



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** WAGNER MIDDLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M167

**PRINCIPAL:** JENNIFER REHN

**EMAIL:** JREHN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MR. MARIANO GUZMAN

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jennifer Rehn	*Principal or Designee	
Caroline Fenner	*UFT Chapter Leader or Designee	
Amanda Wolf	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Terrence Eldridge	Member/MS 167	
Wade Brozik	Member/ MS 167	
Nina Mauceri	Member/ MS 167	
Gail Forde	Member/Parent	
Giles Hunt	Member/Parent	
Christel De La Ossa	Member/Parent	
Annu Warikoo	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Raise the achievement of former and current English Language Learners (ELLs) on the New York State English Language Arts exam (ELA).  
Increase proficiency for our current and former (still receiving modifications) ELL students on New York State English Language Arts Exam by 5%.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Wagner has been identified as a *School In Need of Improvement* due to the fact that we did not make AYP for our ELL students on the English Language Arts exam. (SINI)

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  1. Pilot ELA class for our current and former ELA/ELL students for grade 7. Two teachers, one ELA and one ESL teacher, will teach this class. (Sept. 2011)
  2. Professional development cycle for our ELL and content area teachers to support our ESL students, including a series of three half-day workshops and a school observation cycle with workshop facilitator as a follow-up to half-day workshops. (beginning Oct. 2011)
  3. Morning enrichment groups with targeted instruction for selected ELL and former ELL students with a licensed ESL teacher. (beginning Oct. 2011)
  4. Software to utilize during core subject classes to support teachers and students with low level language skills (Sept. 2011)
  5. After school academic program for former and current ELL students taught by two licensed ESL teachers. (January 2011)

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Wagner is not a Title I school.

We will be holding three parent workshops for designed specifically for our current and former ELL students throughout the school year. In addition we have monthly family workshops on such topics as *Preparing for the New York State English Language Arts Exam, The Common Core Standards*, etc. All of our communications to families are translated. Wagner also has many structures in place to increase parent involvement including: a website that is updated daily

(www.wagner167.org), Curriculum Night, Family Potluck Dinner, school surveys etc.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that only highly qualified teachers are working with our students, we hire qualified, licensed teachers to work in our school community. Our goal is to hire and maintain teachers who are licensed and teaching in appropriate subject. Wagner hosts student teachers from a variety of graduate programs (NYU, Columbia University) and often hires previous student teachers.

New staff members are assigned a mentor from Wagner and attend a variety of professional development, including network sponsored professional development.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Wagner Middle School has several America Reads tutors. We also have an afterschool partnership with the New York Junior Tennis League.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. TL Fair Student Funding – salary for Mr. Ross (ESL teacher) and Ms. Dragone (ELA teacher)
2. Title III – per session for after school academic program
3. Network grant will pay for the ESL workshop facilitator
4. TL Fair Student Funding - Per Diem (coverages) to attend professional development
5. TL Software Funding – computer programs and eChalk website

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Principal, in collaboration with Assistant Principals, will engage in frequent cycles of informal observations and provide feedback aligned with Charlotte Danielson's Framework for Teaching rubric.

Principal, in collaboration with Assistant Principals, will engage in frequent cycles of informal observations and provide feedback and aligned with Charlotte Danielson's Framework for Teaching rubric.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

61.9% of our students scored at or above proficiency on the 2011 New York State ELA exam and 77.1% of our students scored at or above proficiency on the 2011 New York State Mathematics Exam. In order to raise student proficiency levels, administration will spend more time in classroom giving staff feedback based on the Danielson framework. June 2012, all teachers (82) will be informally observed at least six times by administration in addition to their formal observations (1 or 3 depending on tenure status.) Feedback will be aligned with selected competencies from the Danielson framework that address specific teacher needs. The math coach, literacy coach and science lead teacher will support teachers in the implementation of the feedback.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  1. Principal and Assistant Principals will schedule observations strategically to ensure all teachers are being observed on a rolling basis. (August 2011)
  2. Environmental Checklists will be used in all classrooms. (September 2011)
  3. For the remainder of the first trimester, teachers will be informally observed an additional time. (December 2011)
  4. During the second and third trimester, teachers will be informally observed twice during a trimester.
  5. *Teachscape's Classroom Walkthroughs* (Observation Tool) has been purchased and will be utilized during informal observations beginning trimester 2.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Wagner is not a Title I school.

All of our communications to families are translated. Wagner also has many structures in place to increase parent involvement including: a website that is updated daily ([www.wagner167.org](http://www.wagner167.org)), Curriculum Night, Family Potluck Dinner, school surveys etc.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that only highly qualified teachers are working with our students, we hire qualified, licensed teachers to work in our school community. Our

goal is to hire and maintain teachers who are licensed and teaching in appropriate subject. Wagner hosts student teachers from a variety of graduate programs (NYU, Columbia University) and often hires previous student teachers.

New staff members are assigned a mentor from Wagner and attend a variety of professional development, including network sponsored professional development.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Wagner Middle School has several America Reads tutors. We also have an afterschool partnership with the New York Junior Tennis League.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. TL Software funding - *Teachscape's Classroom Walkthroughs*
2. TL Fair Student Funding – salary for Literacy Coach, Math coach and Science Lead Teacher

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All students will engage in, at least, one literacy (in ELA, Science and/or Social Studies) and one math task that is embedded in a rigorous curriculum and aligned to the Common Core State Standards. (CCSS)

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We noticed that our students although doing well in their classes they were not performing well on the state exams. In order to assess students in Math and literacy we will development and assess a standardized task.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 1. Teachers across subject areas will meet in weekly department meetings to discuss the cognitive demands of the various tasks to norm themselves on what defines a rigorous task. (ongoing)
- 2. Teachers will design tasks and rubrics to assess the tasks collaboratively in grade level teams. (ongoing)
- 3. Teachers will plan collaboratively to design rigorous units which will support student success on completion of the task. (ongoing)
- 4. Teachers will analyze and discuss student work samples. (ongoing)
- 5. Literacy coach, math coach and science lead teacher will participate in common core professional development offered by our Network Team – *Common Core working Group*.
- 6. Literacy coach, math coach and science teacher will support the design of tasks and support teachers through this process.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Wagner is not a Title I school.

All of our communications to families are translated. Wagner also has many structures in place to increase parent involvement including: a website that is updated daily ([www.wagner167.org](http://www.wagner167.org)), Curriculum Night, Family Potluck Dinner, school surveys etc.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that only highly qualified teachers are working with our students, we hire qualified, licensed teachers to work in our school community. Our goal is to hire and maintain teachers who are licensed and teaching in appropriate subject. Wagner hosts student teachers from a variety of graduate programs (NYU, Columbia University) and often hires previous student teachers.

New staff members are assigned a mentor from Wagner and attend a variety of professional development, including network sponsored professional development.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Wagner Middle School has several America Reads tutors. We also have an afterschool partnership with the New York Junior Tennis League.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. TL Fair Student Funding – salary for Literacy Coach, Math coach and Science Lead Teacher
2. TL Fair Student Funding – per diem to pay for substitute
3. ARRA RTT Citywide Instructional Expectations Funding – per session

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	77	61			8	1		
<b>7</b>	86	60			23	2		
<b>8</b>	113	82			2	1		
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>The program targets students in small groups who have scored a Level 1 or Level 2 on the ELA exam to work on developing specific ELA strategies to improve comprehension, vocabulary, decoding and writing skills.</p> <p>The service is provided on Wednesday and Thursday Mornings.</p>
<b>Mathematics</b>	<p>The program targets students in small groups who have scored a Level 1 or Level 2 on the Math exam to work on developing specific math skills to help them improve their performance in math and on the NYS Math exam.</p> <p>The service is provided on Wednesday and Thursday Mornings.</p>
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Girls Group and Boys Group: sessions are provided during the school day to support students with family issues such as divorce, death, terminally ill parents etc. Goal is to provide students a safe place to discuss feelings as well as provide and receive support from peers in similar situations</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Sessions meet during student lunch periods. Short-term sessions are provided to students whose parents alert us of a significant issue or concerns. Long-term sessions are provided to students who feel alienated from peers and need support with developing social skills as well as have a need to feel connected to someone/something. Lastly, crisis intervention services are implemented on an as needed basis to assess students</p>

	who demonstrate suicidal ideations or extreme moods such as anger or depression.
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**PARENT INVOLVEMENT POLICY – N/A (WAGNER IS NOT A TITLE I SCHOOL)**

**SCHOOL-PARENT COMPACT – N/A (WAGNER IS NOT A TITLE I SCHOOL)**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 02M167

**School Name:** Robert F. Wagner Middle School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

Wagner Middle School has been placed on the NYS SINI list based on our AYP for ELLs and Former ELLs. At this time Wagner Middle School has approximately 530 "Former ELLs". Despite our current ELLs receiving exceptional ESL skills through a pull out program, with nearly 50% of current ELLs testing Proficient on the NYSESLAT during each of the last three years, these same "Former ELLs" were not meeting NYS standards on the ELA exam.

In year's past, while much emphasis was placed on Core Curriculum Standards and Professional Development, Wagner failed to focus on the specific needs of our Former ELLs. Wagner Middle School did not have a SQR, ESCA, or JIT during the 2010 – 2011 academic school year.

- 2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

To address this need, we implemented the following to support our teaching staff:

- Designed a system of communicating and monitoring our ELLs/Former ELLs to staff. This identification is the first step to ensure all teaching staff are aware of their ELLs/Former ELLs (with specific focus on those becoming "Former ELLs" within the last two academic school years) and that all of these students are calculated in our AYP.
- Instituted the support of a consultant (Ms. Fay Pallen) who will meet with small groups of teachers and individual teachers to demonstrate examples of ELL techniques that can be implemented across content areas, grades, etc. Teachers were chosen based on their volume of ELLs/Former ELLs within the ELA and SS departments. Currently, two teachers at each grade level are involved with this work, with the hope of expanding the work through turn-keying/sharing at Department Meetings.
- Through our Title III plan, this same consultant will meet at Wagner multiple times (up to five) within the year with large groups and then more times (up to ten) with individual

teachers/teams of teachers on an “observe/debrief” rotation. With this support we hope to align Wagner’s work within Core Curriculum/Content Area Curriculum Maps and the needs of ELLs/Former ELLs.

- Selected professional readings and techniques specific to ESL – Deconstruct/Reconstruct, Shades of Meaning, They say, I say: the moves that Matter in Academic writing, and work by Dr. Lily Wong, all of which focus on supporting our ELLs with the “missing links” of academic based vocabulary, writing, and reading skills we feel cause the gap between success on the NYSESLAT and the NYS ELA exam.

To address this need, we implemented the following to support our ELLs/Former ELLs:

- Morning Enrichment – Two days a week for 50 mins each session. ELLs and Former ELLs are grouped together with ESL certified teachers for small group instruction. This instruction is intended to support our struggling ELLs/Former ELLs with all, from basic vocabulary, sentence structure, reading, writing, etc.
- Push in program – This year we are piloting a Push In ESL program where selected 7<sup>th</sup> grade ELLs are team taught by our ESL certified teacher and our ESL/ELA certified teacher. This push in program allows for fluidity between CCS/TC and ESL needs, in addition to ensuring our students remain in core classes throughout the school day. Title III funding also allows us to ensure planning time for both teachers is available/supported to align Title III with school-based content learning.
- Title III program – Two days a week for 1.5 hours each day; during a 16 week program our ESL certified teacher and ESL/ELA certified teacher will collaboratively plan and teach our ELLs/Former ELLs we consider to be “on the cusp” of NYS proficiency. Students who scored at/near 2.6 – 3.3 on the 2011 NYS ELA exam will be targeted to attend this intensive program. Writing, Reading, Academic language acquisition, Document Based Question support, Testing skills, and more will focus on students nearing proficiency. In addition to this academic focused program, multiple field trip opportunities will be designed to bring the content “to life” within the content focus of this Title III program.
- Title III program – Saturday Institutes – During Spring 2012, Wagner’s ESL/ELA department will host Saturday Institutes as the NYSESLAT and ELA assessments approach. With a focus on testing skills, reading, and writing, we hope these institutes enforce what is learned throughout the year in ELA, ESL, Title III sessions, and content classes along with confidence for our students who come to these assessments with much anxiety.

To address this need, we implemented the following to support the families of our ELLs/Former ELLs:

- Title III Program – Parents of our invited ELLs/Former ELLs targeted for the Title III program will receive full details of this program in multiple languages. Families will sign permission slips and or decline this invitation/support. Various meetings will be held with those involved to ensure understanding of goals and importance of these goals.
- Title III – Parents of our ELLs will be invited to join our classes and any of our field trips to the various cultural institutes around town. We also expect families to be an integral part of the research (interviews, pictures, etc.) as students design their own Immigration Stories.
- Title III Parent Meetings - Throughout the year our ESL teacher, ESL Assistant Principal and/or Parent Coordinator will offer two specific workshops: including, but not limited to “Expectations and Goals for our English Language Learners”; this meeting will combine last year’s topics of ‘Academic Support Available’/‘Academic Promotion-in Doubt’ and a small portion of ‘How are Languages Learned’. In the spring we will review Title III updates in addition to hosting a workshop on Preparing for City and State Assessments (Including all NYS assessments and NYSESLAT).

- NYSESLAT/NYS Celebration – Upon reflection from this SINI status, we hope to institute multiple celebrations for students based on their improvement and/or testing proficient on the NYSESLAT and/or NYS ELA exam. We hope this public recognition brings higher value to the efforts and goals we are setting with and for our ELLs/Former ELLs.

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**Part B: For Title I SINI Schools Only**

n/a – Wagner is not a Title I school

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 will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Marina Cofield</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>167</b>
School Name <b>Robert F Wagner Middle School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jen Rehn Losquadro</b>	Assistant Principal <b>Beth Niskanen, ESL</b>
Coach <b>David Pretto, ELA</b>	Coach <b>Margaret Gomez, math</b>
ESL Teacher <b>Stephen Ross</b>	Guidance Counselor <b>Bea Torres</b>
Teacher/Subject Area <b>Christine Dragone, ELA</b>	Parent <b>Kim Cullen</b>
Teacher/Subject Area <b>Christopher Pavlou, ELA</b>	Parent Coordinator <b>Marilyn Denicola</b>
Related Service Provider <b>Rachel Holt</b>	Other <b>Nina Mauceri, AP of ELA</b>
Network Leader <b>Marina Cofield</b>	Other <b>Brenda McDonagh, AP of SPED</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1230</b>	Total Number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>5.53%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

New admit ELLs are enrolled by our pupil personnel secretary. She notifies our ESL teacher and/or the ESL Assistant Principal, who meets with families to review and fill out the HLS. If applicable, students are then LabR assessed and placed into appropriate ESL leveled-groupings according to status within ten days of enrollment.

Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coincided with Open House/Curriculum Night. A similar meeting is scheduled during fall and spring Parent Teacher Conferences. At this time parents meet with the ESL teacher, Stephen Ross, Principal, Jennifer Rehn Losquadro, Parent Coordinator, Marilyn DeNicola, and ESL Assistant Principal, Beth Niskanen. Parents are shown the DOE informational video that describes English Language Learning program options. Parents are walked through the Parent Survey, as well as other informational materials. There is a lengthy Question and Answer session to clarify information.

The academic data for our our Current ELLs, along with “former ELL” (those testing NYSESLAT proficient in the last two academic years), are tracked by our ESL department. The status of these students is communicated to all staff that teaches them. In addition, current and former ELLs in need are assigned to ELL specific Morning Enrichment groups taught by ESL certified/experienced staff. Throughout the year this group is assessed through TC reading levels and this movement communicated to staff.

Entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher, Mr. Ross. Forms are translated as necessary and sent home with students every fall to translate spring NYSESLAT results to those already enrolled and additional communication is done for new students who test into (or test proficient) on the Lab-R. We also rely heavily on the Department of Education’s Over-the-Phone-Translation services to allow for personalized conversations.

In addition, the majority of a school-based communications are translated into our large volume language and our website translates materials into additional languages. Multiple one-on-one meetings are scheduled by parents and/or our ESL teacher to address students/parents who arrive between these larger scheduled meetings.

While the majority of Wagner Middle School is a pull-out ESL program; we are currently piloting a “push-in” model to address the majority of our 7th graders and selected 8th graders. Thus far, we align fully with the current climate of parent choice. In the past seven years 100% of our parent surveys show a selection of the pull-out ESL program that Wagner is well known for within District Two. Parents tend to seek an educational program where the mode of instruction is in English. Some families choose to supplement their child’s education through enrollment in native language schools in the evenings and on the weekends. To date we have not achieved a critical volume to justify the implementation of a bilingual or dual language program. ELLs are typically 5% of our total population; with well over ten languages consistently represented within our population.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

Page 18

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): n/a
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): n/a

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	15
SIFE	4	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	2	6	23	2	5	8	0	4	68
<b>Total</b>	<b>37</b>	<b>2</b>	<b>6</b>	<b>23</b>	<b>2</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>68</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	9	7					26
Chinese							8	2	5					15
Russian							1	0	1					2
Bengali							0	0	0					0
Urdu							0	2	2					4
Arabic							0	1	1					2
Haitian							0	0	0					0
French							0	1	1					2
Korean							1	0	1					2
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							6	7	4					17
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>22</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>70</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

This pull out only programming can be difficult for students, as they often miss core subjects for their pull out ESL needs. For the 2011 – 2012 school year we are currently piloting a push-in ESL program. We have rescheduled our ESL teacher and make large adjustments to student grouping (Wagner’s students travel as a homeroom throughout the school day together). These large scale changes have resulted in our ESL teacher able to push into some of our self-contained program. In addition, he is team teaching a pilot grouping of selected seventh and eighth graders with a certified ELA teacher, who is also recently ESL certified. These recent programming choices will hopefully allow more students to remain in core subject classes. We are tracking report cards, and other data (such as Scantron and TC reading levels) throughout this pilot to determine its efficiency. Whenever possible, our long term ELLs have been programmed into this Push-In group, we hope this concentrated support will offer the assistance necessary for our long term population.

In addition, many of our current ELLs and many of our NYSESLAT Proficient students who although proficient on the NYSESLAT, do not meet grade level standards on the NYS ELA exam, are assigned to Morning Enrichment programming to offer support services throughout the school year. This schedule change was due to a concentration on our student-data which showed a gap in student success between testing proficiency on the NYSESLAT and testing at grade level on the NYS ELA exam. This is also the first year of this specific-focused Morning Enrichment program, which will be tracked extensively throughout this trial year.

Students receive the mandated ESL periods based on their NYSESLAT/LabR levels – Beginner/Intermediate (8 periods a week) and Advanced students (4 periods a week). Depending on the student, these periods are completed through a pull-out model, a push-in model, or a combination of both.

Wagner Middle School differentiates based on ELL subgroups as necessary. Newcomers are placed together whenever possible to ensure comfort in speaking (both native language and English). Morning Enrichment is spent offering newcomers a comfortable environment to practice basic conversational skills as well as address needs across content areas with the support of our ESL teacher. Mr. Ross also offers a social and academic lunch group for newcomers, which is ongoing for SIFE and/or beginners. We have a very small number of SIFE students, which allows us to arrange individualized supports (i.e.; placement in CTT classes, assigning to a smaller grouping during AM enrichment with specific staff, and/or meeting ESL needs through push in/pull out models).

Long term ELLs benefit from all teaching practices within ESL. Our Title III program has offered two components – a study group/small group instructional activities and a separate groups offering more social activities and trips to build community and practice practical application of English. Special Needs ELLs received all benefits of Wagner’s extensive ESL program and teaching as well as their IEP modifications and extensions. This year we have begun a push-in model of instructions which allows the ESL teacher to team teach/plan. Although only in the beginning stages, we already see the benefits of not pulling these students out eight times a week, but

## A. Programming and Scheduling Information

instead infusing their ESL needed-skills in their already present ELA/Humanities lessons.

Another initiative in place at Wagner for the 11-12 year is Interdisciplinary planning. SBO votes and large scale changes to teacher scheduling and student grouping allows our staff to meet together in Teaching Teams multiple times throughout the week. We are hopeful this “fusion” of content will benefit our ELLs.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## B. Programming and Scheduling Information--Continued

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

While we have taken one two large scale initiatives we hope will benefit our ELLs (please see above for details in regards to Transitional/Former supports and Interdisciplinary planning) Wagner is proud to offer multiple intervention programs for ELLs across grade levels and content areas. All programs are offered in English with minimal support offered in Spanish, French, and Mandarin based on specific teachers' skills. Wagner students are grouped by grade level, most often with those of the same ages grouped together.

ELA – Teacher's College Workshop Model training for teachers and execution. Curriculum Maps designed in tandem with ELA/ESL teachers and Literacy Coach. Our ELA department is leading our school in its Interdisciplinary planning as well.

All Contents - Morning Enrichment with specific content certified teachers to address needs/concerns for individual students Wednesdays and Thursdays for 50 minutes. While some students are mandated for ESL or academic support, others also benefit as all programs (Band, Art, Spanish, English, Math, Study Hall, physical education, library, etc) are "open door" and welcome any student in need of support or a structured activity. After School homework help is also available Monday – Friday afternoon.

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

General activities – All grade level or school-wide activities such as out lunch, dances, field trips, etc are offered to ELLs who enjoy spending time with friends throughout Wagner. Whenever needed, beginners are "buddied" with someone in their class who is Advanced and/or Proficient in English language skills but shares their native language.

Transitional ELLs are discussed at length with their teachers during CPT (common planning time), a weekly meeting to discuss students with teachers, guidance, and administration. Transitional ELLs also receive mandated testing modifications on all standardized exams and are able to use ELL supports (dictionaries, mask/markers, extended time, etc) in content areas assessments based on need. This is our first year of servicing our X-coded students (full time whenever feasible), this population has a special focus during CPTs and PPT.

Wagner hopes to continue to allow its Title III program to lend supports to students through teacher training and materials. In addition, much of this funding is focused towards parental involvement; ensuring even more notices, letters, emails, etc are translated for our ELL families and non ELL families speaking a non-English native language in the home. Letters of outreach and intervention have also been a priority to offer to all staff members in order for full access of communication of academic and social concerns across content areas. Focus on designing welcoming programs, with translation, for families to build family involvement will continue to be a goal.

During recent years, large focus and time has been spent offering more translation services, focusing meetings around social/cultural gatherings. All ELLs receive the same information and invitations as non-ELL students and families. All families are invited to sign up for our grade level listserves to receive information and Wagner's homepage website has recently been able to offer instant translation with a touch of a button for families to review flyers, emails, and links sent home to families with students. Welcome Folders now fully translated (welcome letters, school calendars, notices home, etc) in Chinese and Spanish, which benefits our ELLs as well as proficient students with Chinese or Spanish speaking guardians. This recent goal has made a large difference in family involvement at Wagner since our beginning stages of implementing this goal three years ago.

## B. Programming and Scheduling Information--Continued

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## 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?

### C. Schools with Dual Language Programs

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

N/a at this time at Wagner Middle School - 2011 - 2012

Teachers College. Beginning during the 2010 -2011 school year, Mr. Ross also was scheduled to attend a specific grade level ELA department meeting and began to align our ESL curriculum within the TC supports already in place. The hope was that this infusion offered our students a smoother transition between ESL and ELA through common language and common curriculum used. Due to the success of this programming change, this change will continue into the 2011 – 2012 academic year.

Mr. Ross, our ESL teacher, receives multiple Professional Development Opportunities through the Office of ELLs as well as Teachers College. We are thankful to have utilized our Title III and general Wagner budget to gain laptops, a SmartBoard, and most recently iPads in our ESL classroom. This technology offers active and interesting opportunities for our ELLs to “see” language and its purpose. Mr. Ross is extremely well versed in technology use and has experience educating staff members on its uses as well.

Wagner's content area teachers are exposed to ESL needs and development through varying publications provided by our ESL Teacher and ESL Assistant Principal. Our ESL team also develops ongoing curriculum and lesson plans to turn key differentiation opportunities across content areas to multiple content area teachers, which is most often turn keyed to staff through coaches and team leaders during Department Meetings, Faculty Conferences, and (new this year) during our Interdisciplinary planning sessions. We will also continue turnkeying ELL specific strategies in cooperation with our SBST (School Psychologist, Social Worker, Special Education AP and Special Education teachers). Special Education teachers and paraprofessionals also are introduced to their specific ELLs needs and accommodations at CPT (Common Planning Time) made possible in teachers' schedules throughout the school year; in addition our Parent Coordinator is support with practices allowing for more communication with our ELL families by our ESL AP and teacher.

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## 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.

Wagner follows the Teacher's College Workshop Model and these modalities are brought directly into ESL instruction. Lessons begin with an explanation of the purpose of the day's lesson, followed by a mini lesson. Students are able to observe the teacher as a model, practice the skill independently, then with pairs or small groups, leading to whole group discussion and retelling. Instruction includes shared reading, read alouds, independent reading, journaling, writers' and readers' notebooks, modeling, active listening, and countless opportunities to view model reading and writing, as well as display model reading and writing to peers.

Mr. Ross, our ESL teacher, receives multiple Professional Development Opportunities through the Office of ELLs as well as Teachers College. Beginning during the 2010 -2011 school year, Mr. Ross also was scheduled to attend a specific grade level ELA department meeting and began to align our ESL curriculum within the TC supports already in place. The hope was that this infusion offered our students a smoother transition between ESL and ELA through common language and common curriculum used. Due to the success of this programming change, this change will continue into the 2011 – 2012 academic year.

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

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

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

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

LAB-R and NYSESLAT raw scores are our most useful assessment tools to plan for integration of modalities across groupings. All Wagner students have early literacy skills assessed based on the Teacher College A-Z levels. Each student is assessed by their ELA teacher monthly and this information shared across grade levels and teachers through an online database. ARIS results are also used to plan for instruction and assess students.

## 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.

Our ESL team takes great pride in our efficiency of tracking student data and student success. We have spent several years aligning curriculum and data, which allowed for great volume of success on our NYSESLAT. We hope to push past the "basics" with our extensive goals, involving many changes to our scheduling and programming. These large initiatives to focus our efforts on our ELLs/Former ELLs, will hopefully results in a 5% growth of this population's NYS ELA exam. This goal, along side our new focus of Team Planning across content areas, brings large changes with Professional Development, time allowed, and student/teacher scheduling changes. These changes were made directly upon constant review of LAP/ESL data/needs. We are excited for our pilot programs and are confident we will see permanent changes based on this pilot year.

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	10	3	0	21
7	6	7	0	0	13
8	6	10	1	0	17
NYSAA Bilingual Spe Ed					0

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1	0	1	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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## Part VI: LAP Assurances

<b>School Name: <u>Robert F. Wagner Middle School</u></b>		<b>School DBN: <u>02M167</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Jennifer Rehn Losquadro	Principal		10/31/11
Beth Niskanen	Assistant Principal		10/31/11
Marilyn Denicola	Parent Coordinator		10/26/11
Stephen Ross	ESL Teacher		10/31/11
Kim Cullen	Parent		10/26/11
David Pretto/ELA	Teacher/Subject Area		10/26/11
Chris Pavlou/ELA	Teacher/Subject Area		10/26/11
David Pretto/ELA	Coach		10/26/11
Margaret Gomez/ Math	Coach		10/26/11
Bea Torres	Guidance Counselor		10/26/11
Marina Cofield	Network Leader		10/26/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M167      **School Name:** Robert F. Wagner Middle School

**Cluster:** 101      **Network:** Bridges for Learning

**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**

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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.

Our assessment of written translation needs is based on our Home Language Surveys, new student registrations, meetings with parents (including our Parent Association meetings and Parent Teacher Conferences), meetings with our parent coordinator, and information offered by our ESL teacher, Stephen Ross. In addition to our ESL students we also send home translated information to students who are non-ELLs, but have non-English speaking parents/guardians.

Our findings gave us an indication that while we have in the past had small volume needs for translations in Russian, Portuguese, Korean and Urdu. However, while we have small volume needs in languages such as Farsi and Arabic, the majority of our translation needs continue to revolve around Chinese and Spanish translation and the volume in these two languages has grown in recent years.

Although we have sent survey-type documents home inquiring about translation needs in the past, we have found that simply translated the majority of school/academic/social related materials in Spanish and Chinese has allowed more access to materials/events and does not require a parent to request information, when they will already receive it.

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.

As stated above the major finding of Wagner's written translation and oral interpretation needs revolves around the enrollment/biographical data for our students. School staff is given the listing of all ELLs and Former ELLs (over 150 students total), to ensure they are aware of basic translation needs. School staff is also given detailed information to access the DOE written translation and over the phone interpretation services, which are used often.

## Part B: Strategies and Activities

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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.

- Translation of letters from school sharing upcoming events such as parent-teacher conferences, potluck dinners, and/or other social and academic functions through DOE Translation services.
- Translation of Welcome Folder Materials – sexoffenders letter, Principal's Welcome letter, Assistant Principal/Guidance grade level Welcome Letter, Emergency Blue cards, etc through DOE Translation services.
- Translation of progress report cover sheets – communicating grades, attendance records, and details in regards to academic standards/promotion requirements through DOE Translation services.
- Translations of academic reports – Promotion In Doubt Letters, SP warning letter
- Immediate Parent letters re: specific student needs can be translated in house - Spanish by Spanish teacher/s
- Translation of our Student/Family Handbook and Welcome Packet which provides information about Wagner's policies and procedures.
- Brochures distributed at School Fairs and Tours for prospective families – Spanish, Chinese
- Translation of supplemental high school application materials
- School website – [www.wagner167.org](http://www.wagner167.org) – eChalk translates postings of upcoming events, daily announcements, Parent Meetings, social/academic functions, as well as recent email listserve messages sent out monthly into over 15 languages

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.

- High School materials/meetings - oral interpretation through BiLingual (Spanish) Guidance Counselor - Increases parents' understanding of Wagner's standards and city/state assessments, and high school process
- Outreach via phone to parents re: attendance, Morning Enrichment, Social, and/or Academic concerns through all staff through DOE Translation and Interpretation system - Increase parent participation in our academic school activities such as Parent Teacher conferences, Common Planning Time meetings, while offering tools to parents to assist with school needs at home. Parents have been very appreciative of being informed in their native language so they may proactively address their child's needs.
- Oral Interpretation provided at Individual Education Plan meetings - through outside vendor (most often LIS services) to ensure parent/guardian understanding and involvement for Special Education students. In addition, translators will provide ease of communication

between families and teachers at arranged meetings.

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>.

Wagner Middle School will continue to ensure all families receive information in regards to, but not limited to, all aspects of registration, standards and performance, conduct, safety, discipline, special education and related services and other aspects of health and education.

In accordance with Part VII of Chancellor's Regulations A-663 we distribute Parent Bills of Rights to families in Welcome Folders as needed. New admits are also provided this document as necessary. Signage in regards to Welcoming families and translation services are posted in the Main Office as well as with our Parent Coordinator. Our school security team and School Based Response team are well versed in ensure parents/gaurdians are directed to administration as needed and provided interpretation through school staff (if applicable) and/or the DOE Translation and Interpretation Unit.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Rober F. Wagner Middle School	DBN: 02M167
Cluster Leader:	Network Leader: Marina Cofield
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: <u>0</u>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: INSTRUCTIONAL ACTIVITY #1

Our 6 – 8 grade English Language Learners and Former English Language Learners are invited to meet after school in 90-minute sessions, two times weekly for 16 weeks from December 2011 through May 2012. Through a celebration of success on the NYSESLAT, our Former ELLs will be congratulated and encouraged to continue their academic growth through our Title III program.

Classes are taught in English and will meet from 3:15 – 4:45 in our ESL and/or ESL/ELA classroom. Approximately 15-20 ELLs/Former ELLs across grade 6, 7, and 8 will attend this program consistently (attendance expected to fluctuate based on school calendar, activities, and family engagements). We hope to group students based on NYSESLAT and/or ELA levels.

During this time the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). Teachers of this program are our ESL certified teacher and our 7th grade dual certified ELA and ESL teacher. Students will be led in a Reading/Writing-centered curriculum, through the lens of Immigration. This English program (with minor support in Spanish and Chinese from our ESL teacher) will enhance their English acquisition and focus specifically on Wagner's goal of improving ELLs/Former ELLs academic language acquisition. This designed curriculum infuses culture student, History/Social Studies (discussing pushes/pulls/history and need of Immigration in a variety of countries. Whenever possible, the Social Studies content based on Immigration across grade levels will be infused/reviewed.

Students will keep portfolios on the content/techniques learned, with a culminating presentation of their own Immigration story books. Culminating works are presented to the group with modalities of Speaking and Listening becoming a focus through presentations, note taking, and peer grading.

Throughout this program, students will be able to...

- Title III Teachers and team leaders will design a curriculum that focused on culture exposure across the globe, linking to current units of study based on Teachers College and Social Studies

## Part B: Direct Instruction Supplemental Program Information

curriculum maps/Core Curriculum work.

- Students will use accountable talk to discuss cultures from various areas (Asia, Europe, etc.), concentration of comparison and contrasting skills along with presentation skills will be introduced and/or develops as applicable
- Students will read, research, and create writings/books/etc focusing on their own family's Immigration Story.
- Students will be exposed to history, art, music, food, and other cultural aspects from their own native countries, examine the historical context during which they were created and then use this platform for the writing and reading activities executed by our Title III team.
- Students will also compare and contrast cultures, and be able to note similarities and influences.
- Teachers through the exposure of difficult text and historical concepts will facilitate student conversation, peer editing, peer review, etc.
- Several visits will be planned throughout the year to bring the classroom content to life within New York City (most likely El Barrio Museo and Metropolitan Museum of Art, and other Neighborhood/City touring opportunities designed by our Title III team).
- Students will be given access to a variety of primary sources and be encouraged to complete their own journals/writing expressing their own ideas throughout this process.
- Students will interview their own families, and guardians will be invited and encouraged to attend our trips and be involved throughout the Immigration Story project.
- Supplemental instructional materials, including non-fiction texts and videos/CDs, will be provided. As well as lessons based on computer, iPads, Smart Board technologies, and digital camera skills and use at no cost to Wagner's Title III program.
- Qualitative assessments will include student-produced projects, books, photo-journals, teacher observations and classroom teacher feedback, student surveys, as well as parent feedback throughout these 16 weeks.

### INSTRUCTIONAL ACTIVITY #2

Beginning in spring 2012, Wagner will offer several Saturday Academies for our ELLs/Former ELLs. These intensive programs will focus on listening, speaking, reading, and writing skills of our students with specific focus on those ELLs/Former ELLs at or near New York State proficiency standards. In addition, a portion of this academic will have specific lessons based on NYSESLAT needs.

By offering this intensive academic based program taught by our ESL and ELA staff in ELA classrooms at

### Part B: Direct Instruction Supplemental Program Information

Wagner, we hope to offer necessary supports to those ESL/Former ELL students unable to attend our Title III after school program and/or allow for specific focus on testing skills and needs to ensure success on the NYESLAT and NYS ELA exam.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: PROFESSIONAL DEVELOPMENT

Recently Wagner Middle School has been placed on the NYS SINI list based on our AYP for ELLs and Former ELLs. Through data research and conversations with teachers, we found many content teachers expressing need of support for their ELLs. While our ELLs were receiving exceptional ESL based pull out supports, with many passing out of the NYSESLAT within their time at Wagner, these same "Former ELLs" were not meeting NYS standards on the ELA exam. Content area teachers expressed a lack of understanding specific techniques used to support language acquisition within their content classrooms.

To address this need, we first designed a system of communicating and monitoring our ELLs/Former ELLs to staff. In addition, we instituted the support of a consultant (Ms. Fay Pallen) who will meet with small groupings and individual teachers to show examples of techniques able to be used across content areas, grades, etc. Teachers were chosen based on their volume of ELLs/Former ELLs within the ELA and SS departments. Currently, two teachers at each grade level are involved with this work, with the hope of expanding the work through turn-keying/sharing at Department Meetings. This same consultant will meet at Wagner multiple times (up to five) within the year with large groups and then more times (up to ten) with individual/teams of teachers on an "observe/debrief" rotation. With this support we hope to align Wagner's work within Core Curriculum/Content Area Curriculum Maps and the needs of ELLs/Former ELLs.

Through professional readings (such as *Bringing Words to Life* by Isabel Beck, Margaret McDwoen, and Linda Kucan, *They say, I say: The moves that Matter in Academic writing*, by Gerald Graff, and the work of Dr. Lily Wong Fillmore) we hope to bring the focus of reading and writing in academic language to the forefront of our work with our ELLs/Former ELLs.

In addition, our AM Enrichment program will group students by grade level and need to offer additional supports within this same academic focus.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of our ELLs will be invited to join our classes and any of our field trips to the various cultural institutes around town. We also expect families to be an integral part of the research (interviews, pictures, etc.) as students design their own Immigration Stories.

Throughout the year our ESL teacher, ESL Assistant Principal and/or Parent Coordinator will offer two specific workshops: in the winter we will host Expectations and Goals for our English Language Learners; this meeting will combine last year’s topics of ‘Academic Support Available’/‘Academic Promotion-in Doubt’ and a small portion of ‘How are Languages Learned’. In the spring we will review Title III updates in addition of hosting a workshop on Preparing for City and State Assessments (Including all NYS assessments and NYSESLAT).

Based on previous years’ attendance we expect approximately 10 families at each meeting and have consolidated topics based on parent feedback from 2010 – 2011. These meetings are often linked to an existing school-wide activity (i.e.; the hour before Parent Teacher Conferences, Parent Association Meetings, etc).

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,837.24	Two Teachers (ESL/ELA) x 3 hours weekly x 16 weeks for INstructional Activity #1 = \$4,805.76  Two Teachers (ESL/ELA) x 3 hours; two Saturday Institutes = \$600.72  Two Teachers (@22.80) x 1.5 hour planning x 10 planning sessions =

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$820.80</p> <p>Two Teachers x 1 hour planning x 2 Saturdays = \$200.24</p> <p>One ESL Teacher x 2hrs x 2 Family Meetings = \$200.24</p> <p>One AP x 2 hrs x 2 Family Meeting = \$209.56</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$4,140.50	<p>Fay Pallen - outside consultant - 6 half days x \$345 = \$2,070</p> <p>.75 days x 2 times = \$1,035</p> <p>coverage pay = \$1,035</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$222.26	<p>Professional Books for use during planning/PD sessions, Student Immigration Story Books</p>
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	

