



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING & VISUAL ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M415

PRINCIPAL: HERMA HALL EMAIL: HHALL3@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

**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
Herma Hall	*Principal or Designee	
Anthony Klug	*UFT Chapter Leader or Designee	
Annette Nanton	*PA/PTA President or Designated Co-President	
Denise Faust	DC 37 Representative, if applicable	
Alexia Varga Yakini Sanon	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Manny Colon	CBO Representative, if applicable	
Carl Pressley	Member/	
Helena Costen	Member/	
Cheryl White	Member/	
Catherine Young	Member/	
Etta Covington	Member/	
Sharlotte Williams	Member/	
Martha Fisher	Member/	

## **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**

By June 2012, 85% of students will be in attendance daily, an increase of 7% (31 students) and 3% (3 students) for high school and middle school, respectively.

### **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.
1. In 2010/2011, the School Environment metric of the Progress Report revealed an annual attendance percentage of 78.4 and 83.9 for high school and middle school, respectively, which earned only .79 points for high school and no points for middle school out of a total of 5 points each.
  2. A review of the scholarship report for each marking period revealed attendance as the major contributor to students scoring at 65 or below at both the classroom level and on NYS tests and Regents.
  3. Classroom progress reports and attendance records reveal that 'seat time' is also another major factor in students' inability to perform at a level that meets and exceeds City and State standards. Based on Chancellor's regulations, students must have a specific amount of 'seat time' in order to be able to move successfully to the next level of achievement.
  4. Specifically, teachers will utilize attendance records (from ATS, CASS) to cross reference with assessment data to analyze and document improved student performance based on improved attendance and 'seat time'.

### **Instructional strategies/activities**

- a) Attendance team will identify patterns of absenteeism focusing specifically on student subgroups, i.e., students in temporary housing, students with physical disabilities, students with travel hardships, males, females and English Language Learners to determine attendance issues unique to each subgroup.
- b) Offer weekly attendance incentives (pizza parties, movies tickets, free Wadleigh shirts, etc.) and acknowledgement (students of the month, etc.) for students who are on time and in attendance daily. Administrators, guidance, teachers and support staff will petition CBOs and neighborhood organizations to donate incentives and to assist with attendance counseling and guidance.
- c) Teachers will be asked to track improvement in promptness and attendance in correlation to improvement in grades on individual assessments and projects as well as on overall final grade from marking period to marking period. Teachers will be asked to use a positive approach to affect student attendance, i.e., offering  $\frac{1}{4}$  and  $\frac{1}{2}$  points to grades for arriving to class on time on a daily basis.
- d) Support teachers in using effective instructional strategies to meet student's diverse learning needs by conducting at least three (3) formative observations per semester with immediate feedback to ensure that effective next steps are taken.
- e) Peer visitation using a checklist protocol and increased administrative walkthroughs that focus on teacher effectiveness via

differentiation and academic rigor (effective questioning).

- f) Created a professional development committee comprised of lead and mentor teachers to implement professional development that will deepen professional collaborations and employ inquiry to more accurately respond to fluctuations in student outcomes on State exams, credit accumulation, homework and classroom student work.
- g) Instructional strategies and activities will commence immediately, monitored and revised at the end of the first semester and continued through to the end of the school year, June 2012.

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

- Offer parent workshops and training on how to navigate ARIS to be able to view both historical and current classroom grades and test scores.
- Create a parent resource center in the computer lab from 4:00pm to 6:00pm three times a week to allow parents to review student progress in ARIS and to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report. Workshops on using technology will be provided to facilitate the use of such by parents.
- Teachers will provide workshops for parents on instructional content and the use of academic vocabulary across content areas.
- Schedule additional parent meetings, e.g., monthly grade level meetings with flexible times to review and monitor student academic skill needs.
- Provide training to involve parents as school volunteers.
- Translate all critical school documents and provide interpretation during meetings and events as needed.

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

- Provide specific professional development that help target individualized learning to better engage persistent absentees.
- Build capacity through the use of the mentoring program for new teachers.
- Existing teachers are given the opportunity to enhance their skill set via professional development specific to the research of best practices toward improving student attendance.
- Approximately ninety percent of Wadleigh teachers have Masters Degrees or higher degrees or certifications.
- Emphasis on both rigorous academic curricular and the Arts to attract teachers with these specific interests and expectations.

#### **Service and program coordination**

- In house Big Brother/Big Sister program where high school students mentor and interact with middle school students in terms of attendance, behavior and academic achievement.
- Explorer Program sponsored by the 28<sup>th</sup> Precinct Police Department where students are reflect on self-respect, respect for education as well as respect for education. One requirement for this program is that participating students have good attendance.

**Budget and resources alignment**

- The Federal, State and local programs from which Wadleigh receives allocations are Tax Levy, Title 1, PCEN, VATEA, and Title III for ELL students.
- As a School Wide Program School (SWP), funding streams are “conceptually consolidated” to coordinate and support implementation of school wide strategies and initiatives applicable to improving student performance on State tests.
- Title III funds will be used for workshops and cultural events geared toward ELL students and their parents.
- Title I funds will be used for parent workshops, attendance consultants, translation services, professional development for teachers, and to ensure that teachers remain highly qualified both through earning advanced degrees and passing state mandated tests.
- Fair Student funding will be allocated to provide per session to teachers who work after school to provide attendance assistance.

**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**

By June 2012, eight percent of all middle school students (29 of 79 students) will score at Level 3 or greater on the NYS English test.

**Comprehensive needs assessment**

- a) Based on a review of those students scoring at Level 3 or above by June 2011, this increase would ensure that we meet our AYP for 2011/2012.
- b) Use of school scholarship reports by marking period, periodic assessments and analysis of student classroom work by teaching teams reveal the need to improve and implement strategies that help students to make greater progress toward meeting state standards on standardized tests.
- c) The 2011-2012 Differentiated Accountability Status: by measure – October 2011, Middle-Level ELA, Phase (Improvement-
- d) Year 1) and Category (Comprehensive) also generated the need for this goal.
- e) Need to implement effective strategies to address the large number of students lacking the skills needed to move from Level 1 and Level 2 to Level 3 in English Language Arts as evidence by the Student Progress metric of the 2011/2012 Progress Report.

**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) Teaching teams will review the data sources such as student performance and student progress that drive the results of the Progress Report and design and implement an instructional change strategy within an Inquiry Cycle Process.
  - b) Teachers and teaching teams will evaluate, revise and align instruction based on interim progress measures.
  - c) Small group tutoring from Teacher's College graduate students and staff during class period will be directly targeted to the specific areas of needs of students, using a range of data and evidence such as student work, interim and benchmark assessments, teacher assessments, and the resulting strategies developed within our teacher and inquiry teams.
  - d) Wadleigh will take a data-driven approach to improving students' performance using item analysis and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be formal and informal. Students in grades 6-8 will participate in teacher made assessments in ELA. Acuity Periodic Assessments will provide additional formative data to teachers which will help drive instructional differentiation of instruction in the classroom.
  - e) The New York City Mission Beacon Program (CBO) is creating a skills development assessment to assist Wadleigh middle school students attending their after school program and will collaborate with teachers to reveal trends and patterns of strengths and challenges to facilitate greater targeted and individualized instruction..
  - f) Instructional strategies and activities will commence immediately, monitored and revised at the end of the first semester and continued through to the end of the school year, June 2012.

**Strategies to increase parental involvement**

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The 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 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 will involve the parents of children served in Title I, Part A program(s) in decisions about how the 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 of parental involvement.
- Our CBOs, the New York City Mission Beacon Program and the 21<sup>st</sup> Century Leadership program will assist in engaging parents through collaborative parent workshops such as "Single Parenting" and "How to Get Your Child to College".

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

- Benchmark professional development which focuses on classroom practice such as literacy strategies, formative assessment and technology in the classroom will be provided to attract and retain Highly Qualified Teachers.
- Videos of teachers providing effective, high-quality, research-based instruction will be made available in order to model the components of effective pedagogy.

### Service and program coordination

- Use of Transform America mentoring program geared toward students with less than an 80 GPA. Outside mentors from various industries meet with students to help them to reflect on how being successful in school translates to a successful career.
- Explorer Program sponsored by the 28<sup>th</sup> Precinct Police Department where students are reflect on self-respect, respect for education as well as respect for community.
- Partnership with Teacher's College staff and graduate students to facilitate greater small group interaction and instruction.

### Budget and resources alignment

- **Title I, Part A – School wide 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 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.
- **IDEA:** To ensure that all students with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **FSF:** Fair Student funding will be allocated to provide per session to teachers who work after school to provide academic intervention.
- **SINI Grant:** To support the implementation of Common Core Learning Standards (CCLS), Wadleigh will use SINI funds to purchase supplies as well as to pay per session to both teachers and supervisors to monitor and revise curriculum maps to facilitate attaining “In Good Standing” on the Middle-Level ELA Differentiated Accountability status for 2011/2012.

### 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**

By June 2012, increase the number of students taking Regents exams that score at 75 or higher by 3%.

#### **Comprehensive needs assessment**

- A review of the 2010/2011 Progress Report Student Progress metric generated our need to increase the number of students passing NYS Regents with a 75 or higher.
- A review of 2010/2011 Quality Review, Quality Statement #5 – Monitor and Revise systems in order to effectively measure student progress and articulated interim and long term goals, specifically with regard to Regents scores.
- We used question and answer analysis from ATS and ARIS to identify areas of specific skill challenges to reveal students who were close to scoring 75 or above and to target them for more specific instruction;

#### **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) Notify parents, administration, grade advisors and guidance of failing students every two weeks via telephone calls, e-mails and mailings.
  - b) Teaching teams will review data from student work and interim assessments to determine student strengths and areas needing improvement.
  - c) Provide at least two interim assessments per marking period that are modeled on the NYS Regents test. We will drill-down to specific areas of deficiency and use specific assessment questions related to the ongoing needs of students in these areas.
  - d) Teachers will use ARIS and Filemaker to identify students most at risk of not achieving 75 or better on Regents exams and offer after school support. This will be done on a bi-monthly basis to ensure we gather legacy data that will enable us to observe emerging patterns and trends of strengths and challenges so we can plan with the level of customization necessary to target individual students.
  - e) Instructional strategies and activities will commence immediately and be monitored and revised at the end of the first semester and continued through to the end of the school year, June 2012.
  - f) Align common core standards to implement an effective writing program to ensure that students will be able to meet the challenge of the writing tasks on Regents exams across the content areas.
  - g) Teachers will provide work for students-work that students will find engaging and that will result in their learning that which is valued by the school system, by parents, and by the community at large.

### Strategies to increase parental involvement

- Greater outreach by Parent Coordinator to parents and guardians to find avenues for child care and support for younger siblings in areas such as being taken to school.
- Increase number of individualized parent, student and teacher conferencing about issues of behavior, lateness and importance of an appropriate learning environment where academic achievement is the major focus. We will work out a schedule with the Executive Board of the PTA that will ensure parental involvement and attendance.
- Increase communication to parents/guardians from school administration, teachers, parent coordinator and support staff to give adequate notice about after school and weekend academic intervention services.
- Create websites accessible to parents/guardians and students with course description, unit description and homework assignments.

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

- Teachers are provided with assistance in designing meaningful unit and lesson plans and rubrics.
- Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate feedback.
- Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the school existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development.

### Service and program coordination

- We will partner with Teacher's College and Barnard College to provide more individualized instruction at the classroom level. Staff and graduate students will work with the classroom teacher to address patterns and trends of challenges using engaging activities and work that is meaningful.

### Budget and resources alignment

- Non-contractual services - Parental Involvement - From this allocation, resources will be set aside for school and parent activities such as barbeques and refreshments during meetings, artistic performances and other events.
- **Title I, Part A – School wide 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 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.
- **IDEA:** To ensure that all students with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **FSF:** Fair Student funding will be allocated to provide per session to teachers who work after school to provide academic intervention.

**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>	27	27						
<b>7</b>	22	22						
<b>8</b>	30	30						
<b>9</b>	30	40						
<b>10</b>	92	50	26	32				
<b>11</b>	10	10	26	26				
<b>12</b>	8	5	10	8				

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>	<ul style="list-style-type: none"> <li>• For middle school, the Academic Intervention Program includes the second 45 minutes of a 90 minute block during the school day (where differentiated instruction is provided in small-group settings by teachers and staff and graduate students of local colleges and universities); during the first 30 minutes of class, students read and quiz on books that are deemed appropriate for their reading level (Zone of Proximal Development) through the Accelerated Reader program. Students are also provided 3.5 hours of academic enrichment on Saturday. These programs help to minimize the occurrence of low performing students who are beset by inadequate knowledge, skills, reading and comprehension difficulties, test anxiety, and low expectations for success.</li> <li>• Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.</li> <li>• For high school, academic enrichment takes place after school. Students also have the opportunity to work with teachers during their circular 6 periods.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• For middle school, Academic Intervention Program includes the second 45 minutes of a 90-minute block during the school day (where differentiated instruction is provided in small-group settings. Students are also provided 3.5 hours of instruction on Saturday.</li> <li>• For High School, starting in January of the following year, academic enrichment will occur both after school and on Saturday for an hour and a half provided by regular classroom teachers.</li> <li>• Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week to include lab time which is provided by their regular Science teacher.</li> <li>• After school home work help is made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program.</li> <li>• For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction.</li> <li>• Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.</li> </ul>

<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• For middle school, the Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model. For high school, academic intervention takes place during the school day in small groups and during class periods using differentiated instruction. Students also have the opportunity to work with teachers on their circular 6 periods.</li> <li>• Academic intervention is provided for students failing a Regents exam via a repeater preparation class programmed for the following semester.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• Counseling one to one or in a group setting is provided to students at risk.</li> <li>• Attendance dropout prevention intervention services are also provided.</li> <li>• Students are referred by teachers for one to one tutorial services.</li> <li>• Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• Academic testing, referral initial evaluation or re-evaluation is available for special education services.</li> <li>• Placement in the least restrictive environment is the ultimate option.</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Initial evaluation and one to one and/or group counseling.</p>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• Provide occupational, physical and vision services.</li> <li>• Referrals are made to onsite mental health service providers for screening.</li> </ul>

## SCHOOL PARENTAL INVOLVEMENT POLICY

### PART I - GENERAL EXPECTATIONS

**NOTE:** Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

The Wadleigh Secondary School for the Performing and Visual Arts agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

1. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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.
2. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
3. The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- 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; (i.e., Parent Association , School Leadership Team, etc.
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

The Wadleigh Secondary School for the Performing and Visual Arts will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

Inform parents of district meetings to develop the District Parental Involvement Plan. The PTA President will attend the monthly District meeting of parent teacher Association Presidents.

1. The Wadleigh Secondary School for the Performing and Visual Arts will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

Discuss the school’s report card and other data at the School Leadership Team meeting where the leadership and other members of the parent body will be in attendance.

The Principal and PTA President will share the school report card and other data with the parent body of the school at PTA meetings.

2. The Wadleigh Secondary School for the Performing and Visual Arts will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

The AVID Program

College for Every Student (CFES)

School wide Parent Involvement Initiative

3. The Wadleigh Secondary School for the Performing and Visual Arts 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 program. 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 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.

The current plan will be distributed to parents at a PTA meeting and mailed to all parents for review. Suggested changes will be submitted to the PTA President who will share them in PTA Executive Board meetings with the principal. The revised document will be compiled, reviewed by the PTA President and distributed to all parents.

4. The **Wadleigh Secondary School for the Performing and Visual Arts** will build the parents' capacity for strong parental involvement through continuous outreach via telephone calls, e-mails, mailings, and collaboration with CBOs 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:
- The school will provide assistance to parents of children served by the 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 Title I, Part A;
    - how to monitor their child's progress; and
    - how to work with educators.
  - The school will provide information sessions for parents on the topics listed above.
  - 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:
    - Providing Literacy Nights and Book Clubs for parents
    - Providing a technology class for parents.
  - The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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:
  - The school will hold parent involvement workshops with all staff at faculty conferences.
  - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Parent Involvement activities will take place in the Parent Resource center.

- 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 Title I 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:
- The school will on frequent periodic basis send information home to all parents to keep them informed of what is going on at the school level. Parents will also be invited to meetings to discuss their children's progress towards preparation for the state and city examinations and the Regent's Examinations in High School.

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, 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- *Parental Involvement- (e)Building Capacity for Involvement* of the ESEA:

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

This School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent representatives' involvement in the School Leadership Team meetings.

This policy was adopted by the Wadleigh Secondary School for the Performing and Visual Arts on **09/01/2005** and will continue to be in effect for the period of school year 2011/2012.

## **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

The Wadleigh Secondary School *for the Performing and Visual Arts* will:

- **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:**
  1. **Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.**
  2. **Provide instruction and assessment focused on student mastery of the core concepts.**
  3. **Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.**
  4. **Provide supplemental classes that address the needs of the students to help them reach the standards.**
  5. **Provide research- based supplemental materials that will focus on the students identified areas of need to help them become proficient in those areas.**
- **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

*Parent/Teacher conferences will be held on Thursday, October 27, 2011 (evening) and Friday, October 28, 2011 (afternoon) and on Thursday, March 29, 2012 (Evening) and Friday, March 30, 2012 (Afternoon)*

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

Report cards will be distributed at parent teacher conferences, given to students and/or mailed at least 3 times per school year. The first report card of every semester will be delivered to the parent in person at the parent teacher conferences or individual meetings with the guidance counselor and teachers.

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

Guidance counselors, grade advisors, assistant principals and the principal are available to parents during school hours. Parents must call to set up appointments with the respective staff members. Parents can also set appointments to meet with teachers on their professional activity or prep periods during the school day.

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

The Parent Coordinator will work with parents to get them to volunteer in their children’s classrooms and in other areas of the building as well.

In the beginning of each new school year, parents are invited to a “Meet and Greet” function where parents meet with teachers, administration and support staff to go over their child’s program schedule for the semester. .

### **Parent Responsibilities**

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- 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;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

## STUDENT RESPONSIBILITIES

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

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

## ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

**The Wadleigh Secondary School *for the Performing and Visual Arts* will:**

- involve parents in the planning, review, and improvement of the school's parental involvement policy via PTA, SLT and Parent Teacher conferences, 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 via letters, e-mails, and telephone calls 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 via letters, e-mails, and telephone calls 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 to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Herma Hall, Principal	<b>Herma Hall</b>	November 22, 2011

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

**School DBN:** \_03M415\_      **School Name:** \_Wadleigh Secondary School for the Performing and Visual Arts\_\_\_\_\_

*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.

03M415 has been identified as a School in Need of Improvement Year 1 for the Middle School ELA, Comprehensive. The school has developed an intervention plan that will provide it with customized professional development in Literacy through the support of an ELA consultant.

The school has been identified as a School in Need of Improvement due to the ELA scores having not met the required AYP. The school leadership identified the major causes for the declining ELA scores as:

- Students need to be more engaged in their learning using standards-based core academic curriculum;
- Instruction needs to be differentiated to provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths;
- Teaching needs to be customized based on the curriculum to meet the needs of students with difficulties;
- Instructional practices need to be diverse to provide supports that meet the learning needs of varied student populations;
- Teaching needs to be more connected to real-world contexts so as to build upon student and community resources;
- Assessment practices need to use multiple measures to assess student outcomes, including performance-based assessments;
- The ELA teachers need to develop a coherent and consistent approach to their teaching practice across all grades.

The professional development plan that is outlined in this proposal is aimed at addressing each of these issues.

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.

Interventions will focus on the ELA teachers through the use of consultancy support. This consultant will base the professional development on the school's data and the school leadership team's professional decisions.

Excellent teaching is a complex task; therefore teachers need to develop an inclination towards reflection on teaching and learning in order to constantly refine their practice. Teaching at the middle school level requires an in-depth understanding of not only the content of the discipline, but also a large repertoire of pedagogical knowledge (Schulman) in order to make the content accessible to the entire range of students.

Research shows that it is the capacity of the teacher that has the greatest impact on student achievement (Hammond) therefore our intervention plan will be teacher centered, targeted, and relevant to their classroom practice in order to cultivate their capacity.

This plan is based on an assessment of the school staff and the student needs and is integrated into the on-going educational plan of the school.

During this intervention the consultant will:

- provide the Middle School ELA teachers with support as well as directly coaching teachers through assisting with planning, demonstrations and coaching in instruction;
- assist teachers in the development of differentiated lesson plans and curriculum adjustments to address the needs of all students;
- familiarize teachers with the new Common Core Learning Standards and support their planning in relation to these standards;
- support the use of the Inquiry process to act on the findings of assessment data;
- assist teachers to analyze their data and to use this to inform instruction and to develop rigorous differentiated strategies;
- be flexible and responsive to the diverse needs of the school community through the content and implementation of their work;
- draw on their extensive experience and expertise in catering to the needs of middle school teachers in designing experiences that improve instruction for the target groups;
- focus on the development of content knowledge and pedagogical content knowledge as well as convert theory into practice;
- focus on building internal capacity and liaise closely with the assistant principal so that support for the work can continue between consultant visits;
- liaise with the assistant principal to ensure a consistent approach and ensure sustainability;
- facilitate learning through demonstration and practice, building on what the learner knows, and encouraging reflective teaching at all times.

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

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.

The professional development planned for the school will be:

- focused on maximizing student achievement and is directly linked to the school's learning goals;
- data based, using data both from formal accountability systems, and from internal monitoring programs to guide decisions about instruction and professional development;
- school based and embedded in the participants' daily work;
- research based in terms of both content and pedagogy;
- sustained, rigorous and ongoing;
- differentiated, taking into account teachers' previous experiences and learning styles, and build on their knowledge, recognizing that there is no "one-size-fits-all" prescription;
- aimed at encouraging reflection, inquiry, and dialogue in a collaborative learning community.

Teachers must understand how students learn, and how to assess the misconceptions, partial knowledge and confusions that students bring to a task. In order for positive change to occur in a school, each student needs to be recognized as an individual.

To understand this fully, teachers must be able to collect and analyze data so that individual learning goals can be established.

Using data to monitor and revise instruction, strategies then need to be put in place to ensure a differentiated approach catering to the needs of each individual student. And, in order to know whether this differentiated approach is indeed meeting students' learning needs, teachers need to know how to create appropriate assessment tasks aligned with the Common Core Learning Standards.

## Professional Development Model

The framework for the professional development plan will be based on collaboration between the consultant, the principal and leadership team.

The major objective is to provide quality, job-embedded, ongoing professional development for school communities in ways that support and sustain effective instruction.

The planned professional development will reflect research that shows higher-performing middle schools' programs are rigorous, innovative, transparent, evidence based, and strategic in challenging and supporting all their students to perform at the highest level.

Through demonstration lessons, team-teaching and timely feedback, teachers are supported as they improve their instructional practice, and reflect deeply on ways to improve this.

## Goals

The goals for the professional development will acknowledge the need to provide in-school support for teachers in:

- engaging all students in a rigorous, standards-based core academic curriculum;
- emphasizing project-based learning and other engaging, inquiry-based teaching methods that provide opportunities for students to master academic content, learn workforce skills, and develop personal strengths;
- customizing teaching and learning using new technologies;
- differentiating instruction and provide supports that meet the varied learning needs of multiple student populations;
- connecting curriculum to real-world contexts that build upon student and community resources;
- using multiple measures to assess student outcomes, including performance-based assessments;
- developing coherence and consistency in teaching practices;
- Introducing the CCLS to the teachers and assisting with its implementation.

## Common Core Learning Standards

The introduction of the new Common Core Learning Standards has highlighted a national focus into the future on College and Career Readiness (CCR). These standards reinforce the idea that disciplinary literacy is the responsibility of all teachers. Such a shift in thinking requires a coordinated approach, with clear goals, expectations, norms and procedures followed by all.

Inquiry teams will play an important role here to support the goals of:

- strengthening student work through rigorous curriculum, authentic assessment and strong classroom instruction;

- strengthening teacher practice through embedded support and ongoing feedback.

An essential ongoing component of the support is the job-embedded, side-by-side coaching to assist teachers as they action the CCLS aligned strategies.

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

The consultant will assist the school in critical reflection of current programs, creating meaningful, inquiry-based instruction and, using a backwards design approach, tailor curricula that are aligned to the new Common Core Learning Standards and current research.

They will support the school in developing a thinking curriculum, arising out of analysis of data. This analysis will drive instruction. The consultant will assist teachers in developing sound strategies to ensure a differentiated approach. This will promote an emphasis on creating programs that identify and disseminate best practices in teaching and learning.

The consultant will support teachers through faculty and department meetings and job embedded professional development as they:

- build on their foundation knowledge of the CCLS;
- examine student work to understand what is required for students to reach the appropriate CCLS level;
- develop meaningful performance tasks which are strategically aligned to the CCLS;
- develop curriculum maps and unit maps that are aligned to the CCLS and which include entry points for all learners and provide for rigorous differentiated instruction;
- design interim assessments, aligned to the CCLS and which provide the data to inform ongoing instruction.

During the consultancy period the consultant will:

- meet with the school leadership team to perform a needs assessment, evaluate the school's strengths and needs and ascertain in collaboration with you the goals of the consultancy period;
- develop a school based plan that will outline the specific professional development for the teachers that they will be working with in order to meet these goals;
- provide advice on appropriate use of current resources and suggestions for resources that would support the goals of the project;
- demonstrate exemplary practice using existing programs, encouraging as many teachers as possible to observe demonstrations, provide times for teachers to meet to discuss these demonstrations, and become involved in the learning with the teachers;
- work one on-one with teachers modeling strong pedagogy and planning ensuring a differentiation of support as appropriate to individual needs and experience levels;
- coach teachers so that they are able to work independently and articulate what they have learned and how it has been applied to their teaching;
- facilitate workshops, meetings, and discussion where necessary throughout the consultancy period, with particular emphasis on achieving success for all students;
- establish a consistent evaluation system and ongoing student assessment (as part of the daily work with students), train teachers to use these evaluations to inform their teaching, and to use continual monitoring of students to ensure their needs are met.

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.

The parents will be sent a letter notifying them of the school's SINI Status in both English and Spanish. Within this letter an outline will also be provided as to the action the school is undertaking to be removed from its SINI status.

Parents will also be given the opportunity to discuss this in greater detail with the principal or members of the school leadership team.

**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>C. Groll/William Bonner</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>415</b>
School Name <b>Wadleigh Secondary School for the Perform</b>			

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

Principal <b>Herma A. Hall</b>	Assistant Principal <b>Jennifer L. Rozmus</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Martha Fisher</b>	Guidance Counselor <b>Juliandra Garcia</b>
Teacher/Subject Area <b>N. Willis/Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>R. Parikh/English</b>	Parent Coordinator <b>D. Roberts</b>
Related Service Provider <b>I. Siegel/Special Education</b>	Other <b>type here</b>
Network Leader <b>William Bonner</b>	Other <b>type here</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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>545</b>	Total Number of ELLs	<b>39</b>	ELLs as share of total student population (%)	<b>7.16%</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. 

Paste response to questions 1-6 here All families of students entering the New York City public school system for the first time are given the Home Language Identification Survey (HLIS) to complete on behalf of the child. Additionally, at the time of the enrollment, the guidance counselor does an informal oral interview in English. Based on the informal interview, and the HLIS, the ESL Coordinator, Martha Fisher, will give the student the LAB-R exam. The results of the LAB-R exam will determine whether the student is identified as an English Language Learner and placed in an ESL class. If enough parents express an interest in a bilingual program, one will be created in the school. In the past, Wadleigh did create such a program in response to parent interest. This program no longer exists as a response to parents wishing to have their children in freestanding ESL classes instead of a Transitional Bilingual program.

Every year ELL students are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the exam are interpreted and guide the students programming needs. Guidance counselors, in conjunction with the ESL Coordinator explain the programming choices at the time of the enrollment. For new enrollments, families will be given the opportunity to see the new online program video when they are in the school for enrollment purposes. Placement is guided by the parent choice. We have both Spanish and French speakers on staff so that meetings can be conducted in the native language of the parent.

The ESL coordinator sends entitlement letters and asks to have program selection forms returned during a parent meeting. Students are placed in appropriate classes based on the language needs per the LAB-R or NYSESLAT exam. The ESL coordinator works with the programmer to ensure that the student's graduation and academic needs are being met. Family interpretation needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs. Following the request of approximately twenty-five parents in the fall of 2004 and requisite number of students, a transitional bilingual program was created at Wadleigh Secondary School. This program had fewer than twenty interested parents in the 2005-2006 academic year but still continued to function. By the fall of 2006, there were eight students left in the program, and the parents requested that the students attend a freestanding ESL program. We currently do not have any parents requesting a bilingual program. However, we are willing to reinstate a bilingual program if parent choice indicates the need for one.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5  
 6  7  8  9  10  11  12  
Page 28

**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):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										9	9	7	6	31
<b>Push-In</b>							3	2	3					8
<b>Total</b>	0	0	0	0	0	0	3	2	3	9	9	7	6	39

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

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	18
SIFE	3	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	2	3	15	1	9	16	0	6	39
<b>Total</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>9</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>39</b>

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

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

**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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	1	3	9	6	6	5	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean												1		1
Punjabi														0
Polish														0
Albanian														0
Other								1			3		1	5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>39</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

- How is instruction delivered?
  - What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - 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])?
- 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)?
  - How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- 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.
- How do you ensure that ELLs are appropriately evaluated in their native languages?
- How do you differentiate instruction for ELL subgroups?
  - Describe your instructional plan for SIFE.
  - 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.
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6 years).
- 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?

Paste response to questions 1-7 here

Wadleigh Secondary School for the Performing & Visual Arts is a school that services a middle and high school population (approximately 545 students), grades 6 through 12. At Wadleigh, English as a Second Language program is a freestanding ESL program. Since inception, we have provided services for as many as 125 ELL students which represented at the time approximately 14% of our total student population. For the school year 2011-12 school year, we currently provide services to approximately 39 middle and high school students of diverse ethnic, language, and cultural backgrounds, which accounted for approximately 7% of the Wadleigh total student population.

Current strategies for improving instruction in literacy include the continued implementation of the Balanced Literacy Program (Reading, Writing, and Word Study). The specific components of the Balanced Literacy Program are: Reading Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conferences, Modeled Shared Writing, Interactive Writing, Guided Writing, Independent Writing, Writing Conferences, and Assessment. Our ESL program is also structured to meet the demands of preparing students to achieve academic success in standardized testing through discovery and mastering of subjects during regular coursework and through Academic Intervention Services and Saturday Academy. Push-in ESL services where needed are provided via team teaching between the ESL and content area teachers. Students are organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning students receive 3 units or 540 minutes of ESL per week, intermediate levels receive 2 units or 360 minutes per week and advanced levels receive 1 unit or 180 minutes of ESL and 1 unit of ELA per week (consistent with CR Part 154). All high school students are in free standing ESL classes, however, middle school students have push in services provided. To the extent possible, students are grouped heterogeneously with some additional instructional time provided for those students who require additional services. Many of our students fall within the four to six year range. We provide additional help for them to pass content area Regents. This additional help can take the form of either after school tutoring, Saturday classes or working with content area teachers to strengthen the students' writing skills. We have found that our long term ELLs have many needs outside of the classroom. We work with guidance counselors and social workers and try to involve the families so that outside conflicts do not interfere with the students' academic needs. We work closely with special education teachers to ensure that the special education ELLs are receiving maximum benefit in the classroom.

Currently in grades 6 through 8, Mathematics in Context is the primary vehicle for math instruction. This instructional program will continue in 2011-12 school year as it is the uniform citywide program for mathematics. This program requires two double periods for grades 6 - 9 and eight single periods per week for grades 10-12. Our ELL students are fully immersed into the protocol and programs of the Math Department.

For ELL-SWDs, two program models have been created. For middle school, an ESL teacher pushes into the ELA and Science content classes. She helps the students access the materials and works with the teachers to ensure the ELL-SWD needs are met. For high school, two new classes have been created, both free-standing ESL classes. In one period, the ESL teacher teaches reading and vocabulary that will help the students in all their content classes. In the other period, the ESL teacher conducts an ELA based class using traditional ESL

## A. Programming and Scheduling Information

methodologies to help students with literature, writing and language.

### 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%	Page 33
75%	
50%	
25%	

## 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?

Paste response to questions 8-17 here

English Language Learners receive appropriately targeted services and instruction in all other content areas, i.e., Social Studies, Science, Technology, as well as, the five studios of Arts (Dance, Drama, Music, Instrumental, and Visual Art). Specifically, Academic Intervention Services are provided to meet the needs of all students, in particular our ELL students, who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. Through the AIS program, the most effective strategies for creating high-quality learning environments for diverse groups of students are used in an attempt to close the achievement gap for minority, low-income, and learners not yet proficient in English. Additionally, our Saturday Academy instructional program enables students to enhance, enrich and extend literacy and mathematics strategies acquired during the daily and after-school programs. During Saturday Academy, students develop in-depth content knowledge that is inquiry based around topics taught throughout their instructional program. Students are involved in projects that require them to discuss ideas while working in various settings. Students do extensive reading to develop schema around specific topics, review mathematics concepts from a hands-on approach, and practice test taking strategies. All intervention programs are given in English. In the transition time following obtaining proficiency on the NYSESLAT, students are provided with the ELL modifications on state exams. Additionally, the ESL coordinator checks with the content area teachers on the progress of the former ELLs in their classes. ELLs are not only given access to all school programs, but are encouraged to participate in all programs that Wadleigh has to offer. Because we are a visual and performing arts school, ELLs can express themselves through music, art and dance in a way that they may not be able to in other schools. Native language libraries are available for the students, but content area instruction is delivered in English. Content instruction is provided on an age appropriate level that corresponds to state standards for the grade level. At the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school.

Our students tend to do better on the speaking and listening portions of the NYSESLAT than they do on the reading and writing portions. We are working to strengthen their literacy and writing skills with additional independent reading time and conferencing during class. Additionally we provide strategies to help the students become better critical readers and writers. Most of our ELLs take content area tests in English, even though native language versions and translators are available to them.

## 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.

Paste response to questions 1-3 here

For the 2011-12 school year, a minimum of seven and a half hours of professional development devoted to ELL requirements and instruction will be provided. Topics may include: Unveiling the Language Allocation Policy, Rigby's Customized Workshop in ELL Strategies for Teaching Reading and Writing in the Content Areas, and Better Practices & Strategies for teachers in contact with ELL students. Ms. Rozmus, the Assistant Principal for all academic subjects (except math) attends an ELL Literacy Workshop held on several Fridays through the year. She is accompanied by a social studies teacher who has ELL students. They turn key the information to all content area teachers at staff development throughout the year. Both ESL teachers attend a slightly different version of this workshop on Saturdays and participate in implementing the ideas and communicating the information to the remaining faculty. All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. A content area coordinator works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development offerings.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parent involvement at Wadleigh is an ongoing endeavor. We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children's classes at any time. Wadleigh partners with the Mission Society and 21<sup>st</sup> Century Leadership to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. One workshop we know we will conduct a College for Immigrants workshop during the spring of 2011 for approximately 30 parents to make them aware of scholarship programs (i.e., Peter Vallone Scholarship) and social aspects of college residential living on campus. The workshop will also serve to stress the pathway to college acceptance via academic preparation in high school. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1	1				2
Intermediate(I)							1	2	1	5	6	3	4	22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							2		1	3	3	4	2	15
Total	0	0	0	0	0	0	3	2	3	9	9	7	6	39

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

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

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	13		8	
Integrated Algebra	16	3	9	3
Geometry	4		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	8		1	
Living Environment	13	3	1	1
Physics				
Global History and Geography	9		4	
US History and Government	14	3	4	1
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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:

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: Wadleigh Secondary School for</b>		<b>School DBN: 03M415</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>
Herma A. Hall	Principal		
Jennifer L. Rozmus	Assistant Principal		
Delores Roberts	Parent Coordinator		
Martha K. Fisher	ESL Teacher		
Ms. Pressley	Parent		
N. Willis/Science	Teacher/Subject Area		
G. Mason/Social Studies	Teacher/Subject Area		
	Coach		
	Coach		
Juliandra Garcia	Guidance Counselor		
William Bonner	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 03M415**      **School Name: Wadleigh Secondary School for the P**

**Cluster: \_\_\_\_\_**      **Network: 405**

**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.

Translation and interpretation needs are referred to the Parent Coordinator a month in advance of needed services and are available for parent/teacher conferences, regional fairs and workshops, regional parent training sessions, suspension hearing and impartial hearings, citywide or regional parent meetings, and community education council meetings. The primary language spoken by each parent is determined by providing a variety of Home Language Identification Surveys. A pedagogue participates in the registration process. The information is recorded and maintained on ATS and the HLIS. The HLIS is kept with the student's records and a copy of which is maintained by the ESL coordinator.

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.

Translation and oral interpretation services are required for individual parent conferences with teachers. Our records indicate that out of a total of 545 parents, the primary language spoken at home is English for 401 students, Korean for one student, French for six students, Fulani for three student, Grebo for one student, Haitian Creole for two students, Portugese for three students, Spanish for 124 students and Wolof for one student. Teachers and staff are made aware of the home language needs of the parents and are provided with translation assistance as needed to facilitate communications. Teachers are made aware of the findings during faculty conferences, staff meetings, and school correspondence.

Translation services are required for mailings and written communication to parents.

## 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.

Written translation services are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for smaller translation needs. Signage, noting the availability of translators and translated materials are posted in the school. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office.

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 needs are provided primarily by the Translation and Interpretation Unit of the NYCDOE with additional services provided in-house by teachers and staff for small interpretation needs.

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>.

Wadleigh will fulfill Section VII of Chancellor's Regulations A-663 in the following manner as per those regulations:

Provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services. Post in a conspicuous location at or near the primary entrance of a school or office a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

Translated signs are available as an attachment to Chancellors Regulation A-663 in all covered languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu. Translated versions of the Bill of Parents Rights and Responsibilities are available (in all available languages) in both the parent coordinators office as well as the pupil personnel office.

## 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: Wadleigh Secondary School	DBN: 03M415
Cluster Leader: C. Groll	Network Leader: William Bonner
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 39
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 3

### 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: The supplemental program will consist mainly of afterschool small group instruction with certified ESL teachers, with occasional Saturday Academics for Regent Preparation using both certified ESL teachers and content area teachers. The rationale for the the Regents preparation is that our ELLs show that they are successful on the ELA and the Algebra Regents. They are less successful on the Social Studies and Science Regents.

Two different afterschool programs will run two hours each week, from November through June. One program will focus on writing and grammar skills that can be used across content areas. The other program will focus on Regents preparation skills for social studies and science regents. During Inquiry Team meetings, the content teachers and ESL teachers are planning the after school materials together. Once a specific topic has been covered, the content area teachers provide specific Regents questions pertaining to that topic. The ESL teacher then reviews that material with the students.

The students that will be the focus of the fall Regents afterschool program are those who have the US History Regents and the Living Environment Regents in January. The focus of the Spring Semester will be the Global History Regents as well as a continuation of Living Environment preparation. Saturday sessions will also take place during the months of December, January, May and June.

The focus of the regents will be to use a multimedia approach that will hopefully allow the students to make connections to the materials studied during the class day. The supplies will be a laptop provided by one of the ESL teachers and an LED projector provided by the school at no cost to the Title III program. Supplies that will need to be purchased are DVDs of historical and scientific subjects, electronic speakers, and a secure electronics cart.

Our belief for all students is that strong readers make better writers. One of the ways we have found students become stronger readers is to allow them to pick their own books. Part of the Title III funds will be used to allow students choose new books that they would like to read. These books will continue to add to the ELL libraries for continued student use.

### 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: This year we are excited to participate in a series of ELL literacy workshops provided by the New York City Department of Education, coordinated by Stela Radovanović Senior ELL Specialist, Division of Students with Disabilities & English Language Learners. Ms. Rozmus, the Assistant

### Part C: Professional Development

Principal for all academic subjects (except math) attends an ELL Literacy Workshop held on several Fridays through the year. She is accompanied by a social studies teacher who teaches ELL students. They turn key the information to all content area teachers at staff development throughout the year. Both ESL teachers attend a slightly different version of this workshop on Saturdays and participate in implementing the ideas and communicating the information to the remaining faculty. This professional development focuses on helping ELLs meet the common core standards and literacy across curricula. The ESL teachers attend professional development focusing on improving ESL methodologies and practices. Such professional development includes Demystifying ELL Data, Redefining Instructional Models to Promote English Language Learners' Language and Reading Skills (Nonie Lesaux), and English Language Learners with Disabilities: Assessment, Placement and Parental Involvement. Again, these essential topics are turn keyed to the staff and incorporated into all professional development activities. All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. A content area coordinator works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development offerings.

### 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: Parent involvement at Wadleigh is an ongoing endeavor. We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school, and attend their children's classes at any time. Wadleigh partners with the Mission Society and 21st Century Leadership to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. One workshop we know we will conduct a College for Immigrants workshop during the spring of 2011 for approximately 30 parents to make them aware of scholarship programs (i.e., Peter Vallone Scholarship) and social aspects of college residential living on campus. The workshop will also serve to stress the pathway to college acceptance via academic preparation in high school. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school.

### Part E: Budget

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

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		