



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SUSAN E. WAGNER HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R460

PRINCIPAL: GARY M. GIORDANO

EMAIL: GGIORDA@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

## 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
GARY M. GIORDANO	*Principal or Designee	
GEORGE ANTHONY	*UFT Chapter Leader or Designee	
DONNA BELLMIER	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
DEBORA KIM SINO ESTHAPPAN AMANDA NIEVES	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
LINDA BUNNICELLI	Member/CSA ADMINISTRATION	
CHET CUTICK	Member/UFT TEACHER	
ADAM KULAK	Member/UFT TEACHER	
PETER NACIONALES	Member/UFT TEACHER	
DONNA PANEBIANCO	Member/PARENT	
JEANNE MCMANUS	Member/PARENT	
CATHY CARLSON	Member/PARENT	
ERIN O’CONNELL	Member/PARENT	
MIGUEL RODRIGUEZ	Member/PARENT	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 29, 2012, students with disabilities scoring 55% or higher will make progress in meeting state standards on high school Regents examinations in English Language Arts by improving 5% from 63.6% to 66.8%.

### **Comprehensive needs assessment**

#### ELA Regents:

After reviewing student performance on the 2011 Regents, it is shown that students have made Annual Yearly Progress with the exception of students with disabilities for ELA and Mathematics. Based upon our review we are going to focus on supporting SWD in ELA.

### **Instructional strategies/activities**

- Continue to offer English classes with reduced class size for at risk populations
- Integrate ICTS classes for 9, 10, 11 grade and senior elective classes
- Focus on engaging students using technology and differentiated instruction in lessons and accountable talk
- Sustain teacher-made exams/projects that support Regents tasks
- Sustain integration of Regents preparation in daily lessons
- Post Regents preparation on school website
- Extended Day School provides students the opportunity to make up credits while preparing them for Regents examinations using differentiated and targeted instruction.
- Implement Regents review reduced size classes

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

All teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.

Outreach via Annual Yearly Progress (AYP) Team (Guidance Department)

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

Annual Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.

Distribution of the Parent Handbook which provides parents with the general rules and responsibilities of both the parents and the students, including the student contract.

Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.

The school messenger system will be used regularly to inform parents of Regents examinations.

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

The administration will get together with each teacher about meeting the requirements to become highly qualified and work toward dual certification in special education.

Teachers who are not highly qualified will be directed to counseling with certification specialists.

The school schedule is modified to include a 48 minute professional development period at the end of the day on Mondays.

School Administration will review the Open Market Hiring System each year to find highly qualified dual licensed teachers.

### **Service and program coordination**

Students with disabilities participate in Exploration Academy courses designed to focus on critical thinking and inquiry.

Students in Vocational Prep are enrolled in both occupational education and transitional coursework to assist in their transition through high school and their successful completion of NYSAA.

Our SAPIS counselor works with students with social and emotional needs to ensure their academic success.

Susan E. Wagner High School will provide ESL classes for parents and the community. This class will meet on Saturday mornings for 90 minutes for the beginner class, and 90 minutes for the Intermediate/Advanced section.

**Budget and resources alignment**

TL Fair Student Funding to pay for Datacation to track student data  
TL Fair Student Funding for reduced class size in English classes  
TL Fair Student Funding for ICTS classes  
NYSTL Software Funding for Achieve 3000  
NTSTL Software Funding for school messenger  
C4E Funding to pay for tutoring  
C4E Funding to pay for Extended Day school  
TL Fair Student Funding to pay for the school website  
NYSTL Hardware Funding to pay for Smartboard technology

**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.

<p><b>Annual Goal #2</b></p> <p>By June 29, 2012, students with disabilities scoring 55% or higher will make progress in meeting state standards on high school Regents examinations in Mathematics by improving 5% from 61.4% to 64.5%.</p>	
<p><b>Comprehensive needs assessment</b></p> <p><u>Mathematics Regents:</u></p> <p>After reviewing student performance on the 2011 Regents, it is shown that students have made Annual Yearly Progress with the exception of students with disabilities for ELA and Mathematics. Based upon our review we are going to focus on supporting SWD in Mathematics.</p>	
<p><b>Instructional strategies/activities</b></p> <p><u>Mathematics Regents Examination</u></p> <ul style="list-style-type: none"><li>• Continue to provide practice Regents and workbooks in all classes</li><li>• Increase use of technology in all Regents classes including graphing calculators</li><li>• Permanent Smart Boards in math classrooms</li><li>• Continue to offer staff development workshops to provide training in effective Regents techniques</li><li>• Showcase student work that reflects standards and Regents skills</li><li>• Reduced class size math classes</li><li>• Integrated co-teaching services (ICTS) classes in math</li></ul>	

- Extended Day School provides students the opportunity to make up credits while preparing them for Regents examinations using differentiated and targeted instruction.
- Circular 6 math tutoring is provided during all lunch periods.
- Regents tutoring

**Strategies to increase parental involvement**

All teachers will continue to contact homes of failing students.

AYP Team (Guidance) Outreach for all student on the days of their scheduled Regents examinations

All teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.

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

Annual Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.

Distribution of the Parent Handbook which provides parents with the general rules and responsibilities of both the parents and the students, including the student contract.

Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.

The school messenger system will be used regularly to inform parents of upcoming Regents examinations.

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

The administration will get together with each teacher about meeting the requirements to become highly qualified and work toward dual certification in special education.

Teachers who are not highly qualified will be directed to counseling with certification specialists.

The school schedule is modified to include a 48 minute professional development period at the end of the day on Mondays.

School Administration will review the Open Market Hiring System each year to find highly qualified teachers.

**Service and program coordination**

Students with disabilities participate in Exploration Academy courses designed to focus on critical thinking and inquiry.

Students in Vocational Prep are enrolled in both occupational education and transitional coursework to assist in their transition through high school and their successful completion of NYSAA.

Our SAPIS counselor works with students with social and emotional needs to ensure their academic success.

Susan E. Wagner High School will provide ESL classes for parents and the community. This class will meet on Saturday mornings for 90 minutes for the beginner class, and 90 minutes for the Intermediate/Advanced section.

**Budget and resources alignment**

TL Fair Student Funding to pay for Datacation to track student data

TL Fair Student Funding for ICTS classes

NTSTL Software Funding for school messenger

C4E Funding to pay for tutoring

C4E Funding to pay for Extended Day school

TL Fair Student Funding to pay for the school website

TL Fair Student Funding to pay for calculators

C4E Funding to pay for reduced class sizes in math

NYSTL Hardware Funding to pay for Smartboard technology

### 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 29, 2012 Susan E. Wagner High School will improve upon 2012 Senior cohort student college readiness status as it relates to the English Language Regents examination and the Mathematics Regents examination by 5%.

#### **Comprehensive needs assessment**

A review of the ATS/RCOS report has show that 67.6% of students in the 2011 Cohort earned a grade of 75 or better on the ELA Regents, and 26.5% of students in the 2011 Cohort earned a grade of 80 or better on the Mathematics Regents. Based on our review, we are going to focus on improving college readiness.

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

##### English

- Continue to offer English classes with reduced class size for at risk populations.
- Integrate ICTS classes for 9, 10, 11 grade and senior elective classes.
- Focus on engaging students in lessons and accountable talk.
- Sustain teacher made exams/projects that support Regents tasks. Sustain integration of technology through increased smart boards and use of Achieve 3000.
- Regents preparation in daily lessons.
- Provide Regents preparation prior to Regents' exams.
- Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master.
- Post Regents preparation on school website. Program students for Extended Day school per session hours.
- Implement Regents review reduced size classes.

Outreach via AYP Team (Guidance Department).

Mathematics

- Staff development workshops will continue to provide training in effective Regents techniques
- Reduced math class sizes for at risk students will be equipped with practice Regents review books
- Increase use of technology in Regents classes includes graphing calculators
- Showcase student work that reflects standards and Regents skills
- Teachers will continue to contact homes of below-level students
- Continue providing ICTS and self contained classes in math, Extended Day classes, Circular 6 math tutoring and Regents tutoring.
- Permanent SmartBoards in every math classroom to better engage students in math lessons.
- AYP Team (guidance) continues to make outreach

**Strategies to increase parental involvement**

All teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.

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

Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.

Distribution of the Parent Handbook.

Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.

The school messenger system will be used regularly to inform parents of upcoming events, student services, attendance and disciplinary issues.

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

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

Teachers who are not highly qualified will be directed to counseling with certification specialists.

The school schedule is modified to include a 48 minute professional development period at the end of the day on Mondays.

School Administration will review the Open Market Hiring System each year to find highly qualified teachers.

**Service and program coordination**

Liberty Partnership provides tutoring throughout the day for all courses including Regents Prep.

The Leadership Program is designed to take the school's most socially at risk students and prepare them for academic success.

The school has purchased Naviance to help guide students through their college selection process and SAT/ACT prep.

The National Honor Society students are available for tutoring in all subject areas during all lunch periods.

**Budget and resources alignment**

TL Fair Student Funding for reduced class size in English classes  
TL Fair Student Funding for ICTS classes  
C4E Funding to pay for tutoring  
C4E Funding for pay for Extended Day school  
NYSTL Software Funding for Achieve 3000  
C4E Funding to pay for reduced class sizes in math  
TL Fair Student funding for SmartBoard technology and calculators

**ANNUAL GOAL #4 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 #4**

By August 2012 we will meet or exceed the four year high school NYS graduation rate.

**Comprehensive needs assessment**

Based on a review of our RGCS reports and RCOS report, Regents exam cohort data, marking period grade analysis and credit accumulation of the 2011 11<sup>th</sup> grade students, we have determined that we are currently below the 80% NYS graduation goal.

**Instructional strategies/activities**

- Staff development
- Workshops and utilization of statistical data: Datacation, RCOS reports, DRCO, RHSE, RGCS, ARIS, transcripts
- Senior assemblies, Junior assemblies, Holdover assemblies
- Attendance Committee / PPT Committee / Attendance Team / Inquiry Team / AYP Team / Lowest 3<sup>rd</sup> Team
- National Honor Society / SAT Prep Tutoring / Liberty Partnership
- Phone outreach mornings and afternoons prior to all Regents exams
- Class presentations
- Non-graduate profile Excel spreadsheets and credit accumulation reports
- Extended Day PM School / Principal's Academy / Concurrent Options / Credit Recovery
- Failure Letters / Cohort Letters
- College and career counseling

- ELL Guidance Counselor: Coordinator / IEP General Ed Counselor
- Learning Centers
- At-Risk Programs
- Phone messenger
- Holdover daily outreach plan
- Cutting plan
- Youth Development Counselor
- Data analysis plan / Report generation
- Council for Unity

**Strategies to increase parental involvement**

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

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

<p>Teachers who are not highly qualified will be directed to counseling with certification specialists.</p> <p>The school schedule is modified to include a 48 minute professional development period at the end of the day on Mondays.</p> <p>School Administration will review the Open Market Hiring System each year to find highly qualified teachers.</p>	
<p><b>Service and program coordination</b></p> <p>The Exploration Academy was established to provide additional support for SWD's in meeting graduation requirements including credit accumulation and Regents passing rates.</p> <p>Liberty Partnership provides tutoring throughout the day for all courses including Regents Prep.</p>	
<p><b>Budget and resources alignment</b></p> <p>TL Fair Student Funding to pay for Datacation to track student data  C4E Funding to pay for tutoring  NYSTL Software Funding for school messenger  C4E Funding to pay for Extended Day school  OASAS Sub Abuse Funding for the Sapis Counselor</p>	

## ANNUAL GOAL #5 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 #5**

By June of 2012 all administrators will be utilizing Danielson's "A Framework for Teaching" as a formative tool to improve teacher effectiveness; teachers will develop a shared understanding of instructional expectations.

### **Comprehensive needs assessment**

After a review of previous observations it has been determined a need for consistent, transparent expectations and instructional strategies to formalize rigor in the content areas.

### **Instructional strategies/activities**

- Wagner High School's School Based Option provides teachers with the opportunity to collaborate every Monday afternoon. This collaboration addresses the instructional expectations included in Danielson's Framework. It also organizes teachers into Inquiry Teams based on the areas that they have identified as concerns/challenges. Finally, this collaboration enables teachers to attend professional development workshops that they have identified in their own professional goals that were established in June 2011.
- Teachers, as well as paraprofessionals, will identify their own individualized professional development improvement plans. This includes listing their goals, strategies/activities, resources and evaluation. In essence, what actions they will take to achieve their goals, what resources will they utilize, and how will they know that they have accomplished their goals. They will also identify professional development workshops that they are interested in attending to support their effort to achieve their goals.
- Teachers will conduct a self-assessment in September, January and June DOE determined professional development days. This will enable them to measure their own improvement.
- These efforts will increase student earning 10+ credits which includes .5% for the first year, 1% for the second year and 2% for the third year.
- Additional professional development and collaborative opportunities are offered during DOE determined days which includes September 6 and 7, November 8, January 30 and June 7. The Wagner High School Principal's Institute offers After School Professional Development Workshop Series for all teachers, however, is mandated for untentured teachers as well as those new to Susan E. Wagner High School. This is offered September 21, 28, October 5, 12 and 19.
- Utilizing ARIS teachers self-assess their own effectiveness and comfort level based on the components of Danielson's "A Framework for Teaching."

- Principal and Assistant Principals School will set up and follow a schedule for teacher observation and feedback as it relates to this research based rubric. These observations include formal, informal and walk-throughs.

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

All teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.

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

Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.

Distribution of the Parent Handbook.

Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.

The school messenger system will be used regularly to inform parents of upcoming events, student services, attendance and disciplinary issues.

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

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

Teachers who are not highly qualified will be directed to counseling with certification specialists.

The school schedule is modified to include a 48 minute professional development period at the end of the day on Mondays.

School Administration will review the Open Market Hiring System each year to find highly qualified teachers.

### **Service and program coordination**

Executive Leadership Institute Training

### **Budget and resources alignment**

TL Fair Student Funding to pay for professional development

**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>								
<b>7</b>								
<b>8</b>								
<b>9</b>	50	150	300	85	45	12	150	13

<b>10</b>	50	125	200	140	45	12	100	21
<b>11</b>	100	50	75	135	45	12	75	14
<b>12</b>	50	75	75	50	45	12	50	9

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
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• <b>Achieve 3000 is a computer based literacy program used for target students.</b></li> <li>• <b>Small group and one-to-one tutoring.</b></li> <li>• <b>Teachers are available through Circular Six assignments to tutor students throughout the day.</b></li> <li>• <b>Arista students are available for peer tutoring during all lunch periods.</b></li> <li>• <b>Additional three hour tutoring sessions occur for Regents Prep after school and on weekends.</b></li> <li>• <b>An English teacher is available after school in the library every day for tutoring.</b></li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Small group and one-to-one tutoring.</b></li> <li>• <b>Teachers are available through Circular Six assignments to tutor students throughout the day.</b></li> <li>• <b>Arista students are available for peer tutoring during all lunch periods.</b></li> <li>• <b>Additional three hour tutoring sessions occur for Regents Prep after school and on weekends.</b></li> <li>• <b>A math teacher is available after school in the library every day for tutoring.</b></li> </ul>

<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>● <b>Small group and one-to-one tutoring.</b></li> <li>● <b>Teachers are available through Circular Six assignments to tutor students throughout the day.</b></li> <li>● <b>Arista students are available for peer tutoring during all lunch periods.</b></li> <li>● <b>Additional three hour tutoring sessions occur for Regents Prep after school and on weekends.</b></li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>● <b>Small group and one-to-one tutoring.</b></li> <li>● <b>Teachers are available through Circular Six assignments to tutor students throughout the day.</b></li> <li>● <b>Arista students are available for peer tutoring during all lunch periods.</b></li> <li>● <b>Additional three hour tutoring sessions occur for Regents Prep after school and on weekends.</b></li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>● <b>One-to-one and group – Daily</b></li> <li>● <b>“Why Try?” “Overcoming Obstacles”</b></li> <li>● <b>Bereavement – Weekly</b></li> <li>● <b>Monthly PPT Meetings, Monthly Attendance Meetings</b></li> <li>● <b>School counselors will provide guidance and crisis counseling services during the day.</b></li> <li>● <b>Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</b></li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>● <b>Specific School Psychologist caseload for identified targeted at-risk students as well as referrals from Pupil Personnel Team (PPT).</b></li> <li>● <b>The School Psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, and neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</b></li> </ul>

<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• <b>Group</b></li> <li>• <b>One-to-One</b></li> <li>• <b>Parent Conference / Outreach</b></li> <li>• <b>Crisis Intervention</b></li> <li>• <b>Utilization of Various CBO's</b></li>   <li>• <b>PPT</b></li> <li>• <b>Specific Social Worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals.</b></li> <li>• <b>Social Workers will provide counseling services to at-risk students especially students in the targeted subgroups.</b></li> <li>• <b>Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</b></li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• <b>Counselors, School Psychologist, School Social Worker, and other student support staff are trained to respond to all health related issues as per protocols and procedures outlined by Assistant Principal Pupil Personnel Services.</b></li> <li>• <b>Health-Related services are offered during the school day to all students.</b></li> <li>• <b>Students are assisted in learning how to cope with health-related issues such as obesity, diabetes, asthma, etc.</b></li> </ul>





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

**School DBN:** 31R460    **School Name:** SUSAN E. WAGNER HIGH SCHOOL

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

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

**Category:**     Basic                     Focused             Comprehensive

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

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

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

HS ELA: SWD

- Continue to offer English classes with reduced class size for at risk populations
- Integrate ICTS classes for 9, 10, 11 grade and senior elective classes
- Focus on engaging students using technology and differentiated instruction in lessons and accountable talk
- Extended Day School provides students the opportunity to make up credits while preparing them for Regents examinations using differentiated and targeted instruction.
- Implement Regents review reduced size classes
- Insure all teacher made exams/projects support Regents tasks.
- Improve integration of technology by increasing the number of SmartBoards in classrooms as well as in-depth utilization of available SmartBoard technology.
- Expand the use of Achieve 3000 to include all students with disabilities, ELL and at-risk general education students.
- Regents preparation in daily lessons.
- Provide Regents preparation immediately prior to Regents' exams.
- Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master.
- Post Regents tutoring schedule and strategies on school website
- Outreach via AYP Team (Guidance Department)

HS Math: SWD

- Staff development workshops will continue to provide training in effective Regents techniques
- Reduced math class sizes for at risk students will be equipped with practice Regents review books
- Increase use of technology in Regents classes includes graphing calculators
- Showcase student work that reflects standards and Regents skills
- Teachers will continue to contact homes of below-level students
- Continue providing ICTS and self contained classes in math, Extended Day classes, Circular 6 math tutoring and Regents tutoring.

- Permanent SmartBoards in every math classroom to better engage students in math lessons.
  - AYP Team (guidance) continues to make outreach
- 

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Christopher Groll/Karen Ditoll</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>460</b>
School Name <b>Susan E. Wagner High School</b>			

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

Principal <b>Gary M. Giordano</b>	Assistant Principal <b>Michael Ambrosino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>John DePonte</b>	Guidance Counselor <b>Eusebio Martinez</b>
Teacher/Subject Area <b>Daria Dempsey-Corzani/Italian</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Amparo Caruso/Spanish</b>	Parent Coordinator <b>Debbi Rabinowitz</b>
Related Service Provider <b>type here</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>14</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</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>3249</b>	Total Number of ELLs	<b>127</b>	ELLs as share of total student population (%)	<b>3.91%</b>
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## Part II: ELL Identification Process

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

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

Upon arrival to Susan E. Wagner High School, students complete the Home Language Identification Survey (HLIS) to determine if they are eligible for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all the documents and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogue explaining and assessing the HLIS is Eusebio Martinez, the ELL Guidance Counselor and the LAB/BESIS Coordinator at Susan E. Wagner High School. Mr. Martinez will ask the family if they prefer to see the HLIS in their home language, and he will accommodate the family with the survey that is available on the Department of Education's website. Further, Mr. Martinez will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with Mr. Martinez for an informal interview to determine final LAB-R eligibility. The students are encouraged to participate in this interview; the interview is conducted entirely in English. Translations will be coordinated within the school for this interview, if the family is unable to participate during the interview. Translators are first sought throughout the school, assuming the family has not already brought a volunteer to translate for them. This is acceptable if the translator meets Department of Education mandates; students and minors under the age of 18 cannot be used for translations. Since this meeting will eventually involve academic progress during a conversation with Mr. Martinez, Susan E. Wagner High School will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. This informal interview is the final assessment to determine if a student is eligible for the Language Assessment Battery-Revised (LAB-R); if a student is determined to be eligible for the LAB-R, they will proceed to take the assessment. In situations where the ESL teacher is teaching, the family will be oriented on the English Language Learner Parent Information Case (EPIC) materials as well as Susan E. Wagner High School and programming procedures. Mr. Martinez, as ELL Guidance Counselor, is qualified to hold this orientation with the family. He also coordinates the LAB-R with John DePonte, the ESL teacher who administers the LAB-R.

At this point, the family orientation is done with Mr. Martinez and parents watch the EPIC DVD explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and Mr. Martinez will employ the services of a translator for this portion of the orientation as needed (incidentally, Mr. Martinez speaks Spanish, so he can conduct the orientations in Spanish as well). Susan E. Wagner High School has staff members that speak several languages. While the following is not exhaustive, it is a representation of the various languages spoken by staff at the school:

Lenoura Abdulai - Albanian  
Keze Zylo - Albanian  
Jandark Abdelmalak - Arabic  
Vivian Gobran - Arabic  
Violette Samaan - Arabic  
Melanie Kang - Chinese (Mandarin)

Gesner Eugene - Creole  
 Laila Boulos - Egyptian  
 Vivian Gobran - Egyptian  
 Violette Samaan - Egyptian  
 Miriam Yarkony - French  
 Gesner Eugene - French  
 Vivian Gobran - Greek  
 Mary Agu - Ibo  
 Madeline Lombardi - Italian  
 Stefania Alvaro - Italian  
 Daria Corzani - Italian  
 Dina Violante - Italian  
 Jee Ra - Korean  
 Song Ho Rimassa - Korean  
 Moo Joon Park - Korean  
 Leunora Abdulai - Macedonian  
 Edyta Daniel - Polish  
 Alice Karazim - Polish  
 Miriam Yarkony - Romanian  
 Edtya Daniel - Russian  
 Olga Virata - Russian  
 Leunora Abdulai - Serbian  
 Ajantha Fernando - Sinhalese  
 Stefania Alvaro - Spanish  
 Amparo Caruso - Spanish  
 Maria Cichocky - Spanish  
 Rodney Couto - Spanish  
 Sandy Flecha - Spanish  
 Teresa Jost - Spanish  
 Millie Maisonet - Spanish  
 Norma Margiotta - Spanish  
 Deysi Milone - Spanish  
 Rebecca Morales - Spanish  
 Maurita Tituana - Spanish  
 Ivelisse Sanabria - Spanish

**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

Among the paperwork that must be completed, parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered is their preference for their child. Once the parents complete this survey, Mr. Martinez goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL (the program currently offered at Susan E. Wagner High School), Mr. Martinez explains that Susan E. Wagner High School will open a bilingual program for their language once there are 20 students who speak said language in one grade (for example, 20 Spanish-speaking students in the 9th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE)).

Parent Surveys are done on-the-spot to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the Home Language Identification Survey Binder, Appendix K (ELL Program Data). Susan E. Wagner High School understands that Transitional Bilingual Education (TBE) is the default choice for the Program Selection Form if a parent cannot come in to complete the survey. We honor parent choice and do our best to accommodate parents and students with their desired choice. In cases where a Program Selection Form cannot be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made.

The completion of the Program Selection Form is important so that Susan E. Wagner High School keeps complete records of its ELL

students. Susan E. Wagner High School understands that the LAP (Language Allocation Policy) is a living document and must be up to date and consistently monitored for accuracy in order for the school to successfully accommodate its students and remain in compliance.

It has been found that Freestanding ESL is the most popular choice among parents who enroll in Susan E. Wagner High School. There have been 2 families this year who have chosen otherwise, and they were provided with of all the information needed to understand the protocol of being enrolled in the bilingual program of their choice should it becomes available at Susan E. Wagner High School.

Any assistance that parents may require is addressed at Susan E. Wagner High School and all measures are taken to ensure that parents are given correspondence in their native language. The aforementioned list of pedagogues in the school participate in parent meetings, when needed, and the ATS system that is used for student and parent information allows Susan E. Wagner High School to send letters and documents to parents in their native language. All official documentation can also be sent to the Department of Education Translation and Interpretation Unit, should all options within the school be exhausted.

Data regarding home languages can be found by using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the LAB-R and will not require ESL services, the school will still send correspondence in the preferred home language and accommodate parents who speak a language other than English, if this option is exercised by the parent. The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

If the parents elect to stay at Susan E. Wagner High School, the student will take the LAB-R, if they have not done so already; most of these parent orientations are done on the day of registration because of the difficulty of bringing parents back into the school for an orientation on a separate day. When the student takes the LAB-R, they take the exam with John DePonte, a licensed ESL teacher at Susan E. Wagner High School. The LAB-R is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ESL services, Mr. Martinez will make any necessary program changes to provide the student with their mandated hours of ESL instruction. Testing with the LAB-R must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Mr. Martinez will provide with a program according to their grade level. An Entitlement Letter will be sent to the parent so that they are aware of the LAB-R results, and the parent will also be kept abreast of any changes that are made to their child's program, such as class changes or the opening a new bilingual program. Letters are copied and placed into the student's file, and a checklist of all parents who have returned the Entitlement Letters acknowledging their receipt and understanding of their child's placement into the ESL program at Susan E. Wagner High School is created. Similarly, Continued Entitlement Letters are treated in this manner for students who have not yet passed the NYSESLAT (to be explained later in this section).

Students who speak Spanish are entitled to take the Spanish LAB exam along with the LAB-R. The Spanish LAB exam will assess their Spanish proficiency level in order to determine if their Spanish is up to par with other students in their grade level. For some students, an evaluation for special services may be in order if it is seen that the student lacks Spanish skills. If Spanish is not a problem for the student, they are served with the appropriate minutes of ESL based on their LAB-R score and CR Part 154; instructional considerations are also made for the student (to be explained later).

Every April and May, all entitled ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam will determine the level of ESL classes the student will take for the next academic year. Students can test from Beginner, Intermediate, Advanced, and Proficient levels and their programs will reflect these results when they enter school in September. Parents are also made aware of these results, and will receive a letter stating either that their child will continue to receive ESL services or has scored "Proficient" on the exam and will no longer need ESL services; these letters are accompanied by the NYSESLAT Score Report indicating the students' performance in all four competencies of the NYSESLAT (reading, writing, listening, and speaking).

Eligibility for the NYSESLAT is determined using ATS reports that indicate all entitled ELLs at Susan E. Wagner High School. The

Revised LAB/NYSESLAT Eligibility Roster (RLER) report on ATS assists us in seeing those students are eligible for the LAB-R and the NYSESLAT. Further, past exam results can be seen using the LAB-R/NYSESLAT Exam History Report (RLAT) which help us to see any other students who may be listed as "entitled" and do not show up on the RLER report. Finally, our annual Bilingual Education Student Information Survey (BESIS) lists entitled ELLs at Susan E. Wagner High School and provides us with yet another way of determining those students who should be tested with the NYSESLAT.

The NYSESLAT is coordinated by Mr. Martinez and is administered by John DePonte (ESL Teacher), Madeline Lombardi (ESL Teacher), and Lisa Bramble (ISS Guidance Counselor). All exams are kept secure and are provided to the teachers for administration. The speaking section is conducted in the school library and students are individually brought to a separate, but viewable classroom in the back of the library while the other students are completing classwork. Testing is done by Mr. DePonte, while classwork is monitored by either Mrs. Lombardi or Mr. Martinez. This testing will be completed over the course of a few days and all completed exam sections will be stored securely for later packaging. The Listening, Reading, and Writing sections of the exam are all conducted en masse during class time. Mr. DePonte and Mrs. Lombardi use the 46-minute class period to administer the exam. Once the exams are completed, they are kept secure for later packaging. Students who are absent for individual sections of the exam are tested when they return to school. Special Education students are all tested by Mr. DePonte and testing is conducted in a similar fashion. Once testing is completed, Mr. Martinez, Mr. DePonte, Mrs. Lombardi, and Mrs. Bramble all collaborate to ensure that each student has completed all four sections of the exam. Tests are gathered from their secure location and brought into the Guidance Conference Room and sorted. Once packaging is completed, test booklets are sent to Pearson for destruction. The answer documents are brought to the Regional Offices for collection.

## 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

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

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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	To t #
<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>										8	8	8	8	32
<b>Push-In</b>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	8	8	8	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	50
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	48

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	57		9	22		11	48		30	127
<b>Total</b>	<b>57</b>	<b>0</b>	<b>9</b>	<b>22</b>	<b>0</b>	<b>11</b>	<b>48</b>	<b>0</b>	<b>30</b>	<b>127</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
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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										43	19	17	9	88
Chinese										3	2	1	1	7
Russian										0	0	1	0	1
Bengali										0	0	0	0	0
Urdu										0	2	2	0	4
Arabic										2	4	0	2	8
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	1	0	0	1

## 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
Albanian										0	0	0	0	0
Other										5	7	3	3	18
<b>TOTAL</b>	<b>0</b>	<b>53</b>	<b>35</b>	<b>24</b>	<b>15</b>	<b>127</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

Mr. Martinez, the ELL Guidance Counselor, ensures that each ELL receives the mandated minutes for ESL by programming the students with ESL in mind first; content area classes are added to the program thereafter. Each content area class also has an ESL-formatted class for those who need the extra support. ESL-formatted classes are as follows:

ESL Global History 1-4

## A. Programming and Scheduling Information

ESL United States History and Government 1-2  
ESL Participation in Government/ESL Economics  
ESL Algebra (three academic semesters)  
ESL Geometry (three academic semesters)  
ESL Trigonometry (two academic semesters)  
ESL General Science  
ESL Living Environment  
ESL Earth Science

While all ELLs are encouraged to follow the block model, they are given the option of going into non-ESL classes for their content area courses (students understand, however, that they must be in at least ONE ESL-formatted class). If students elect to be in ESL-formatted classes for all of their content areas, then they will indeed find themselves taking identical classes with other ELLs who have made the same choice. However, we cannot say that we have an exclusive block program because students' programs are affected by their choice of content area courses.

An example of a Beginner ELL program is as follows:

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

An example of an Intermediate ELL program is as follows:

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

An example of an Advanced ELL program is as follows:

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

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

Novellas - Of Mice and Men  
Old Man and the Sea

## A. Programming and Scheduling Information

Plays - Inherit the Wind  
 A Raisin in the Sun  
 Short Stories - The Necklace  
 The Lottery  
 The Pearl

### 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)	Dual Language	Freestanding ESL
Understanding Global History 100%			
Understanding U.S. History 75%			
Globe Biology 50%			
Visions 25%			
Grammar in Context 100%			
Weaving it all Together 75%			
NYSESLAT Review tests 50%			
ELA Regents Review tests 25%			
Computer programs like Empower 3000 are also being used to assess literacy levels for ELL students on a weekly basis. Native language support is also provided for Spanish-speaking students through this program and literacy levels are being carefully monitored to assess success of Empower 3000. This program is geared to improve literacy levels so that ELL's can progress and acquire greater levels of English proficiency. 25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Content area ESL classes are heterogeneous in nature. That is, students of different levels of English proficiency take the class together. This is done because students are placed in the class based on their grade level. For example, students in Global History 1 will typically be

## B. Programming and Scheduling Information--Continued

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## **A Programming and Scheduling Information**

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## Courses Taught in Languages Other than English

### 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

Math:

### D. Professional Development and Support for School Staff

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

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

Eusebio Martinez is present at many professional development workshops in the capacity of a LAB/BESIS Coordinator and Guidance Counselor and brings the materials he obtains from workshops to the school in order to facilitate and promote professional development at Susan E. Wagner High School.

Every Monday, Susan E. Wagner High School sets time for the entire school to meet for Professional Development opportunities and case conferencing between disciplines. Meeting times for the ELL professional development are from 2:15pm-3:00pm. All instructionally-based professional development meetings are led by the two ESL teachers on staff, John DePonte and Madeline Lombardi. Guidance-related meetings are led by the ELL Guidance Counselor, Eusebio Martinez. All meetings are facilitated by the ESL Coordinator, Daria Dempsey-Corzani and/or the ESL Assistant Principal, Michael Ambrosino. The dates are as follows, and are subject to change:

2011

- October 10 (First meeting; understanding programming/compliance)
- November 14 (Discussing 1st marking period grades; adjustments to teaching)
- December 12 (BESIS; Regents preparation within the classroom)

2012

- January 9 (Final examinations/Regents preparation)
- February 13 (Reflections of first term; adjustments for term 2)
- March 12 (NYSESLAT preparation)
- April 9 (Administering the NYSESLAT; programming for next year)
- May 14 (Regents preparation)
- June 11 (Final exam/final grades/graduation; Regents preparation)

### 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?

Susan E. Wagner High School conducts ESL classes for parents and the community at-large on Saturday mornings. Budget cuts have affected the length of the classes, but parents still meet from 9am-11am every week. ELL students are encouraged to come with their family members as well for additional support. The thought behind this program is one of receiving by giving; when students come with their parents, they are more likely to succeed. Students are encouraged to bring their parents to school with them, and to bring their parents to school with them.

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Parents of ELLs are made aware of any and all meetings at Susan E. Wagner High School. Correspondence is sent in the preferred language for the family to improve communication. PTA meetings are open to all parents and staff is present at these meetings to help parents understand what is being discussed. Parents are also encouraged to bring translators with them if they need additional help. The Parent Coordinator at Susan E. Wagner High School is Debbi Rabinowitz and she is readily available to assist all parents, ELL and otherwise. She takes calls, advises parents of their rights, and assists parents in understanding what to expect from their child's education. She also provides information on opportunities for ELL parents to attend workshops and information sessions. This is done through email and, when possible, mail correspondence.

### 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

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Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	

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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?

ELLs have access to after-school and Saturday programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ESL classroom and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. These classes are held three days a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students, for example, will find themselves reading a passage aloud to work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and would be required to physically write answers in an attempt to assess and build comprehension and writing skills (beneficial for both exams). The feedback they are given by the ESL teacher are helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT). The Saturday Academy is another opportunity provided for ELL students. While primarily for the parents of ELLs and the surrounding community, the Saturday Academy invites current ELLs to come in and supplement their learning. Students have the opportunity to assist Mr. DePonte by "teaching" parents who are having difficulties, thereby reinforcing what they have learned throughout their time in ESL class.

Interventions such as the aforementioned after-school NYSESLAT preparation and ELA Regents Exam preparation are geared toward ELL students to support them with the skills necessary to pass these exams. Through our Extended Day Program students have the opportunity to take classes either on Saturdays or during the week after school. There are tutoring opportunities for students to work on studying for the English Regents and/or NYSESLAT. Our transitional ELL students who have already passed the NYSESLAT have the opportunity to take these classes for two years after scoring "Proficient" on the NYSESLAT. They also receive the mandated Regents accommodations for ELL students for these two years after passing the NYSESLAT. All current and former ELL students can also choose to take elective classes in Spanish, Italian, or French at Susan E. Wagner High School, with the understanding that they are mandated to take at least one year of a Foreign Language to satisfy graduation requirements.

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

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

At the beginning of each academic year, Susan E. Wagner High School holds its Student Orientation. There are breakout sessions within the orientation to allow for ELLs and their parents to meet and greet the ESL teachers, Guidance Counselor, and Assistant Principal. They are able to ask questions about the program, and about the school in general. They take guided tours and participate in various "ice breaker"

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

Eusebio Martinez is present at many professional development workshops in the capacity of a LAB/BESIS Coordinator and Guidance Counselor and brings the materials he obtains from workshops to the school in order to facilitate and promote professional development at Susan E. Wagner High School.

Every Monday, Susan E. Wagner High School sets time for the entire school to meet for Professional Development opportunities and case conferencing between disciplines. Meeting times for the ELL professional development are from 2:15pm-3:00pm. All instructionally-based professional development meetings are led by the two ESL teachers on staff, John DePonte and Madeline Lombardi. Guidance-related meetings are led by the ELL Guidance Counselor, Eusebio Martinez. All meetings are facilitated by the ESL Coordinator, Daria Dempsey-Corzani and/or the ESL Assistant Principal, Michael Ambrosino. The dates are as follows, and are subject to change:

2011

- October 10 (First meeting; understanding programming/compliance)
- November 14 (Discussing 1st marking period grades; adjustments to teaching)
- December 12 (BESIS; Regents preparation within the classroom)

2012

- January 9 (Final examinations/Regents preparation)
- February 13 (Reflections of first term; adjustments for term 2)
- March 12 (NYSESLAT preparation)
- April 9 (Administering the NYSESLAT; programming for next year)
- May 14 (Regents preparation)
- June 11 (Final exam/final grades/graduation; Regents preparation)

### 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?

Susan E. Wagner High School conducts ESL classes for parents and the community at-large on Saturday mornings. Budget cuts have affected the length of the classes, but parents still meet from 9am-11am every week. ELL students are encouraged to come with their family members as well for additional support. The thought behind this program is one of receiving by giving; when students come with their parents, they are more likely to succeed. Students are encouraged to bring their parents to the school and help them with

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Parents of ELLs are made aware of any and all meetings at Susan E. Wagner High School. Correspondence is sent in the preferred language for the family to improve communication. PTA meetings are open to all parents and staff is present at these meetings to help parents understand what is being discussed. Parents are also encouraged to bring translators with them if they need additional help. The Parent Coordinator at Susan E. Wagner High School is Debbi Rabinowitz and she is readily available to assist all parents, ELL and otherwise. She takes calls, advises parents of their rights, and assists parents in understanding what to expect from their child's education. She also provides information on opportunities for ELL parents to attend workshops and information sessions. This is done through email and, when possible, mail correspondence.

## 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)										20	5	3	0	28
Intermediate(I)										15	15	11	5	46
Advanced (A)										14	13	7	4	38
Total	0	0	0	0	0	0	0	0	0	49	33	21	9	112

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>										7	1	1	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I										5	6	3	0
	A										16	9	7	5
	P										37	30	20	12
READING/ WRITING	B										19	4	3	0
	I										16	16	12	7
	A										14	12	10	6
	P										16	14	6	4

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12		6	
Integrated Algebra	20		12	
Geometry	4		3	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	1		0	
Earth Science	3		1	
Living Environment	16		6	
Physics				
Global History and Geography	15		7	
US History and Government	8		5	
Foreign Language	3		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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

## 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.

NYSESLAT test results and modality reports are for students' most recent NYSESLAT; some students did not complete the exam last year, and we are using the score from the most recent NYSESLAT to determine placement and statistical information. Further, some of the students who did take the NYSESLAT are not listed among the ELLs that are entitled to services. This is due to the students not having taken the LAB-R within the allotted ten days of enrollment. Susan E. Wagner High School provides ESL services for these students as a support for them nevertheless, and they take the NYSESLAT to gauge their progress. All Regents data is compiled for the 2010-2011 academic year, which includes January, 2011, June, 2011, and August 2011. This information is also for all general education students; most special education ELLs take Regents Competency Exams (RCTs) and this information is not reflected in the LAP.

## Part VI: LAP Assurances

School Name: <u>Susan E. Wagner High School</u>		School DBN: <u>31R460</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary M. Giordano	Principal		12/14/11
Michael Ambrosino	Assistant Principal		12/14/11
Debbi Rabinowitz	Parent Coordinator		12/14/11
John DePonte	ESL Teacher		12/14/11
	Parent		1/1/01
Daria Dempsey-Corzani	Teacher/Subject Area		12/14/11
Amparo Caruso	Teacher/Subject Area		12/14/11
	Coach		1/1/01
	Coach		1/1/01
Eusebio Martinez	Guidance Counselor		12/14/11
Karen Ditolla	Network Leader		12/14/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 31R460      **School Name:** Susan E. Wagner High School

**Cluster:** Christopher Gro      **Network:** William Bonner

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

**Part A: Needs Assessment Findings**

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

Upon arrival to Susan E. Wagner High School, all new students complete the Home Language Identification Survey (HLIS) to determine if they are eligible for ESL services; this will ultimately determine the home language that is placed on student record. The assigned pedagogue explaining and assessing the HLIS is Eusebio Martinez, the Guidance Counselor for ELL's at Susan E. Wagner High School. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, an informal interview is conducted with Mr. Martinez to determine final eligibility of the Language Assessment Battery - Revised (LAB-R). During this interview, the student is asked basic questions regarding their education and the level of English they may have learned throughout their studies. The student is encouraged to speak and is frequently asked if they understand what Mr. Martinez is saying to ensure comprehension. From this interview, a final determination of LAB-R eligibility can be made.

This process helps to rule out students who may understand a language other than English, but demonstrate academic English dominance. If the student illustrates a knowledge of more than one language and may need the benefits of ESL, the student is deemed eligible for the Language Assessment Battery-Revised (LAB-R).

At this point, the family orientation is done with Mr. Martinez and parents watch the EPIC DVD explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). This DVD comes in 13 different languages and is accessible through the Department of Education's website. Parent Orientations are done in English and Mr. Martinez will call any pedagogues who can assist the parents if they speak a language other than English (incidentally, Mr. Martinez speaks Spanish, so he can conduct the Orientations in Spanish as well). Susan E. Wagner High School has staff that speak several languages. While the following is not exhaustive, it is a large representation of the languages spoken by staff at the school. The following is updated every academic year:

Lenoura Abdulai - Albanian

Keze Zylo - Albanian  
Jandark Abdelmalak - Arabic  
Vivian Gobran - Arabic  
Violette Samaan - Arabic  
Melanie Kang - Chinese (Mandarin)  
Gesner Eugene - Creole  
Laila Boulos - Egyptian  
Vivian Gobran - Egyptian  
Violette Samaan - Egyptian  
Miriam Yarkony - French  
Gesner Eugene - French  
Vivian Gobran - Greek  
Mary Agu - Ibo  
Madeline Lombardi - Italian  
Stefania Alvaro - Italian  
Daria Corzani - Dempsey - Italian  
Dina Violante - Italian  
Jee Ra - Korean/Spanish  
Song Ho Rimassa - Korean  
Moo Joon Park - Korean  
Leunora Abdulai - Macedonian  
Edyta Daniel - Polish  
Alice Karazim - Polish  
Miriam Yarkony - Romanian  
Edtya Daniel - Russian  
Olga Virata - Russian  
Leunora Abdulai - Serbian  
Ajantha Fernando - Sinhalese  
Stefania Alvaro - Spanish  
Amparo Caruso - Spanish  
Maria Cichocky - Spanish  
Rodney Couto - Spanish  
Sandy Flecha - Spanish  
Teresa Jost - Spanish  
Millie Maisonet - Spanish  
Norma Margiotta - Spanish  
Deysi Milone - Spanish  
Rebecca Morales - Spanish  
Maurita Tituana - Spanish

Ivelisse Sanabria - Spanish  
Ed Naseem - Urdu

Any assistance that parents require is addressed at Susan E. Wagner High School and all measures are taken to ensure that parents are given correspondence in their native language. The aforementioned list of pedagogues in the school participate in parent meetings, when needed, and the ATS system that is used for student and parent information allows Susan E. Wagner High School to send letters and documents to parents in their native language. All official documentation can also be sent to the Department of Education Translation and Interpretation Unit, should all options within the school be exhausted.

Data regarding home languages can be found using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the LAB-R and will not require ESL services, the school will still send correspondence and accommodate parents who speak a language other than English, if this option is exercised by the parent. The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

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.

Susan E. Wagner High School has discovered that most translation and interpretation needs revolve around school correspondence and academic records. To address these areas, we consult ATS to determine the parent's preferred language for a given student, and send all correspondence to their homes in their preferred language; we also send phone calls in the same manner. When a student's home language is not already represented by the Translation and Interpretation Unit, every effort is made to reach the family in their home language. This may involve referring the family to outside vendors such as LinguaLinx (for written translation) or Legal Interpreting Services (for oral interpretation services) and/or finding other individuals in the community such as parent volunteers who speak the same native language to assist with a family in need.

Faculty and staff throughout the school are made aware of the language diversity within the school via a spreadsheet indicating all the languages spoken; the aforementioned list of faculty and languages spoken is a sample listing of what is posted in every academic department and placed in every staff member's mailbox once the information is compiled. Faculty and staff are also reminded before school events such as Parent-Teacher Conferences that services can be provided by available staff and by the Translation and Interpretation Unit as well, if needed.

## 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 for critical documents are found within, and provided by, the Translation and Interpretation Unit; parents are made aware of these services as well. Documents that are not deemed critical will be assessed by school staff to determine if someone within the school can translate the documents. Failure to find services within the school will lead to an inquiry of the Translation and Interpretation Unit, as well as outside vendors such as LinguaLinx, and volunteers within the community. Parents are made aware of the processes by which translations are being pursued, and are kept abreast of all progress thereof.

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

Oral interpretation services are pursued within the school, and parents are encouraged to wait until assistance can be found. If there is no one who can provide services, oral interpretation is sought by the Translation and Interpretation Unit; parents are made aware of these services as well. Failure to find services within the school or through the Translation and Interpretation Unit will lead to an inquiry of outside vendors such as Legal Interpretation Services, and volunteers within the community. Susan E. Wagner High School works to keep parents aware of the processes by which interpretation services are being pursued, and they are kept abreast of all progress thereof.

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>.

Susan E. Wagner High School will provide parents whose home language is not English with a copy of the Bill of Parent Rights and Responsibilities. This document includes their rights regarding translation and interpretation services. Copies of this document are available in the covered languages on the Department of Education's website, and parents will be directed here for other inquiries as well. Signage indicating the availability of interpretation services will also be posted in conspicuous locations throughout the school. These include, but are not limited to, commonly used entrances, department offices, and the Guidance wing.

Further, Susan E. Wagner High School will look over its safety plan to ensure that it clearly states that parents are welcome to administrative offices throughout the school with no cause for concern over a language barrier. The safety plan will clearly state procedures the school will use to accommodate parents in need of language services and will also include the options parents have to seek assistance with interpretation.



## 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: Susan E. Wagner High School	DBN: 31R460
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 121 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

## 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:

Susan E. Wagner High School will use Title III to supplement mandated instruction with after school and Saturday Academy classes. Classes will focus on necessary skills (Reading, Writing, Listening, Speaking) needed for assessments such as New York State Regents exams and the New York State English as a Second Language Achievement Test (NYSESLAT). It will involve using similar methodology and materials as in day school, and will place particular focus on meeting the individual needs of each student/groups based on lacking areas.

The rationale for this approach is to target problem areas individually at a time where students can focus on exam preparation. Day classes address the needs of students, but the emphasis is on the overall skill set of ELLs and assignments are given in the context of a class; classwork, homework, and exams are based on class materials and review what is being taught. The after school classes focus the attention of major assessments and preparing the students by targeting specific areas of weakness (mostly reading and/or writing) and improving them in efforts to build skills appropriate to passing exams.

English Language Learners of all levels are encouraged to attend these courses, and are placed in groups according to their area of weakness. Exam focus is determined by the current time of year; all assessments are addressed throughout the program, but emphasis on the Regents exams is placed in December/January and May/June, while emphasis on the NYSESLAT is placed in March/April.

Funding only allows the class to run on Mondays and Wednesdays from 3:00pm-4:30pm. Budget cuts led to the decrease of hours for the program, but we are hopeful that success of the program can lead to Susan E. Wagner High School offering the program once again on Mondays, Tuesdays, and Wednesdays from 3pm-5pm.

The program is taught by one fully certified ESL teacher, John DePonte, and the class is taught entirely in English. Students are allowed to use bilingual glossaries for assistance, but all work is expected to be completed in English. Classroom materials are used in this program, but the main use of text are from Regents exam and NYSESLAT study materials. The teacher will infuse some familiar classroom texts in an effort to build bridges between the students' familiar work and the more foreign Regents exam and/or NYSESLAT.

## 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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Professional development for the Title III provider is done while other professional development meetings are held. Every Monday, Susan E. Wagner High School holds professional development for faculty and staff to cover various areas. Among these, there is a monthly meeting to specifically meet the needs of English Language Learners. This meeting is not limited to the ESL teachers; content area teachers (Social Studies, Math, and Science) are also required to come to the professional development meetings to discuss effective strategies for ELLs.

These meetings are held in order to facilitate the collaboration of teachers within various disciplines. The content area teachers bring their experiences with the ELLs and the ESL teachers demonstrate useful strategies for the classroom. This creates camaraderie and effective communication between subject areas. Attending this meeting are also the ESL Assistant Principal, ESL Coordinator, and ESL Guidance Counselor. The purpose for this kind of audience is to discuss the various needs of our ELLs, from the academic to social/emotional needs, as well as drawing attention to the compliance requirements of the school. All faculty and staff involved with ELLs are made aware of ELL issues and are invited to share their input.

Meeting times for the ELL professional development are on Mondays from 2:15pm-3:00pm. All instructionally-based professional development meetings are led by the two ESL teachers on staff, John DePonte and Madeline Lombardi. Guidance-related meetings are led by the ELL Guidance Counselor, Eusebio Martinez. All meetings are facilitated by the ESL Coordinator, Daria Corzani-Dempsey and/or the ESL Assistant Principal, Michael Ambrosino. The dates are as follows, and are subject to change:

2011

October 10 (First meeting; understanding programming/compliance)

November 14 (Discussing 1st marking period grades; adjustments to teaching)

December 12 (BESIS; Regents preparation within the classroom)

2012

January 9 (Final examinations/Regents preparation)

February 13 (Reflections of first term; adjustments for term 2)

March 12 (NYSESLAT preparation)

April 9 (Administering the NYSESLAT; programming for next year)

May 14 (Regents preparation)

June 11 (Final exam/final grades/graduation; Regents preparation)

### 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

### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Susan E. Wagner High School conducts ESL classes for parents and the community at-large on Saturday mornings. Budget cuts have affected the length of the class, but parents still meet from 9am-11am every week. ELL students are encouraged to come with their family members as well for additional support.

The thought behind this program is one of receiving by giving; when students come with their parents, they can now serve as the teachers. Students enjoy being able to teach their parents what they have learned in class and it reinforces their knowledge and English acquisition. Furthermore, the incentive of bringing people from outside of the school into their environment gives the students a higher drive to succeed; they want to show that they are learning! This program enjoys great success, and Susan E. Wagner High School is pleased to provide this necessary service to the students, parents and their community. Through this program, Susan E. Wagner High School is working to address both parental and community needs.

This program shares a similar curriculum to that of the students, in scope. Parents are given homework assignments that they can work on with their children, and can bring into the class the next week to gauge learning.

The teacher for the program is John DePonte, who also teaches most of the ELLs at Susan E. Wagner High School. Flyers for the program were distributed in the classroom, and a phone master message was sent to every student in the school. Information is also available on the school website, [www.wagnerhigh.net](http://www.wagnerhigh.net).

### Part E: Budget

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

Allocation Amount: \$13984

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)	\$3022.56	- Teacher per session for Saturday Parent Institute (72 hours)
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$5037.60	- Teacher per session for Regents Exam/NYSESLAT (120 hours)
	\$1805.20	- Guidance Counselor/LAB-BESIS Coordinator per session for college/career preparation and

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$3602.00	compliance (40 hours) - 5% ESL Teacher Salary
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>	\$500	ESL texts (Side-by-side series); Barron's Regents exam preparation books.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$13967.36	