



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: WADLEIGH SECONDARY SCHOOL FOR THE PERFORMING AND VISUAL ARTS

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

PRINCIPAL: TYEE CHIN

EMAIL: TCHIN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ANTHONY LODICO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
TYEE CHIN	*Principal or Designee	
ANTHONY KLUG	*UFT Chapter Leader or Designee	
ANNETTE NANTON	*PA/PTA President or Designated Co-President	
DENISE FAUST	DC 37 Representative, if applicable	
BILI SCOTT GERONIMO MIRANDA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
BETTY A. DAVIS ALBERTA COLEMAN	CBO Representative, if applicable	
ETTA COVINGTON	Member/ Teacher	
CHERYL WHITE	Member/Parent	
LISA PRESSLEY	Member/ Parent	
CARL PRESSLEY	Member/Parent	
CATHERINE YOUNG	Member/Parent	
SHARLOTTE WILLIAMS	Member/Teacher	
PHYLLIS WILLIAMS	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Develop systems to measure progress toward interim goals at school and student levels in order to monitor and revise plans effectively in response to in-depth analysis.

Individually, most teachers use various processes for measuring student progress towards attaining course-specific goals. In response, additional assistance is provided to students. However, systems for in-depth analysis of data at the classroom and team levels, are not yet fully developed, thus making, revision of plans more reactive, vulnerable to assumption, and not well focused on improving instructional practices.”

NYCQR 10 – 11, page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By the beginning of the Spring 2013 semester, all departments will have common assessment to accurately analyze and evaluate students’ progress in alignment with the CCLS as measured by a 80% increase in staff members assigning common pre-assessment, mid-term and final assessment . Each department assessment will be listed in the department curriculum map by June 2013.

Instructional strategies/activities

a) Strategies/activities that encompass the needs

The school will adjust the daily schedule of students and teachers using the SBO voting processes. Three Wednesdays after school will be dedicated to department Common Planning. During the Common Planning sessions on Wednesdays, all teachers will develop common assessments, discuss teaching strategies, develop timeframes for implementation, and evaluate the impact of their decisions. Each department will purchase textbooks and resource material necessary for each elective class that to aligned to the new CCLS that will help teachers develop and assign common assessment. Department teams will analyze the pre-assessment, mid-term and final assessment to identify specific target area of focus within the school’s curriculum that needs revision. Mid-term and final assessment will be aligned to the department curriculum and standardize assessment (State and Regents). Department teams will analyze and compare the results of each department teacher to identify best practices, and how to improve instruction across grade levels.

b) Key personnel and other resources used

Department assistant principals will approve all assessment, textbooks and resources being purchased. All staff will participate and collaborate in developing the common assessments, by department. Assessments will be submitted by department lead teachers to their respective department assistant principals. A copy of all assessments will be filed with the department assistant principals and Principal’s office along with the department curriculum map. Staff members will be given an electronic version of the curriculum map, using Dropbox and flash drives. All assessments will be administered using Acuity (periodic assessment), Achieve 3000 (English), Math XL (Prentice hall Integrated Algebra and Geometry package – textbook and software (math XL)) and teacher driven assessment (with a focus on past Regents exam type questions using smart response). This would not be possible without priority focus funding. Our data specialist will provide staff with data from Acuity, and scholarship reports (from STARS) and ATS (item analysis from regents’ results) to help staff analyze the effectiveness of changes implemented as compared with prior years scholarship reports. Department assistant principals will provide

data from Achieve 3000 to all ELA teachers (Middle school and High school teachers). Math XL data will be provided by high school math teachers. Neverware software will be used to update the technology throughout the building, allowing teachers access to the technology they need to complete the curriculum maps, access data, and create their assessments.

Vendor: Prentice Hall Integrated Algebra and math XL – quantity 117 books to improve and provide more accurate assessment align to CCLS
Prentice Hall Geometry and math XL – quantity 90 books to improve and provide more accurate assessment align to CCLS
Suggested literature for ELA from EngageNY that address the CCLS
Neverware – implemented across 150 computers to enhance and update the performance of the technology in the building while incorporating more technology while preparing students for 21 century learning. This would not have been possible without priority focus funding.
Supplies: Reams of paper x 6, ink cartridge x 2

c) Targets to evaluate progress, effectiveness and impact

We expect to see the percentage of students passing the state and regents assessment will be more closely aligned to the passing percentage of classes. There will be an increase on the NYC progress report in the area of students' progress by 5 points and an increase in NYC progress report in the area of students' performance by 3 points. This will directly impact the schools progress report, to achieve a minimum score of 56 out of 100.

d) Timeline

Each department will have the pre-assessment, mid-term and final exams completed by the beginning of semester 2 (Spring). Common planning teams (departmental teams) will meet three Wednesdays per month at the end of the day. All common assessment will be aligned to the school curriculum map and documented by June 2013.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Department assistant principals will collect all documentation, approve all assessment and provide lead teacher with objectives and goals
- Lead teachers will monitor and supervise common planning meetings
- Data specialist will provide data to assistant principals.
- All OTPS items such as Neverware, Math XL, textbooks and supplies will be purchased by the assistant principal of operation with consultation and approval from the building principal.
- Prentice Hall
- Neverware – a secure server that allows old computers to operate as new, thus saving our school from having to purchase new computers.
- Funding source: Prentice Hall Integrated Algebra and Geometry– priority focus
Neverware – priority focus
Supplies – Title 1 and FSF

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“Deepen professional collaborations and employ inquiry to more accurately respond to fluctuations in student outcomes.

While all teachers participate in regularly scheduled professional collaborations and ARIS inquiry spaces to share their work with each other, most do not use an inquiry approach around good data analysis, thus limiting the assessment of the impact of their work on student achievement.

Currently, the insufficient analysis of the fluctuations of student outcomes by teacher teams, on State exams, credit earning, and student work, hinders their preciseness in planning.”

NYCQR 10 – 11, page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

By June 2013, 100% of staff (an increase of 70%) will engage in the Collaborative Inquiry Process as part of their presence on formalized Inquiry Teams. These teams will be organized by grade level to review and analyze data from Acuity, State Assessments, ARIS, and STARS to increase students’ credit accumulation by 7% and 9% increase in graduation (from 46% to 55%).

Instructional strategies/activities

a) Strategies/activities that encompass the needs

Students show significant fluctuation in achievement. Students in the middle and high school currently have a higher percentage of students passing coursework than state assessment. Class grades vary significantly from Regents, state assessments, grade levels and teacher assessments as reflected in the school’s scholarship report. Using the circular 6R, all teachers will meet three times per week during the school day to participate in the reviewing of students’ work, analysis of critical data, the development of instructional strategies, and an evaluation of the impact teachers’ work has had on students’ outcomes. Each inquiry team will be organized by grade level. Inquiry teams (grade level teams) will meet three times per week during their common preparation time to monitor students’ progress on grade level. By meeting in grade level teams, teachers can plan appropriate intervention across subject area for specific grades and individual students. Inquiry teams will develop strategies to increase credit accumulation. Data will be distributed to all staff by the data specialist/instructional coach who will help to facilitate teams through the process of reviewing data from ARIS, students’ work, teachers’ assessment, STARS, ATS and State Assessments. All members of the inquiry team will be expected to document their work in ARIS inquiry space, portfolios, and with protocols of their choosing. All teams will be expected to implement the necessary changes during lesson planning and classroom instruction, with informal and formal observation reflecting the effectiveness of implementation. The Mathematics department will use Math XL to differentiate and assess students learning. This program will help students to accumulate more credit in mathematics. Inquiry team will investigate the use of different textbooks from Pearson to address the CCLS in the area of mathematics. Inquiry team members will discuss the successful implementation of the teachers’ framework (planning, questioning and assessment) to improve preciseness in planning. Students will be provided with the opportunity to participate in regents’ review after school. Inquiry team will monitor students’ progress using rubrics and established protocols derived from the work of the team members throughout the Inquiry Process.

b) Key personnel and other resources

The data specialist will complete item analysis (ATS) and distribute Acuity results to all staff. The middle school inquiry team will review acuity results, state assessment, in preparation for the PARCC assessment and its connection to teacher assessment. Per-session will be set aside for after school review and state assessment preparation around the area of deficit within the curriculum.

Per-session: 1 Supervisor for after school Regents review x 20 hrs

7 teachers for after school Regents review x 20 hrs per teacher

Supplies: Reams of paper x 6, ink cartridge x 2

c) Targets to evaluate the progress, effectiveness and impact

During each marking period, students' progress will be monitored in Inquiry Team meetings and common planning using the data provided. Inquiry team (grade level) will meet three times per week. Inquiry teams will start by looking at attendance, Regents and State results. School supervisors will periodically visit each Inquiry team for updates on the team's process. The supervisors will review and discuss the students' achievement and scholarship reports at the end of each marking period, during the cabinet meeting. This will lead to an increase in students' attendance and performance on State assessments, an increase in credit accumulation and an improved score on school survey. This will lead to better results in the student surveys by parents and students. There will be an increase from 7.2 on the academic expectation to 8.0 by parents and students. This will lead to an additional two points on the NYC progress report giving the school a minimum of 60 out of 100.

d) Timeline for implantation

All staff will participate in inquiry team by June 2013. Each Inquiry team will implement their strategies by June 2013. Data analysis will begin in September 2012 and continue throughout the year. Inquiry team members will analyze the data all year. Regents' review will begin in May 2013.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Data specialist will distribute item analysis, scholarship reports, ATS and acuity results to teachers
- 1 assistant principal will supervise the after school regents review
- 7 teachers will be budgeted for regents' review after school on Mon, Tues or Thurs. Wednesdays after school will be dedicated to professional development
- Funding source: Per-session (teachers) – priority focus
(Supervisor) – Priority focus (college and career)
Supplies - Title 1 and FSF
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GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

“Building on current curricula, use multiple sources of data to identify rigorous habits and tasks to be included into the curricula so that all students are suitably challenged.

Although teachers have worked together to select units of study and develop pacing calendars, current curriculum documents do not consistently articulate how major topics should be taught or assessed, or how tasks are to be differentiated, limiting rigor and implementation of higher order skills suitable for all learners. While some examples of content and skill development across grades and subject areas exist, collaborations by teachers are more informal than planned, and the lack of documentation for this work limits replication. As a result, these practices are neither embedded nor assessed, and thus hinder an understanding of how these models are impacting student understanding and work products.”

NYCQR 10 – 11, page 4

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all staff members will participate in common planning to deepen professional collaboration and align with common core learning standards. Each teacher team will document their work using a Dropbox. All departments will develop a uniform rubric to evaluate students' work. This will be reflected in formal observations. A copy of the curriculum map will be placed in the Principal and supervisors office and an electronic copy will be posted on the school's website. This will lead to a 5% improvement in students' performance on the NYS assessments.

Instructional strategies/activities

a) Strategies that encompass the need

The school needs to create a consistent and clear framework for instruction that better meet the needs of all students. Using the SBO process, all teachers will meet at 8th period every Wednesday to participate in professional development, common planning and data analysis. The first Wednesday of every month will be dedicated to professional development on student engagement, questioning techniques and assessment (teacher framework). This professional development will be provided by NYUSteinhardt and will include classroom visits to help support the implementation of strategies discussed. The second Wednesday will be dedicated to data analysis (state assessment, acuity, teacher assessment and credit accumulation) and will directly support the work of the Inquiry Teams. The remaining Wednesdays will be dedicated to common planning, and implementation of curriculum maps that is aligned to data analysis that addresses CCLS through differentiation. Staff will use the following books: “Data wise” by Boudett and “Getting excited about data” by Holcomb to help focus conversation on data analysis. Using a rotation policy, each department will meet 4 - 6 Wednesdays during the 4th period for professional development on differentiation. Lead teachers from each department will participate in Network professional development on CCLS and participate in the NYC leadership academy retreat (7 teachers plus the principal and the leadership mentor). The NYC leadership academy provides the

opportunity for school teams to plan for Common Core implementation and curriculum mapping. Best practice will be discussed during faculty, department and professional development sessions. Weekly newsletter from the principal will include teaching strategy to improve rigor, differentiation (by readiness), assessment, DOK, student engagement etc. Per-session will be set aside for staff members to develop curriculum maps to align NYS and CCLS standards. Each curriculum map will identify specific content, skills, pre-requisite, vocabulary, suggested activities/learning task and assessment.

b) Key personnel and other resource used

All staff members will participate in the common planning on Wednesdays. NYUSteinhardt will provide 10 sessions of professional development plus visit 35 classrooms. Continuous workshops will be provided on differentiation. Per-session will be provided after school to teachers to participate in developing the school's curriculum map with the school's instruction coach and assistant principals. Per session will be allocated by the principal and assigned to the school's budget by the assistant principal of organization.

Neverware software will be used to update our technology infrastructure, providing better access to the tools necessary to investigate multiple sources of data that will, in turn, allow them to work with students to develop rigorous habits and tasks that will challenge all students. Inquiry team members will provide feedback to their departments on the effectiveness and impact of these strategies on students' performance credit accumulation. The academic task force (consisting of lead teachers from each department) will participate in the NYC leadership academy retreat. Materials will be documented and memorialized in the Principal's office.

Per-session: 1 Supervisor will work with the teachers on curriculum mapping after school for 20 hours

6 teachers for after school curriculum map planning for 10 hours each = 60 hours

7 teachers from the academic taskforce to participate in NYC leadership academy retreat for 2 hours each from 3 to 5pm = 14 hours

Substitute coverage: 7 substitute to cover the classes of the academic taskforce while they attend the leadership retreat

OTPS: NYUSteinhardt – 10 sessions of professional development with classroom visits to improve and model student engagement and questioning techniques using writing and language standard

Supplies: chart paper

Reams of paper

Binders

Laptops and smart board available for teachers to discuss and document curricula maps

Neverware to enhance and update the performance of the technology in the building

c) Targets to evaluate the progress

Informal and formal observations will reflect the effectiveness of implementation. The school's curricula will reflect best practice around assessment and instructional practice that improve instruction across all grade levels. Scholarship reports from STARS will reflect a 5% increase in students' performance on state assessment for June 2013 as compared to June 2012 across all grade level. There will be a 9% increase in graduation rate, which will be reflected in the NYC progress report. Professional development sessions will be designed around the recommendations from the formal observations and the relationship with three focus areas from the teacher framework (planning and preparation, questioning, assessment).

d) Timeline for implementation

All teachers will participate in common planning every Wednesday afternoon by June 2013. Curriculum mapping teams will be implemented by the Spring semester 2013. Data analysis will begin in September 2012 and continue throughout the year. Per-session will be dedicated for staff to work after school on completing the curriculum map.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Gayle Marchica (educational consultant from NYUSteinhardt) will provide professional development to all staff on improving questioning techniques, and student engagement using the Writing and Language standards from the CCLS one Wednesday per month after school
- Per session to be scheduled for teachers to participate in curriculum mapping after school with the instructional coach.
- Supplies will be paid using priority focus funds
- Funding source: Per-session – Title 1
NYUSteinhardt - Blueprint
Supplies - Title 1 and FSF
Substitute coverage – priority focus

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

“On a scale of 1 to 4, how COMFORTABLE are you talking to teachers and other adults at your school about:

1. A problem you are having in a class? (4.9)
2. Something that is bothering you? (4.8)”

NYC School Survey 2011- 12, page 9

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, all middle school students participate in advisory groups, while all high schools will be scheduled to meet with their guidance counselors a minimum of once per semester. Students will be provided with the opportunity to discuss issues and complete surveys on how to improve the school’s culture and instruction. This will result in a 20% decrease in suspension and increase in the students’ survey results on the NYC progress report from 4.8 to 6 on safety and emotional development questions.

a) Strategies/activities that encompass the needs of identified student subgroups

All Middle school students will meet every Wednesday at 8th period with a designated advisor (Assistant Principal, and guidance counselor) to discuss various issues, identified from the school developed survey results from student, their teachers, or their advisors. Student government will have student representatives that will meet once per month with the principal to discuss issues. Students with low attendance, long term absence, recidivist report (behavior issues from the Dean’s office), and 407 will be assigned a mentor from the mayor’s initiative to assist with counseling. Each member of the teacher team will also meet with specific students to discuss issues. Guidance counselors will meet more regular with their students, based on ladder of referrals, course selection and counseling on college and career readiness. Students will be provided with surveys regularly once per month, created by the academic taskforce to provide feedback to the staff. Student government and AP security will provide various workshops and town hall meeting to address various issues such as cyber bully, and respect for all. Survey results will be discussed during the administrative cabinet meeting, consultation meeting and faculty conference. All students will be repeatedly reminded that if there is an issue with another student or staff member, they can speak with either their guidance counselor or a supervisor in the building including members in the Dean’s office. The school will automate the Library so that all books are electronically catalog and network so that teachers can access the information from classrooms

b) Key personnel and other resources used to implement these strategies/activities

All Assistant principals and guidance counselors will be responsible for monitoring the middle school students during advisory. All staff working in the dean’s office will be responsible for monitoring students’ behavior. Workshops will be provided in-house and by Network 405 (Children First) to all staff and students. The school’s COSA will be responsible for organizing student activities and student government meetings, including meetings with the principal. The Academic taskforce (consisting of 6 teachers – mathematics, Science, visual art, ELA, social studies, special education and one administrator will

discuss changes necessary to improve school culture)

Per session: 2 Guidance counselor at 20 hours each = 40 hours to complete survey information and analyze the data

OTPS: Apollo project – year long partnership with the Apollo theatre to develop students social and emotional awareness through media

Neverware – to enhance and update the performance of the technology in the building, this could only be possible with the funding provided by the priority focus funding

Supplies – chart paper, Reams of paper x 6, ink cartridge x 2 to assist with students presentation at the conclusion of the project

c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities.

This will result in a 20% decrease of incident reported in OORs and an improvement in the school survey by students from 4.8 to 6. High School ELA and Social studies students will be given the opportunity register for the Apollo theatre project that help develop students vision for social and emotional development. Regular survey will be done with the students and staff to provide feedback on effectiveness of implemented changes. The results from the survey will be discussed periodically at the Consultation meeting every Monday after the faculty meeting.

d) Timeline for implementation.

Middle school students will participate in Wednesday advisory during the Spring semester. Workshops and surveys will be continuous all year. Data OORs report will be reviewed monthly during school safety meetings

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Assistant Principal of organization will allocate the funds in the budget for the Apollo project, Neverware and supplies
- Assistant Principals will decide at cabinet meeting, who will be responsible for each middle school students.
- Students will be selected for the Apollo project by the guidance counselors during programming
- Students will be elected to student government and supervised by the school's COSA
- Assistant Principal of security will organize the school safety meetings to review the OORs reports
- Funding source: Per session – 1 School Librarian for 30 hours to complete the automation of the library - priority focus (and college and Career, expanded learning)
 OPTS – Apollo project – priority focus (College and Career)
 - Companion Software – Title 1
 Supplies – Title 1 and FSF

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

“How often during this school year have you:

- Received information about what your child is studying in school? (6.4)
- Received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (6.3)” – *School Learning Environment Survey 11- 12, page 5*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, we will provide increased opportunity for parents to participate and interact with the school community. The school will purchase a website, use electronic grade book, use phone messaging systems (global connect) and host events (academic and social) during each semester to celebrate successes and accomplishment. This will create a 10% increase in the number of parents taking the school survey and a 15% increase in the number of parents participating in parent teacher conference

Strategies to increase parental involvement and engagement

a) Strategies/activities that encompass the needs of identified students subgroup

The school will purchase a website, use electronic grade book, use phone messaging systems (global connect) and host events (academic and social) during each semester to celebrate successes and accomplishment. Increase the parent outreach through phone calls (global connect) and letters to participate in school performance and guest speakers. Information will be distributed through a monthly newsletter to parents and posting of events on the school's website. Echalk will be the web provider. The site will have a designated area for announcements and a parent section that will address any activities, workshop or parent teacher communication from the parent coordinator. Increase communication to parents/guardians from administration, teachers, parent coordinator and support staff to give adequate notice about after school and weekend academic intervention services. The guidance counselors will increase the number of individual parent, student and teacher conferencing about issues of behavior, lateness and importance of an appropriate learning environment where academic achievement is the major focus. Per session will be set aside for the guidance counselors to have scheduled meeting after school if necessary. This can only be achieved using priority focus funding. We will work out a schedule with the Executive Board of the PTA that will ensure parental involvement and attendance. The art department will provide multiple opportunities for students and parents to participate in events such as the school performance (musical), art show case, choir and dance performance which will not be possible without the priority focus funding.

b) Key personnel and resources used to implement these strategies/activities

The data specialist, teachers and parent coordinator will be responsible for updating their individual page on the school's website and update their

“Engrade” account. Parent coordinator will develop in-house surveys for parents to complete on desired workshops to be provided after school. The lead teachers from each department will participate in the academic taskforce. All members of the performing and visual arts department will participate in organizing and presenting the school’s musical, displays and performances. Using the suggestion from the Mayor’s Initiative on increasing attendance and parents’ participation, the school will purchase incentives to increase the number of parents’ participation in workshops hosted by PTA, Leadership, Operation HOPE and 21st Century.

c) Identity targets to evaluate the progress, effectiveness and impact of the strategies activities

100% of all instructional staff will be enrolled in “Engrade” to help parents and students understand and track their academic performance. All instructional staff will be required to distribute a course syllabus/outline with a student-parent contract accompanied by an Engrade access code at the beginning of every semester. The school will also update and distribute the student handbook to reflect all the changes, expectations and course description in the school. These actions will result in improvement in parent survey results to a minimum of (7) and an improvement in Quality Review indicator 2.4 from proficient to well developed.

Per-session – 5 teachers x 20 hrs to work with students on rehearsal after school for the school’s musical
5 teachers x 50 hrs to work with students on choir, dance, and visual arts showcase and performances
1 Culinary Arts teacher x 20 to cater art and school events

OTPS: Purchasing incentive to increase parent participation

Global connect – phone messaging service to contact parents to announce events, etc (1 yr contract)

Culinary Arts equipment – to prepare food for the parents at event and show case the culinary program in preparation to have the program CTE certified

Culinary Arts Supplies – Food provided at parent events such as parent workshops after school and weekends

Equipment – replace broken computer equipment and printers so that printed information can be distributed to parents

Postage – increase the number of school wide mailing (minimum of three times during each semester, this increase could have only been possible with the priority focus funding

Neverware – a secure server that allows old computers to operate as new, to allow staff members to update their web page and Engrade account.

Supplies – chart paper, reams of paper x 18, ink cartridge x 6 to assist to prepare for parent workshops after school, report cards distribution, progress reports and weekend workshops

d) Timeline for implementation

The website will be developed by September 2012. All staff will be trained on how to create an account in “Engrade” during the first professional development day in September. All staff will create an account in Engrade by the third week of September after class lists are finalized. The student handbook will be updated and distributed before the beginning of semester 2. Parent workshops and mailings will be ongoing all year. The musical will be performed during the spring semester. All other performance and visual arts production will be ongoing all year.

Budget and resource alignmen

• 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- One supervisor will be scheduled to attend all productions after school. The supervisor of the art department will be responsible for the spring musical production
- Lead teachers will be responsible for academic taskforce
- Data specialist will be responsible for monitoring the school's web page and "Engrade"
- All purchases will be done through the assistant principal of operations
- Parent coordinator will be responsible for communication between parents and school
- Network 405 will coordinate with the assistant principal of operation, guidance counselors and parent coordinator to implement and monitor the Mayor's initiative and success mentor
- Funding source: Per session – School Librarian – priority focus
 - Teacher for musical – priority focus
 - Teachers for visual and performance arts – priority focus
 - Culinary Arts teacher – priority focus
 - Global connect – priority focus
 - Culinary Arts equipment – priority focus
 - Culinary Arts supplies – priority focus
 - Postage – priority focus
 - Supplies – Title 1 and FSF

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"> • For middle school students, the Academic Intervention Program includes double period during the school day (where differentiated instruction is provided in small-group settings by teachers through the Accelerated Reader program – Achieve 3000). Students are also provided 3.5 hours of academic enrichment on Saturday. These programs help to minimize the occurrence of low performing students who are beset by inadequate knowledge, skills, reading and comprehension difficulties, test anxiety, and low expectations for success. • For high school students, Academic intervention is provided for students failing a Regents exam via a Regents review during lunch and after school. PM school is offered to students who fail classes and repeater classes are offered during 	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week

	each semester to assist with credit accumulation.		
Mathematics	<ul style="list-style-type: none"> For middle school, Academic Intervention Program includes double period block during the school day (where differentiated instruction is provided in small-group settings). Students are also provided 3.5 hours of instruction on Saturday. For High School, lower level students will be scheduled for ICT classes or double period classes. After school PM, class will be offered to students to assist with credit accumulation. Math XL will be use to help differentiate classroom instruction. 	Small group instruction and tutoring for level 1 and 2 students.	During lunch period 1 – 2 days per week
Science	<ul style="list-style-type: none"> For middle school, students are scheduled for 5 periods of instruction per week instead of the required 4 periods per week to include lab time which is provided by their regular Science teacher. After school home work help is made available through our Literacy/Homework help program as well as through our CBO, the New York City Mission Beacon Program. For high school, academic intervention takes place during the school day in small groups and during class periods with differentiated instruction. 		
Social Studies	<ul style="list-style-type: none"> For middle school, the 		

	<p>Academic Intervention Program consists of small group instruction based on our instructional strategy, the Workshop Model. For high school, academic intervention takes place during the school day in small groups and during class periods using differentiated instruction. Students also have the opportunity to work with teachers on their circular 6 periods.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Mandated counseling will be provided, one to one or in a group setting is provided to students at risk. • Attendance dropout prevention intervention services are also provided. • Students are referred by teachers for one to one tutorial services. <p>Students are counseled and tutored so that placement in the least restrictive environment is the ultimate option.</p> <ul style="list-style-type: none"> • Academic testing, referral initial evaluation or re-evaluation is available for special education services. <p>Placement in the least restrictive environment is the ultimate option. Initial evaluation and one to one and/or group counseling.</p>		

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.

- Teachers are provided with assistance in designing meaningful unit and lesson plans and rubrics.
- Teachers are helped with content knowledge and pedagogy through consistent low-inference observations with immediate feedback.
- Teachers are encouraged to pursue courses that lead to administrative licenses and are allowed to do their internship under the school existing administrative team. These teachers are given opportunity to take the lead in curriculum design, common core learning standards protocol and professional development.
- Teachers are provided a mentor their first year teaching. Teachers with unsatisfactory rating are required to meet once per week with their direct supervisor or the instructional coach to assist them with lesson planning.
- The school has created a teacher resource room for instruction purposes, planning and professional develop. This room is equipped with a smart board, computers and printer
- The teachers' resource room has an instructional coach available to assist teachers with lesson planning.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (i.e., Parent Association, School Leadership Team, etc.

- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 1. Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.
 2. Provide instruction and assessment focused on student mastery of the core concepts.

3. Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.
 4. Provide supplemental classes that address the needs of the students to help them reach the standards.
 5. Provide research- based supplemental materials that will focus on the students identified areas of need to help them become proficient in those areas.
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on dates dictated by the DOE:
 - Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed at parent teacher conferences, given to students and/or mailed at least 3 times per school year. The first report card of every semester will be delivered to the parent in person at the parent teacher conferences or individual meetings with the guidance counselor and teachers. Teachers will post all grades on Engrade during each semester.
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Guidance counselors, grade advisors, assistant principals and the principal are available to parents during school hours. Parents must call to set up appointments with the respective staff members. Parents can also set appointments to meet with teachers on their professional activity or prep periods during the school day.
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

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

In the beginning of each new school year, parents are invited to a social gathering "meet and greet" function where parents meet with teachers, administration and support staff at the school's annual Bar-B-Que.

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

STUDENT RESPONSIBILITIES

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

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

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

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

- involve parents in the planning, review, and improvement of the school's parental involvement policy via PTA, SLT and Parent Teacher conferences, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students via letters, e-mails, and telephone calls in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information via letters, e-mails, and telephone calls in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum,

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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

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

Principal Herma A. Hall	Assistant Principal Jennifer L. Rozmus
Coach NA	Coach NA
ESL Teacher Martha Fisher	Guidance Counselor Juliandra Garcia
Teacher/Subject Area N. Willis/Science	Parent type here
Teacher/Subject Area R. Parikh/English	Parent Coordinator D. Roberts
Related Service Provider I. Siegel/Special Education	Other type here
Network Leader William Bonner	Other type here

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	545	Total Number of ELLs	39	ELLs as share of total student population (%)	7.16%
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Part II: ELL Identification Process

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	9	7	6	31
Push-In							3	2	3					8
Total	0	0	0	0	0	0	3	2	3	9	9	7	6	39

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

Paste response to questions 1-7 here

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

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

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

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

A. Programming and Scheduling Information

methodologies to help students with literature, writing and language.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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%			
	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?

Paste response to questions 8-17 here

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1	1				2
Intermediate(I)							1	2	1	5	6	3	4	22
Advanced (A)							2		1	3	3	4	2	15

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

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13		8	
Integrated Algebra	16	3	9	3
Geometry	4		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	8		1	
Living Environment	13	3	1	1
Physics				
Global History and Geography	9		4	
US History and Government	14	3	4	1
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Wadleigh Secondary School for</u>		School DBN: 03M415	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Herma A. Hall	Principal		
Jennifer L. Rozmus	Assistant Principal		
Delores Roberts	Parent Coordinator		
Martha K. Fisher	ESL Teacher		
Ms. Pressley	Parent		
N. Willis/Science	Teacher/Subject Area		

School Name: Wadleigh Secondary School for

School DBN: 03M415

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G. Mason/Social Studies	Teacher/Subject Area		
	Coach		
	Coach		
Juliandra Garcia	Guidance Counselor		
William Bonner	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network: 405**

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Wadleigh Secondary School for	DBN: 03M415
Cluster Leader: Christopher Groll	Network Leader: William Bonner
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 41 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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The supplemental program will consist of afterschool small group instruction with certified ESL teachers. We will also run a Saturday Academy program for Regents preparation using certified ESL and content area teachers. The rationale for the Regents preparation program is for our English Language Learners to master the content in order to demonstrate success on the exams. Furthermore, it is our goal that all students receive additional supports to show progress by either reaching the proficient level or moving a level.

Our afterschool program will run two hours each week from December through June. Students will be offered assistance with preparation for Regents and state exams. Additionally, they will participate in activities to strengthen the advancement toward college and career readiness. During team meetings, teachers will provide data and feedback to the ESL teachers so that they can best meet the needs of the students. The teachers will focus on using more multimedia and technology to engage the students of all grade levels. The after school program is also looking to purchase Achieve 3000 site licenses for our middle and high school English Language Learners to encourage non fiction reading. We are also looking to purchase new novels to use with our middle school English Language Learners.

Part C: Professional Development

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

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

Begin description here:

Much research is being done to strengthen the reading and writing skills of our English Language Learners. This year we are continuing our involvement with the New York City Department of Education's Office of English Language Learners by participating in the English Language Learners Literacy Institute. The assistant principal attends six sessions throughout the year. The first two give an overview and chance to formulate an action plan. The remaining four administrative sessions will be attended by the assistant principal and an English teacher who also teaches special education. A team of teachers representing all grade levels and content areas will attend four Saturday sessions. These sessions mirror the information from the Friday meeting, but focus on planning and implementation in the Title III and content area classrooms. The teachers and administration have the responsibility to turnkey the information to the faculty at team and departmental meetings and the Title III teachers. This professional development focuses on helping our ELLs meet the common core standards and literacy across the curricula, and include topics such as Demystifying ELL Data, Redefining Instructional Models to Promote English Language Learners' Language and Reading Skills, and Providing ELLs Access to Challenging Content: Distributed Responsibility for Developing Academic Language, to name a few.

Part C: Professional Development

All new teachers serving ELLs, when applicable, are provided a mentor teacher to assist them in planning, delivery and assessment. The instructional coach works weekly with each new and continuing teacher to facilitate unit and lesson planning. Additionally, teachers continue to participate in outside vendor professional development.

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:

We encourage all parents, including parents of ELLs to come to PTA meetings, Parent-Teacher conferences and to visit the school and attend their children's classes at any time. Wadleigh partners with the Mission Society and The Leadership Program to conduct workshops for parents through the year. Parents are asked what type of workshops they would find helpful and beneficial. Title III will include will provide a workshop for the ELL parents titled College for Immigrants Workshop during the Spring of 2012 for approximately 30 parents to make them aware of scholarship programs and social aspects of college residential living on campus. The workshop will also serve to stress the pathway to college acceptance via academic preparation in high school. Also, at the beginning of the school year, there is a school barbeque with translators available for parents. This allows families to meet the administration, faculty and staff of their child's new school. Translators are provided at all workshops as per parent request.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		