonte and Mrs. Lombardi the opportunity to evaluate students on their literacy skills throughout the school year.

Susan E. Wagner High School realizes the significance of the NYSESLAT scores and has programs in place to address student's needs. For

English versions exams, but that they prefer to take the exams in English and not their native language. While some ELL students still use the native language versions of exams, bilingual glossaries, and other mandated accommodations at their disposal, the overwhelming majority of exams are submitted in English, with English answers. The ELL students state that learning the material in English makes the exam more comfortable to take when it is in English.

Our ELL's are constantly evaluated during class time, using assessments such as Empower 3000, as well as class exams, projects, and presentations. The NYSESLAT exam is the standard assessment for evaluating an ELL's English proficiency, but our ELL's are closely monitored throughout the year to determine proper placement and need for additional services.

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.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Susan E. Wagner High School					
District:	31	DBN:	31R460	School		353100011460

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		87.5	88.3	88.3
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	0	0	0				
Grade 8	0	0	0				
Grade 9	851	880	880				
Grade 10	848	843	817				
Grade 11	793	684	696				
Grade 12	738	782	658				
Ungraded	84	117	115				
Total	3314	3306	3166				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.6	95.4	96.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	20.2	43.6	48.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	36	102	62

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	39	36	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	269	293	285	Principal Suspensions	295	282	358
# in Collaborative Team Teaching (CTT) Classes	53	66	83	Superintendent Suspensions	29	33	31
Number all others	216	210	208				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	333	514

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD		0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	138	106	TBD	Number of Teachers	168	166	168
# ELLs with IEPs	20	49	TBD	Number of Administrators and Other Professionals	80	79	38

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	25	29	72
--	--	--	--	---	----	----	----

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
	100	84	281	% fully licensed & permanently assigned to this school	98.9	98.3	98.2
				% more than 2 years teaching in this school	74.3	83.2	89.9
				% more than 5 years teaching anywhere	61.7	66.5	77.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.0	84.0	88.7
American Indian or Alaska Native	0.5	0.5	0.4		92.5	92.2	94.3
Black or African American	11.6	10.9	10.7				
Hispanic or Latino	21.9	22.1	23.3				
Asian or Native Hawaiian/Other Pacific	14.7	15.1	15.0				
White	50.6	50.6	50.3				
Male	50.8	49.6	49.8				
Female	49.2	50.4	50.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase			Category		
	In Good	Improvement	Corrective Action	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					v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	X
Math:		Math:	X
Science:	-	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**	
All Students	-	-	-	v	v	v	75
Ethnicity							

American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	X	X		
Hispanic or Latino	-	-	-	v	X		
Asian or Native Hawaiian/Other Pacific Islander				v	v		
White	-	-	-	v	v		
Multiracial				-	-		
Students with Disabilities	-	-	-	X	X		
Limited English Proficient	-	-	-	-	-		
Economically Disadvantaged	-	-	-	v	v		
Student groups making	0	0	0	5	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					WD
Overall Score:	78.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	20.6	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	44.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 31R460

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:	0	\$1,231,259	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$12,313		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$61,565	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$123,126	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
93%

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers who are not highly qualified will be directed to counseling with the ISC's certification specialist.

* Federal waiver granted; additional set-asides 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.

SCHOOL PARENT INVOLVEMENT POLICY

PART I: GENERAL EXPECTATIONS

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

Susan E. Wagner High School agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) *the carrying out of other activities, such as those described in section 1118 of the ESEA .*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

[NOTE: The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]*

1. Susan E. Wagner High School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

Involve the parents, in conjunction with the School Leadership Team, in discussions regarding the Parental Involvement Plan.

Invite all parents to attend a Title I parents meeting to discuss the Parental Involvement Plan with the members of the School Leadership Team.

2. Susan E. Wagner High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be interviewed as part of the school's Quality Review.

Parent surveys will be reviewed by the Administration and will be a part of the School's Progress Report.

- Parents will have the opportunity to communicate with school staff and administration through our website, which has the capability to provide translations in more than 30 different languages.

3. Susan E. Wagner High School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

Sports and Arts in Schools Foundation
Liberty Partnership
The Jewish Board of Family and Children Services

4. Susan E. Wagner High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation, generated by the School Leadership Team, will be conducted at a PTA meeting in the spring. The School Leadership Team will develop a survey that will be administered to the members of the PTA by the Title I Parent Advisory Council. Parents will provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The results of the survey will be reviewed by the Principal and the School Leadership Team.

5. Susan E. Wagner High School will build the school's and parents' capacity for strong parental involvement in order to

ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

- B. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - The school will provide the parents of our ESL students with the opportunity to attend our ESL Parent Institute on Saturday afternoons.
 - Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.
 - Parent training for ARIS.
 - Distribution of the Parent Handbook.

- C. The school will educate its teachers, pupil services personnel, Principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Distribution of the Staff Handbook
 - Website training at faculty meetings and staff development days.
 - New Teacher Workshops instruct those new to teaching on the expectations regarding parental communication.
 - Staff is trained on the use of ARIS

- D. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Messages to the parents are placed on the school website which has the capability to be translated into more than 30 languages.
- Translation service information are posted in the in the school lobby in the appropriate native languages.
- Staff is made available for translation during all conferences with parents.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Other activities may include:

- adopting and implementing model approaches to improving parental involvement;
 - utilizing an upgraded School Messenger System to keep parents informed about their children's progress.
 - developing appropriate roles for community-based organizations and businesses: including Project Hospitality, College of Staten Island Discovery Institute, St. Edward's Food Pantry, The American Cancer Society, Kmart, T.J. Maxx, and Old Navy.

PART IV. ADOPTION

This policy was adopted by Susan E. Wagner High School on 08/31/09 and will be in effect for the period of 2009 - 2010. The school district will distribute this policy to all parents of participating Title I, Part A children on or before November 4, 2009.

(Signature of Principal)

(Date)

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.

SCHOOL-PARENT COMPACT

Susan E. Wagner High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Susan E. Wagner High School will:

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

Each student will have a full program as mandated by the New York State Department of Education. Students will be assigned to learning centers and have support personnel assigned to them based on their chosen community.

2. **Hold parent-teacher conferences bi-annually during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent teacher conferences are held twice annually. Additional conferences are granted upon request.

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

Student report cards are distributed 6 times per year and student promotion in doubt letters are sent home a minimum of twice per year. Progress reports are sent home by classroom teachers in the middle of each marking period.

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

Counselors are available to parents daily.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents will have the opportunity to be directly involved in a multitude of student activities organized by the assistant principals, the Athletic Director and the Coordinator of Student Activities.

Parent Responsibilities

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

- *Monitoring attendance.*

- *Making sure that homework is completed.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Parent Teacher Association, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

PART II - OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Follow all rules set forth in the NYC Discipline Code*
- *Have respect for all staff, students and parents*
- *Be responsible citizens*

Susan E. Wagner High School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide each parent timely notice when their child has been assigned or has
 - o been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School

Parent(s)

Student

Date

Date

Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

Program placement is based on middle school state assessments and report card grades

Ongoing assessment based on Acuity, interim assessment and regents predictor assessments.

NYSESLAT testing for ELL students

Comprehensive State testing program in January and June.

2. Schoolwide reform strategies that:

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

Each student will have a full program as mandated by the New York State Department of Education. Students will be assigned to learning centers and have support personnel assigned to them based on their chosen community.

State standards are addressed in all curriculum.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Extended day school on Tuesdays, Wednesdays and Thursdays.

Tutoring services during the day, after school and on weekends.

Summer School which includes extensive Regents tutoring.

- o Help provide an enriched and accelerated curriculum.

The school schedule is modified to include a 48 minute professional development period at the end of the school day on Mondays. Staff members work on activities that will include, but are not limited to, lesson or curriculum planning, research, workshops, ARIS research about students, student case conferences and collaboration with colleagues.

State standards are addressed in all curriculum.

- o Meet the educational needs of historically underserved populations.

Reduced class sizes in mathematics and English.

S.E.S. tutoring is available for all eligible students.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
Students must choose one of our thirteen learning centers that are designed to meet the needs of students of all abilities. The learning centers include: Scholars' Academy, Law and Politics, Academy of Finance, Academy of Hospitality and Tourism, Air Force Junior ROTC, Performing Arts, Visual Arts, Theatrical Arts, Media, Leadership, Sports Management, Medical Technology, Vocational Prep.
- o Are consistent with and are designed to implement State and local improvement, if any.

State standards are addressed in all curriculum.

3. Instruction by highly qualified staff.

The administration will conference with each teacher about meeting the requirements to become highly qualified.

Teachers who are not highly qualified will be directed to counseling with the ISC's certification specialist.

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.

Assistant principals meet weekly with untenured teachers to discuss strategies for skills such as lesson planning, differentiating instruction, classroom management.

Inquiry teams meet regularly and work with their departments to implement plans to enhance student achievement.

Our CFI Inquiry team is focusing on the improvement of attendance for our Special Class students through the application of flexible disciplinary practices.

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

Interview teachers in high need areas first in order to fill any future vacancies.

Offer tuition reimbursement for any teacher willing to teach classes for which they are not highly qualified.

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

Saturday ESL Parent Institute. Ninety minutes of instruction are offered every Saturday for parents of our ESL students.

Use of Achieve 3000's parent connect component. Parents have access to the work their children are getting through Achieve 3000.

Improved teacher web pages.

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.

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.

Schoolwide Data Inquiry Team

Each department has its own Data Inquiry Team.

Grade level teacher teams

Course teacher teams

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.

S.E.S. tutoring to all eligible students

Tutoring is offered in all subject areas during the lunch periods.

Peer tutoring through Arista

Regents Prep classes after school

ESL tutoring after school

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.

Partnerships with companies such as Kmart, T.J. Maxx and Old Navy to provide work study for our I.S.S. students.

Job training is provided in media arts, finance, hospitality and tourism, law and politics, sports management, theater and music.

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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				0		

¹ **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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title I, Part A (ARRA)	Federal	✓			\$1,231,259	✓	5,8,11,12,13,14
Title II, Part A	Federal						
Title III, Part A	Federal	✓			\$19,760	✓	2,5,8,11,15
Title IV	Federal						
IDEA	Federal				\$1,540,150		
Tax Levy	Local						