



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WAGNER MIDDLE SCHOOL

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

PRINCIPAL: MS. JENNIFER REHN LOSQUADRO

EMAIL: JREHN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Jennifer Rehn Losquadro	*Principal or Designee	
Mr. Thomas Krueger	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Mr. David Prinstein	Member/ Assistant Principal	
Ms. Jenni Dyer	Member/ Teacher	
Ms. Christine Dragone	Member/ Teacher	
Ms. Camille Adoma	Member/ Teacher	
Ms. Wendy Cohn	Member/ PA	
Ms. Robin Peters	Member/ PA	
Ms. Bernice Poblador	Member/ PA	
Ms. Mary Ann Leung	Member/ PA	
Ms. Amanda Wolf	Member/ PA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

*** This signature page, with member signatures, is on file in Wagner's General Office.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

As a whole school, we will focus on improving the outcomes for all students in all grades through (1) enhancing classroom rigor through questioning and discussion techniques, as well as (2) uniformly planning and implementing Common Core-aligned tasks.

1. By June 2013, 70% of teaching staff will have made at least 1 level of growth in Competency 3b on the Danielson Framework for Effective Teaching.
2. All students will engage in a performance task based on the Speaking/Listening Standard 1 in at least one unit in all core content area classes, including Foreign Language, where applicable.

Comprehensive needs assessment

As a school, based on a thorough review of teaching effectiveness, in conjunction with the city's emphasis on Danielson's three core competencies, we have determined that a school-wide improvement of Competency 3b: "Questioning and Discussion Techniques" would yield the most immediate growth in student achievement.

Instructional strategies/activities

- **Set Goals:** All staff sets SMART goals outlining their desired professional growth in key areas.
- **Norm:** Administrative team norms around Danielson competencies with respect to Wagner teachers.
- **Norm:** All staff norms around effective practices of questioning and implementing classroom discussion.
- **Research:** School-wide, professional development sessions will focus on different models of questioning and discussion (Webb's DOK, Bloom's) to increase frequency and variance of higher-order questions.
- **Develop/Grow:** Administrators, teacher leaders, and consultants coach and model for teachers in classrooms and at meetings.
- **Plan:** All teams develop speaking and listening tasks across all academic content areas.
- **Assess:** Based on teacher growth data, was this successful?
- **Cultivate:** ESL after-school program to bolster non-native speakers' speaking and listening skills. Program will meet for 18 weeks, two times per week.

EVIDENCE:

- Classroom observation data (informal and formal)
- Classroom feedback (informal and formal)
- Content-specific student work outputs
- In-house performance task data
- ACUITY and interim assessment data

Strategies to increase parental involvement

All of our communications, including all materials pertaining to student curricular materials and student progress, to families are translated. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family workshops, a website that is updated daily (www.wagner167.org), Curriculum Night, Family Potluck Dinner, school surveys etc. On the school website, we also maintain a "Teacher Professional Development" tab, which keeps parents abreast of what their children's teachers are working on.

Wagner is not a Title I school.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All funding will be coordinated through Tax Levy sources, with the exception of the after-school ESL program, which will be funded with Title III monies. All relevant responsibilities will fall within teachers' and administrators' job responsibilities.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

As a whole school, in order to meet the needs of all learners, we will develop eight common core units of study per grade embedded with whole class supports, small group supports and individual supports.

1. By June 2013, all grade-level Content Area Teams will have developed and implemented two units of study that are aligned to the CCLS. Each of the 8 unit plans will include specific supports and activities for whole class, small group, and individualized instruction.

Comprehensive needs assessment

While some content areas have audited their curricula to align units of study to Common Core Learning Standards, as a whole school, there is still work to do to ensure that all students are participating in these instructional experiences in all academic subjects. Further, by prioritizing supports for different types of learners, we will also be able to focus on providing differentiated instruction to our subgroups of students who have traditionally achieved below grade level.

Instructional strategies/activities

- **Research/Learn:** Instructional team guides teacher teams through different models of and options for dynamic classroom learning supports and groupings.
- **Review:** Teacher teams, with instructional support, review current curriculum to decide on appropriate entry points for CCLS integration.
- **Planning:** Teacher teams plan collaboratively during department meetings to design units.
- **Model:** Through observation/visit data, "labsite" teachers are identified to host inter-visitations for teams and individual teachers.
- **Implement:** With support, teachers implement structures for small group and individual supports.
- **Assess/Support:** Based on planning data and visit feedback, instructional support team will identify teachers with specific needs and funnel further support to them through teacher leaders and inter-visitations.

EVIDENCE:

- Team-developed unit plans
- Specific unit notations for dynamic supports for learners
- Danielson Framework feedback to teachers and teams on Competency 1e: Planning for Instruction

Strategies to increase parental involvement

All of our communications, including all materials pertaining to student curricular materials and student progress, to families are translated. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family workshops, a website that is updated daily (www.wagner167.org), Curriculum Night, Family Potluck Dinner, school surveys etc. Additionally, teachers are encouraged to communicate units of study (including any changes from previous years) to families through email and during family conferences.

Wagner is not a Title I school.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All funding will be coordinated through Tax Levy sources. All relevant responsibilities will fall within teachers' and administrators' job responsibilities.

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

As a whole school, we will revise the English Language Arts and Mathematics curriculum maps to reflect the Common Core State Standards and the instructional shifts in English Language Arts and Mathematics.

1) By June 2013, 80% of all instruction will align to the CCLS **AND** be reflective of the current instructional shifts in ELA and Mathematics.

Comprehensive needs assessment

After conducting a review of all curriculum maps and calendars, we have determined that further alignment to Common Core Learning Standards is needed. While some content areas have audited their curricula to align units of study to Common Core Learning Standards, as a whole school, there is still work to do to ensure that all students are participating in these instructional experiences in all academic subjects. Further, by aligning these units to the CCLS, we will also be keeping step with the 2012-2013 citywide instructional shifts.

Instructional strategies/activities

- **Develop:** Instructional team works with teachers and teacher teams to norm what effective planning looks like. Instructional team coaches teachers through the instructional shifts in Math (Kerr) and ELA (Prinstein).
- **Align:** Science and Social Studies teams work with AUSSIE consultants to align curricula to CCLS and Math (Science) and ELA (Social Studies) instructional shifts.
- **Review:** Teacher teams review unit plans and curriculum maps to decide (a) the areas that can be improved through revision and (B) common entry points for CCLS.
- **Plan:** Teacher teams adjust current curricular plans OR create new curricular plans (depending on team and content area) to reflect the review (see above).
- **Implement:** Individual teachers begin to implement revised curricula, November 2012 through June 2013.
- **Review:** Instructional team leads content area teacher teams through review of curricula, paying specific attention to synergy of content, standards, and implementation of instructional shifts.
- **Assess:** Are unit plans aligned to CCLS? Are unit plans reflective of instructional shifts? Are these revisions evident in review of instructional plans and observed lessons?

EVIDENCE:

- Feedback and data from lesson/unit plan reviews
- Feedback and data from classroom visits (informal and formal)
- Whole-school audit of unit plans, long-term plans, pacing calendars, and curriculum maps, by grade and department

Strategies to increase parental involvement

All of our communications, including all materials pertaining to student curricular materials and student progress, to families are translated. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family content-specific workshops on citywide instructional shifts and Common Core Learning Standards, a website that is updated daily (www.wagner167.org), Curriculum Night, Family Potluck Dinner, school surveys etc. Additionally, teachers are encouraged to communicate units of study (including any changes from previous years) to families through email and during family conferences.

Wagner is not a Title I school.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All funding will be coordinated through Tax Levy sources. All relevant responsibilities will fall within teachers' and administrators' job responsibilities.

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

As a whole school, core content teachers will collect, examine, analyze and use student work to plan future instruction.

1) Beginning in October 2012 and continuing through June 2013, all teaching staff will participate in weekly "Examining Student Work" sessions. By June 2013, all grade-level Content Area Teams will have monitored and revised at least two unit plans in response to findings from their weekly "Examining Student Work" sessions.

Comprehensive needs assessment

Through conversations with teacher teams, as well as a thorough review of student achievement data, the school has determined that there is a remediable gap between teacher planning and student outputs. By focusing on student work, and also on task design and expectations for students, we hope to solidify the important link between planning and achievement. Through this weekly examination of student work, teachers will be able to analyze student learning and, when necessary and possible, revise curricular plans to reflect student achievement trends across content areas.

Instructional strategies/activities

- **Research/Teach:** Instructional support team develops protocol for Examining Student Work (ESW). Team teachers staff the protocol as a means of bolstering planning and individualizing assessment.
- **Collect:** Core content teachers will bring student work to Tuesday mornings. Teachers will be able to define good tasks to assess, based on previous item.
- **Examine/Analyze:** Teacher teams will analyze weekly work to inform instruction using protocol. Teachers will be able to analyze formative common core aligned tasks as a grade-level team.
- **Plan:** Teacher teams will plan whole class, small group, and individual supports based on looking at student work. Teacher teams use student work to inform unit.
- **Assess:** Based on "before and after" unit plans, was this work effective? Which teacher teams still require support?

EVIDENCE:

- Attendance data from ESW sessions
- Protocol organizers from ESW sessions
- Feedback to teachers and teams on Competency 3d: Using Assessment
- Feedback to teachers and teams on Competency 1e: Instructional Planning
- Grade-level team unit plans (*before and after*)

Strategies to increase parental involvement

All of our communications, including all materials pertaining to student curricular materials and student progress, to families are translated. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family workshops, a website that is updated daily (www.wagner167.org), Curriculum Night, Family Potluck Dinner, school surveys etc.

Wagner is not a Title I school.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All funding will be coordinated through Tax Levy sources. All relevant responsibilities will fall within teachers' and administrators' job responsibilities.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Morning enrichment • SETTS • Learning conferences • Homework help • ICT • After-school ESL program 	<ul style="list-style-type: none"> • Small group, tutoring • Small group, one-to-one, co-teaching • Small group, one-to-one • Small group, tutoring • Co-teaching, dynamic grouping • Small group, co-teaching 	<ul style="list-style-type: none"> • Before school • During the school day • During the school day • After school • During the school day • After school
Mathematics	<ul style="list-style-type: none"> • Morning enrichment • SETTS • Learning conferences • Homework help • ICT 	<ul style="list-style-type: none"> • Small group, tutoring • Small group, one-to-one, co-teaching • Small group, one-to-one • Small group, tutoring • Co-teaching, dynamic grouping 	<ul style="list-style-type: none"> • Before school • During the school day • During the school day • After school • During the school day
Science	<ul style="list-style-type: none"> • SETTS • Learning conferences • Homework help • ICT 	<ul style="list-style-type: none"> • Small group, tutoring • Small group, one-to-one, co-teaching • Small group, one-to-one • Co-teaching, dynamic grouping 	<ul style="list-style-type: none"> • During the school day • During the school day • After school • During the school day
Social Studies			

	<ul style="list-style-type: none"> • SETTS • Learning conferences • Homework help • ICT 	<ul style="list-style-type: none"> • Small group, tutoring • Small group, one-to-one, co-teaching • Small group, one-to-one • Co-teaching, dynamic grouping 	<ul style="list-style-type: none"> • During the school day • During the school day • After school • During the school day
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 6th Guidance Counselor: 12 stu. 7th Guidance Counselor: 20 stu. 8th Guidance Counselor: 12 stu. Psychologist: 3 stu. Social Worker: 20 stu.</p>	<ul style="list-style-type: none"> • Mandated counseling • Need-based counseling • Attendance outreach • Homework help • Study skills groups • Behavioral support / monitoring 	<ul style="list-style-type: none"> • Small group, one-to-one • One-to-one • One-to-one • Small group • Small group • Individual 	<ul style="list-style-type: none"> • During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment:

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

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

New teachers are recruited to fill school- and placement-specific needs. Wagner staff utilizes resources such as the New Teacher Finder and Citywide Hiring Fairs, in addition to external resources like job/resume boards and professional recommendations. Teachers are typically attracted to Wagner Middle School based on the school's academic and social reputation, its dynamic extra-curricular program, and its integration of arts into the curriculum.

Retention: In addition to the program of ongoing, rich professional development described below, teachers who show promise are encouraged to take advantage of numerous leadership opportunities—both internal and external—and personal growth cultivation through the school. Teachers serve as Grade Team Leaders, are referred to teacher leadership programs, and are recommended to apply to become NYCDOE Lead Teachers. Additionally, teachers are encouraged to participate in DOE-sponsored content-specific professional development programs and study groups. Several teachers are currently engaging in (or have recently completed) school-based leadership internships in conjunction with their teaching program.

Assignments/Support: To the extent that it is possible, all teachers are assigned a program based on their experience and licensures. In nearly every case, teachers do not “loop” with students, but instead remain on a specific grade level in order to develop a deep content- and grade-specific expertise. In addition to outside professional development opportunities, Wagner offers a broad spectrum of professional development. These modules occur before school, after school, during the school day at team meetings, and during in-service time throughout the year. Topics include, but are not limited to: professional goal-setting, aligning curricula to national Common Core Standards, Danielson's Framework for Effective Teaching, Webb's Depth of Knowledge, Classroom Questioning and Discussion Strategies, and Promoting Habits of Mind.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA)

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Marina Cofield	District 02	Borough Manhattan	School Number 167
School Name Robert F Wagner Middle School			

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

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

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

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

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

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

To support our staff with the initiative of supporting our ELLs and "former" (testing Proficient on the NYSESLAT within the last two academic years), with the hopeful result of a 5% rise in ELA scores for this population, a concentrated Professional Development has been designed. With the support of our Network, a consultant will meet with the staff members teaching the largest volume of ELL/former ELL students and offering specific techniques. These techniques will then be turn-keyed at grade level Department Meetings (in addition to our whole-staff PD days during November and June) to allow other staff this knowledge as well.

In regards to transitions from Elementary school to Middle School, the majority of our 6th grade staff is certified K-6 Elementary, thus offering many transitional supports. Sixth graders are most often offered smaller classes, homeroom grouping, "house" grouping, weekly advisory, proactive lessons and assemblies on topics such as organization, homework help, study skills, bullying, library skills, etc.

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?

Wagner benefits from a very active Parent Association and typically school wide events are well attended from our parents. Title III parent meetings and ESL Parent Teacher conferences in years past were attended by approximately 40% of our ELL families, with nearly all families in touch with Mr. Ross throughout the school year.

Wagner sends home report cards and/or progress reports 6 times throughout the school year – all of which are signed for and returned. Families in need of translated materials fill out an additional survey and their needs are met via phone call and/or translated materials sent home. Wagner also has an active website, where near-weekly communication is sent home and is able to be translated on the webpage. Students’ grades, attendance, and assessments are also able to be viewed online through a new system called Pupil Path.

When the DOE translation services are unable to meet our needs, we reach out to LIS translation services for support. We also have several ties to organization providing support specifically to our Asian families (ELLs and non ELLs) including past referrals to APEX and the Charles B. Wang Community Health Center and most recently to Kumon Learning Center.

The majority of our communication and conversations with parents happen at Parent Teacher Conferences and ELL based family meetings. In years past, “surveys” are also sent home to gauge interest and need on topics such as after school, translation needs, support services, etc, as needed. Due to the volume of family communication through email blast, website, online grading system, email, and/or one-on-one phone calls we have found such surveys have not been necessary recently as specific needs are able to be addressed quickly through the variety of communication options in place. All school based information is posed on our webpage, which translates itself in over 12 languages and whenever possible large scale (Parent Teacher Conference, progress reports, report card information, High School process meeting) is translated in our high volume languages for ease.

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)							5	3	5					13
Intermediate(I)							4	5	9					18
Advanced (A)							17	12	8					37
Total	0	0	0	0	0	0	26	20	22	0	0	0	0	68

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A													
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1	0	1	0
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	0	0	0	0
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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 and NYSESLAT raw scores are our most useful assessment tools to plan for integration of modalities across groupings. All Wagner students have early literacy skills assessed based on the Teacher College A-Z levels. Each student is assessed by their ELA teacher monthly and this information shared across grade levels and teachers through an online database. ARIS results are also used to plan for instruction and group students.

Student success is spread near equally across grade levels at Wagner for new admits. We have found that students enrolled in grade 6 at Wagner fare better in exams after three years of consistent teaching practices.

Wagner focuses results from the NYSESLAT and LabR for initial planning. Results of Teachers College conferences (done monthly with each student) and their online system, linked with ARIS and the results of the ELA periodic assessment are useful for our ongoing concentration and planning.

There is little pattern across grade level of which students align within proficiency levels of NYSESLAT and Periodic Assessment results. We expect this is mostly due to the large amounts of “new admits” we see during grade 6 – 8. We have found intensive focus on writing in the past year has made a monumental difference in the success of our ELLs on the NYSESLAT. This is displayed by 25-29 students, 9 of which were long-term 6+ year ELLs, testing PROFICIENT on recent years’ NYSESLATs. In addition, while we see great growth with the writing of our Wagner students (pattern laid across ELL/non-ELL groupings) we found students’ Reading based skills were not meeting proficiencies on the NYS exam. For this reason our ELA/ESL department is doing large scale curriculum/lesson based changes to bring Reading skills as a larger focus than in years past.

During the 2011 – 2012 school year we have designed a school-wide initiative to hopefully address our concerns with our ELLs/Proficient ELLs with their assessment gap (see above for full details). Wagner Middle School passes nearly 25 ELLs (approximately 40% of our yearly ELL population) “out” of ESL based on testing proficient on the NYSESLAT. Although a continuous pattern of this success has been met with great pride, once we began comparing this sub-group (“former ELLs”) NYSESLAT and NYS ELA success we found glaring discrepancies. While students were testing Proficient in great volume these same students were not making satisfying growth when taking the NYS ELA exam.

We hope the large scale changes in tracking students, push in programming, and staff development will address this gap and are currently designing systems to track such data at multiple points throughout the school year. Program success will be measured by Teachers College and Scantron assessments (short term) and NYSESLAT results coupled with NYS ELA exam results (long term). Much of our success for parent outreach and involvement is measured based on attendance and interest in our planned events. Qualitative data displaying social/emotional success of ELLs is also reviewed consistently through conversations with students, teachers, and parents.

Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Robert F. Wagner Middle School</u>		School DBN: <u>02M167</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Rehn Losquadro	Principal		10/31/11

School Name: Robert F. Wagner Middle School**School DBN: 02M167****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Niskanen	Assistant Principal		10/31/11
Marilyn Denicola	Parent Coordinator		10/26/11
Stephen Ross	ESL Teacher		10/31/11
Kim Cullen	Parent		10/26/11
David Pretto/ELA	Teacher/Subject Area		10/26/11
Chris Pavlou/ELA	Teacher/Subject Area		10/26/11
David Pretto/ELA	Coach		10/26/11
Margaret Gomez/ Math	Coach		10/26/11
Bea Torres	Guidance Counselor		10/26/11
Marina Cofield	Network Leader		10/26/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

between families and teachers at arranged meetings.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	DBN: 02m167
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
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: Our 6 – 8 grade English Language Learners and Former English Language Learners whom are not proficient on the NYS ELA Exam are invited to meet after school in 105-minute sessions, two times weekly for 18 weeks from December 2012 through May 2013.

Classes are taught in English and will meet from 3:15 – 5:00 in our ESL and/or ESL/ELA classroom. Approximately 40 ELLs across grade 6, 7, and 8 will attend this program consistently (attendance expected to fluctuate based on school calendar, activities, and family engagements). We hope to group students based on NYSESLAT and/or ELA levels.

During this time the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). Students will also utilize Ipads and an application called paperport notes to access complex text, take notes on complex texts, and use enhanced digital features to enhance and amplify content vocabulary for better understanding. Teachers of this program are our ESL certified teacher and our 8th grade dual certified ELA and ESL teacher. Students will be led in a Reading/Writing-centered curriculum, through the lens of social issues facing adolescents. This English program (with minor support in Spanish and Chinese from our ESL teacher) will enhance their English acquisition and focus specifically on Wagner’s goal of improving ELLs/Former ELLs academic language acquisition. This designed curriculum infuses History/Social Studies with engaging complex text and writing to create awareness around social issues and opportunities for change.

Students will keep portfolios on the content/techniques learned, with a culminating group presentation with an oral and writtent component in a format of choice. Culminating works are presented to the group with modalities of Speaking and Listening becoming a focus through presentations, note taking, and peer feedback.

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

- Students will use accountable talk to generate various social issues with a focus on selecting issues that are most pressing and changeable.
- Students will read, watch, and listen to various texts about the social issue of their choice.

Part B: Direct Instruction Supplemental Program Information

- Students will create a plan for gathering evidence through note-taking to describe the social issue.
- Students will collaborate to design an oral and written presentation to share understanding about social issues and supports for grappling with these issues.
- Students will collaborate with teachers to design relevant field trips to research the social issue of their choice. (Food bank, city park, police precinct, etc.)
- Students will design interviews differentiated by audience to conduct with various community members.
- Students will be given access to a variety of primary sources and be encouraged to complete their own journals/writing expressing their own ideas throughout this process.
- Supplemental instructional materials, including non-fiction texts and videos/CDs, will be provided. As well as lessons based on computer, iPads, Smart Board technologies, and digital camera skills and use at no cost to Wagner's Title III program.
- Qualitative assessments will include student-produced projects, reflections, teacher observations and classroom teacher feedback, student surveys, as well as parent feedback throughout these 16 weeks.

INSTRUCTIONAL ACTIVITY #2

Beginning in March 2013, Wagner will offer four sessions for our ELLs/Former ELLs. These sessions will be offered twice a week for two weeks. These intensive sessions will focus on listening, speaking, reading, and writing skills of our students with specific focus on those ELLs/Former ELLs at or near New York State proficiency standards. The teachers of these sessions will be our ESL certified teacher and our 8th grade dual certified ELA and ESL teacher. In addition, a portion of this academic session will have specific lessons based on NYESLAT needs.

By offering this intensive academic based program taught by our ESL and ELA staff in ELA classrooms at Wagner, we hope to offer necessary supports to those ESL/Former ELL students unable to attend our Title III after school program and/or allow for specific focus on testing skills and needs to ensure success on the NYESLAT and NYS ELA exam.

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

Begin description here: PROFESSIONAL DEVELOPMENT

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

To address this need, we first designed a system of communicating and monitoring our ELLs/Former ELLs to staff. In addition, we instituted the support of a consultant Ms. Fay Pallen, certified ESL teacher and former principal, met with small groupings and individual teachers to show examples of techniques able to be used across content areas, grades, etc. Teachers were chosen based on their volume of ELLs/Former ELLs within the ELA and SS departments. We will continue to use Fay Pallen this year to support our teachers with meeting the needs of their ELLs in the content areas. Fay will be working with a 7th grade teacher team of 8 teachers to develop a lab site of successful ELL best practices in the content areas including math, science, ELA, and social studies. She will meet three times with the whole team and then five times with each individual teacher to develop unit plans and provide feedback on instruction. During these 9 half days, we will hire a substitute to cover teachers for planning and collaboration with Ms. Pallen. Additionally, Fay will support our ESL teacher, 8th grade dually certified ESL and ELA teacher, and our 7th grade social studies teacher in co-teaching social studies and ELA classes that include a content certified teacher and an ESL certified teacher. This same consultant will meet at Wagner three additional times within the year with large groups and then more times with individual/teams of teachers on an “observe/debrief” rotation. With this support we hope to align Wagner’s work within Core Curriculum/Content Area Curriculum Maps and the needs of ELLs/Former ELLs. During her time at Wagner, she will work with approximately 20 teachers. The schedule for professional development is as follows:

Monday, 11/18/12, 12:00-3:00

Monday 11/26/12, 12:00-3:00

Monday, 11/7/12, 9:00-12:00

MOnday 12/10/12, 9:00-12:00

Monday 12/17/12, 9:00-12:00

Part C: Professional Development

Monday 1/7/13, 9:00-12:00

Monday 1/14/13, 9:00-12:00

Monday 1/28/13, 9:00-12:00

Monday 2/4/13, 9:00-12:00

Monday 2/11/13, 12:00-3:00

Through professional readings (Bringing Words to Life by Isabel Beck, Margaret McDwoen, and Linda Kucan, They say, I say: The moves that Matter in Academic writing, by Gerald Graff, and the work of Dr. Lily Wong Fillmore) we hope to bring the focus of reading and writing in academic language to the forefront of our work with our ELLs/Former ELLs. These PD sessions will take place in "cycles" addressing teachers in groupings and/or individual needs as assessed by teachers, Ms. Pallen, and Ms. Dowd (ELL Assistant Principal). There will be approximately three sessions a month December 2012 - March 2013.

During these cycles specific focus to our Title III Direct Instruction teachers will be given to support curriculum development, assessment, and infusion of ESL-based techniques for literacy acquisition. Ms. Pallen will model lessons, provide feedback on curriculum, and support assessment of student work over 9 sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of our ELLs will be invited to join our classes and any of our field trips to the various community organizations around town. We also expect families to be an integral part of the research for various community issues.

Throughout the year our ESL teacher, ESL Assistant Principal and/or Parent Coordinator will offer three specific workshops: in the winter we will host Expectations and Goals for our English Language Learners; this meeting will discuss academic supports and services and promotion for ELLs. In the winter we will also host a meeting on how language is acquired to support parental understanding of the language acquisition process. In the spring we will review Title III updates in addition to hosting a workshop on Preparing for City and State Assessments (Including all NYS assessments and NYSESLAT). We will also

Part D: Parental Engagement Activities

hold a parent meeting on Parents will be notified of these meetings through a letter home, our wagner email list serve and an update on our website. These meetings are often linked to an existing school-wide activity (i.e.; the hour before Parent Teacher Conferences, Parent Association Meetings, etc). The schedule for these meetings is as follows:

Expectations and Goals for ELLs: 1/24/13, 5:00-7:00

Language Acquisition: 2/28/13, 5:00-7:00

Preparing for City and State Assessments: 3/7/13, 5:00-7:00

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 6,940.20	Two Teachers (\$50.19) x 3.5 hours weekly x 18 weeks for Instructional Activity 1 and 2: \$6,323.94 One Teacher (\$50.19) x 2 hour parent meetings x 3 parent meetings = \$301.14 One AP (@52.52) x 2 hour parent meeting x 3 parent meetings = \$315.12
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$4,045.00	Fay Pallen - outside consultant - 9 half days x \$345 = \$3,115 Sub coverage pay = \$930 for 6 sub coverages
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$214.80	Professional Texts for use during planning/PD sessions: Bringing Words to Life by Isabel Beck, Margaret McDwoen and Linda Kucan They say, I say: The moves that Matter in Academic writing, by

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Gerald Graff Paperport notes application for Ipad
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11200	