



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS & TECHNOLOGY

DBN: 24Q560

PRINCIPAL: ANN SEIFULLAH

EMAIL: ASEIFULLAH@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ, QUEENS HIGH SCHOOL SUPERINTENDENT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ann Seifullah	Principal / Chairperson	
Peggy Ann Jayne	Assistant Principal	
David Riesenfeld	Assistant Principal	
Ann Mentink	UFT Chapter Leader	
Maria Galignano	PA Co-President	
Melanie Nelson	DC 37 Representative	
Tenzin Tsephel	Student Representative	
Laura Reynoso	Student Representative	
Kathleen O'Boyle	Secretary	
Colleen Walker	Treasurer	
Alma Whitney	Teacher	
Connie O'Shea	Parent	
Kau Lee	Parent	
Robert Conte	Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, 80% of teachers will improve their teaching practice as it relates to active engagement and/or assessment of students. This will be evidenced by teachers moving up at least one level in a research-based framework.

Comprehensive needs assessment

Improving teacher effectiveness improves student performance. The DOE has requested that we use research-based rubrics to provide effective feedback to teachers on their practice. Focusing on the Middle College approach to college and career readiness, teachers will develop and refine curricular units with a focus on student engagement and assessment, as it aligns to the Common Core State Standards and the teacher effectiveness rubric.

Instructional strategies/activities

Activity #1

- Principal-Led Professional Development: School leader will conduct a series of professional development workshops for all teachers that present strategies for improve active engagement and assessment techniques during teaching practice. These PDs will take place monthly during Wednesday Common Planning time (12:30 – 2:00 pm).
- Target Population: All teachers
- Responsible Staff Members: Principal
- Implementation Timeline: November 2012 – June 2013

Activity #2

- Informal Observation Cycle: School leaders will conduct 6 – 8 informal observations for each teacher on staff and provide feedback based on Danielson's framework for teaching.
- Target Population: All teachers.
- Responsible Staff Members: Principal and Assistant Principal
- Implementation Timeline: September 2012 – June 2013

Steps for Including Teachers in the decision-making process

- Teachers will be asked to self-assess on select components and set individual improvement goals during weekly common planning time

Strategies to increase parental involvement

- This Teacher Effectiveness goal will be shared with our Parent Association to build a community definition of effective instruction at Robert Wagner. Progress will be reported to the PA regularly throughout the year.
- This goal and our progress toward meeting this goal will be shared with parents in at least one (1) newsletter. Additionally, we will post relevant information and resources on our school website by December, 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leader will conduct a series of professional development workshops for all teachers that present strategies for improve active engagement and assessment techniques during teaching practice. These PDs will take place monthly during Wednesday Common Planning time (12:30 – 2:00 pm).

Service and program coordination

- Principal and Assistant Principal will leverage the Common Core Library, ARIS and other DOE resources to support implementation of Teacher Effectiveness framework.

Budget and resources alignment

Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Tax Levy Fair Student Funding and Title I funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Purchase iPad technology that allows school leaders to capture informal observation information, as well as data analysis tools that will support school leaders in identifying patterns of instruction within school
- Professional instructional materials to support teacher development in the areas of engagement and assessment
- Teacher per session for evening and weekend professional development opportunities made available throughout school year

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Improve overall student academic progress at the high school level as demonstrated by an increase in the ninth and tenth grade credit accumulation rates. This will be evidenced by a 10% increase in outcomes by August 2013.

Comprehensive needs assessment

In reviewing the last three years' progress reports, it was noted that our ninth and tenth grade students did not accumulate adequate credits as compared to schools in our peer horizon.

Instructional strategies/activities

Activity #1

- Academic Intervention Services: School leader and data specialist will identify lowest-third citywide and share information with the grade team. These students will receive mandated tutoring during Academic Intervention Services every Monday, Tuesday, Thursday, and Friday throughout the academic year.
- Target Population: All students in Grade 9 and 10
- Responsible Staff Members: Principal and data specialist
- Implementation Timeline: November 2011

Activity #2

- Looking at Student Work: Teachers will analyze student work of students in lowest-third and implement an action plan for improvement before and after the January Regents administration
- Target Population: All students in Grade 9 and 10
- Responsible Staff Members: All teachers and administration
- Implementation Timeline: November 2012 – June 2013

Strategies to increase parental involvement

- Parents/guardians of students in lowest-third citywide will be notified that students are receiving academic intervention services.
- Teacher and parent coordinator will work to communicate with parents regarding attendance and academic improvement.
- Guidance department will support teachers and administration in reaching out to students with continued attendance and academic issues.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leaders and data specialist will provide PD to teachers to develop an understanding as to how to identify the lowest third and meet individual student learning needs in order to narrow the achievement gap.
- School leaders regularly attend hiring fairs and visit web-based HR tools to identify and recruit highly-qualified teachers.

Service and program coordination

- Data Specialist will receive support and training from Network (CFN 106) on how to use citywide data systems, such as ARIS and ATS.

Budget and resources alignment

Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Tax Levy Fair Student Funding and Title I funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional development around facilitative leadership and use of “Looking at Student Work” protocols
- Data specialist per session for evening and weekend data analysis and student target list development
- Teacher per session for evening and weekend planning and grading

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Improve college and career readiness for all students, as evidenced by every student, 7 – 12, receiving comprehensive curriculum o n college and career choices.

Comprehensive needs assessment

Based on our school’s achievement data, our college acceptance rate in June 2011 was 50%, which was far below our peer index average.

Instructional strategies/activities

Activity #1

- Curriculum Implementation: Teachers attend summer professional development for College Access Inquiry Institute.
- Target Population: Sub-group of teachers involving a representative from every grade team/level
- Responsible Staff Members: Principal, guidance staff and selected teachers
- Implementation Timeline: August 2012

Activity #2

- College Readiness Course: All students in Grades 7 – 12 will receive an aligned and scaffolded curriculum relating to college readiness, including: career choices, the college search process, being “first in family” to attend, financial aid/scholarships, and the application process. Lessons will be delivered as appropriate at every grade level.
- Target Population: All students 7 - 12
- Responsible Staff Members: Assistant Principal and college counselor
- Implementation Timeline: November 2012 – June 2013

Strategies to increase parental involvement

- A bi-monthly “College Readiness” newsletter will be sent to the parents of all students in Grade 11 and Grade 12
- Regular phone calls and mailings will be made to parents to inform them of important dates for college applications, financial aid, and scholarships
- Programs available for students will be translated into all available languages.
- Parental permission is required for student participation in any extended day and Saturday programs, including college classes and Regents preparation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will continue to receive support and professional development from Middle College National Consortium.
- College counselor will provide training through grade teams so that teachers at various levels of school are informing and supporting students in college and career readiness

Service and program coordination

- Staff and students will receive training on the College Access Research & Action curriculum so that it can be implemented at many levels.
- All eligible students in Grade 10, 11 and 12 will be registered for College Now courses through LaGuardia Community College.

Budget and resources alignment

Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Tax Levy Fair Student Funding and Title I funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Salary support for F-status college counselor (a new position that was created in September 2012)
- School support for annual college trip for students in Grade 11 and 12 to visit colleges
- Printing and postage support for creating and delivering college-readiness newsletters to families

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #3

To improve school-wide average daily attendance to 92% by June 2013.

Comprehensive needs assessment

Based on our school's attendance data, our daily average attendance in 2011 – 2012 school year was 87%, which was far below our peer index average.

Instructional strategies/activities

Activity #1

- Attendance Team Implementation: Team includes school aide, Attendance Teacher, and one teacher from every grade team
- Target Population: Student who miss 5 – 10 days per month; students who 'cut' classes in the morning or afternoon
- Responsible Staff Members: Principal, Assistant Principals and Selected Teachers
- Implementation Timeline: September 2012

Activity #2

- Attendance Celebration: School bulletin board and monthly town meetings will be used to celebrate students with perfect attendance
- Target Population: All students 7 - 12
- Responsible Staff Members: Assistant Principal and Parent Coordinator
- Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- Nightly 'robo-calls' to students who arrive late or miss any part of school day
- Weekly phone calls to students who are chronically absent (show up on 5 – 10 absence list generated by ATS)
- Use of Datacation/Pupil Path system that provides real-time attendance data to parents, teachers and school leaders

Strategies for attracting Highly Qualified Teachers (HQT)

- School leader will conduct a series of professional development workshops for all teachers that present strategies for improve active engagement and assessment techniques during teaching practice. These PDs will take place monthly during Wednesday Common Planning time (12:30 – 2:00 pm).

Service and program coordination

- Staff and students will receive training on use of Datacation/Pupil Path systems with real-time attendance taken online
- Parent Association will hold informational meeting and training session in computer lab to support/train parents on Pupil Path system

Budget and resources alignment

Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will us to combine Federal and local funds such as Tax Levy Fair Student Funding and Title I funds and human resources to implement this action plan from September 2012 – June 2013 as indicated below:

- Salary support for school aide
- Printing and postage support for creating and delivering letters to families
- Purchase “Global Connect” software and phone dialing system to contact families on nightly basis
- NYSTL Hardware/Software money to support implementation of Datacation systems and use in school

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	-Reading Horizons reading intervention program -Small group literacy instruction	Small group, 3 – 5 students	“Zero Period,” 8 – 8:38 am on Tuesday, Wednesday, Thursday and Friday
Mathematics	-Small group mathematics instruction	Small group, 3 – 5 students	“Zero Period,” 8 – 8:38 am on Tuesday, Wednesday, Thursday and Friday
Science	-Small group instruction -Overall skill development with literacy support	Small group, 3 – 5 students	“Zero Period,” 8 – 8:38 am on Tuesday, Wednesday, Thursday and Friday
Social Studies	-Small group instruction -Overall skill development with literacy support	Small group, 3 – 5 students	“Zero Period,” 8 – 8:38 am on Tuesday, Wednesday, Thursday and Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Individual and small group support	Small group, 3 – 5 students	“Zero Period,” 8 – 8:38 am on Tuesday, Wednesday, Thursday and Friday

Robert F. Wagner, Jr. Secondary School for Arts & Technology

47-07 30th Place, Long Island City, NY 11101

PARENT INVOLVEMENT POLICY (PIP)

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:

- 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 (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.);
- 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:

- 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;
- 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 a school newsletter and website 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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C Rello-Anselmo C Kerr	District 24	Borough Queens	School Number 560
School Name Robert F. Wagner Jr. SSAT			

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

Principal Ann Seifullah	Assistant Principal Peggy-Ann Jayne
Coach	Coach
ESL Teacher Norma Sax	Guidance Counselor Samina Najar
Teacher/Subject Area Steve Gershman-Special Educati	Parent Doug Jacobs-Moore
Teacher/Subject Area David Riesenfeld Social Studie	Parent Coordinator Linda Langford
Related Service Provider Giovanna Kroboth	Other
Network Leader Cyndi Kerr	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	1		

D. School Demographics

Total number of students in school	605	Total Number of ELLs	23	ELLs as share of total student population (%)	3.80%
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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. 

A new student who previously has not been in a New York City public school may be admitted by the list notice process (in grade 9). New students (from outside the New York City public schools) may also arrive throughout the school year. When the student first arrives at our school, the ESL teacher conducts an informal oral interview to determine the students' level of ability. The ESL teacher then calls the parent/guardian to come to the school to fill out a Home Language Identification Survey. We have staff in our building who speak Spanish. If there is a language spoken other than Spanish, we explain the survey to the families with the support of NYCDOE translation/interpretation services. The certified ESL teacher, Norma Sax, evaluates the survey to determine if the child speaks a language other than English. Ms. Sax also speaks Spanish. Then that teacher will give the student the Language Assessment Battery-Revised (LAB-R) to those students who speak a language other than English in their home. The LAB-R is given within ten days of admission. The test is hand-marked by the ESL teacher to determine if the child is eligible for English as a Second Language services. Students who speak Spanish and score below proficiency on the Lab-R are administered a Spanish LAB to determine language dominance. Students who score below proficiency are placed immediately in an ESL program. A Free Standing ESL Program is the only English acquisition program that is offered at Wagner.

All students who are identified as being English Language Learners take the NYSESLAT exam, which is administered and graded by the ESL teacher every Spring. Results of this exam are shared with school leaders and with families. Students are re-programmed (the following school year) based on the results of their NYSESLAT, if positive movement in language acquisition is made.

The Parent Coordinator, Linda Langford, mails an entitlement letter and a parental choice letter to the home of the parents/guardians. They are contacted by telephone and email until the form is returned. If the child speaks one of the languages where there is a dual language or transitional bilingual program, the ESL teacher ensures the parents understand their rights to transfer their child to another school. We explain that only ESL is offered at Wagner. We have several faculty members who translate into Spanish when these meetings take place. We also may use NYCDOE translation and interpretation services for languages other than Spanish. So far we have not had any parents request a transfer to another school. They have all chosen ESL. Parents survey forms and program selection forms are collected, and stored by the ESL teacher in a secure file cabinet.

In reviewing the past three years of parent requests, a large majority of parents are requesting

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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										1	1	1	1	4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	21

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				2			21		8		23
Total	0	0	0	2	0	0	21	0	8		23

Number of ELLs in a TBE program who are in alternate placement: 8

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										7	4	4	3	18
Chinese											2			2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	10	6	4	3	23								

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?

1. For a large majority of their program, instruction is delivered to ELL students in heterogenous groupings with their non-ELL peers by grade level. Additionally, they receive ELL services through pull-out model for one period a day. 9th and 10th grade ELLs and a separate class of 11th and 12th grade ELL students are in a class focused on language support four days a week for 51 minutes (for a total of 204 minutes). The Intermediate ELLs see the ESL teacher on a pull-out basis for an additional period in the afternoon in order that they will be serviced the full 360 minutes. Our ESL teacher is only programmed to service our ELL students, therefore we have a large amount of programmatic flexibility.

2. We have one ESL instructor who is solely dedicated to providing our 25 ELL students with adequate support and mandated minutes in ESL instruction. Therefore, we have a great amount of programmatic flexibility.

3. We provide rigorous academic instruction in all content areas, according to New York State standards. In ELA classes, ELL students prepare and give oral reports. They also listen to other students' reports and give and receive feedback. Students take notes during mini-lessons as they develop listening and writing skills. Students listen to their peers' comments and questions and continue or expand on the discussion threads. Students regularly work in cooperative groups, taking a range of roles to develop a variety of competencies. They keep journals to increase the volume and clarity of their writing. Students use a variety of writing styles appropriate for different audiences, purposes and settings. Students read in a variety of genres. They focus on understanding main ideas and supporting arguments, literary style, characterization, setting, theme and use of metaphors and similes. They draw inferences from texts and predict outcomes. Students are taught through visual means, with the assistance of overhead projectors, word walls, computer-generated presentations, semantic maps and visual organizers. They use computers and print resources to broaden their knowledge base and prepare research and other kinds of papers. In addition, for students here from four to six years or more, teachers explain the use of idiomatic language and encourage idiomatic usage, metaphors and similes in students' writing.

In science classes, language is meaningful and purposeful, focusing on concept definition and usage. Students learn science and the experimental method through hands-on laboratory experiments and subsequent write-ups. They prepare summaries each week of science-related articles they find in media from outside the classroom. Students work in groups and give oral presentations on specific topics throughout the year. The ELLs are listening, speaking, reading and writing academic scientific vocabulary. If we had students here less than three years, approximations of the language would be accepted. ELLs are supported by our ESL teacher during their freshman science classes.

In fine art classes, the teacher models while students listen and view the project at hand. Through their artistic output, students demonstrate their understanding of the elements of art. Every student produces work for display throughout the building, including shows they install in our art gallery. Students talk about their work when asked. They are graded on effort and completion and not on the relative quality of their artistic productions. Students write about their work as well.

The ELL students are given rigorous instruction in mathematics, geared to New York State standards and passing the Regents examinations. They learn algebra, geometry, algebra 2 and trigonometry. The teacher explains the mathematical concepts by simplifying

A. Programming and Scheduling Information

the language where appropriate. Students use graphing calculators and the Geometer’s Sketchpad. They also use the Smart Board as part of our visual and interactive approach to instruction. Students work in groups regularly and use language in a meaningful and purposeful way.

In social studies classes, teachers use maps, charts, graphics, graphics, bold-faced text, pre-reading questions and similar strategies. Students develop knowledge and concept formation through the four modalities (listening, speaking, reading and writing). They make connections from prior knowledge to new topics. They participate in class discussions, debates and oral presentations to improve their speaking and listening skills. All ELLs do research papers, through which they expand their competencies with print and digital materials, choosing a topic, taking notes, writing outlines, completing drafts, editing, and making public presentations both in print and orally.

4. All instruction is in English. Whenever necessary, newcomers are paired with students having the same native language.

5. We currently enroll zero (0) students who qualify as SIFE or newcomers. Our plan for ELLs receiving services four to six years: We analyze the results of the NYSESLAT to see the student’s strengths and weaknesses. We concentrate instruction in the ESL classroom on the areas of weakness. We align ELL instruction for these students with New York State ELA standards. Our subject area teachers use ESL methodologies in their classes. In addition, teachers meet regularly in grade groups to discuss the needs and teaching strategies for each identified ELL. We identify and serve students who can benefit from extended classes and/or mandated tutoring.

Our plan for long term ELLs: We analyze NYSESLAT results to identify strengths and weaknesses. In addition, we use ARIS to examine grades by subject area and Regents exam scores. The student’s advisor meets weekly with other teachers who have these students and they share best practices for each student. If the teachers conclude that the student’s issue may not be second language acquisition, we consult with the parent/guardian in requesting an evaluation to see if the child has a learning disability. These children also may receive extended day instruction and mandated tutoring in identified subject areas.

6. Our plan for ELLs identified as having special needs: All teachers receive a copy of the student’s Individualized Educational Plan (IEP), and instruction is geared to meet the goals of the IEP. The ESL, special education and content area teachers, along with the mandated counselor when indicated, meet to evaluate the progress of the student and implement educational strategies that are best suited for each student.

7. Every ELL has an advisory teacher who is the faculty member who develops an ongoing guidance and academic support program for her advisees. The advisor meets weekly with advisees and three times a month with the students’ teachers. The students develop goals and plans for their time in school and beyond. Students in grades nine and ten meet daily after the last period to make sure they know and understand the homework assignments in each of their classes.

For ELLs in all subject areas we have before- or after-school tutoring. During tutoring, ELLs receive individualized attention. In addition, ELLs are programmed into Regents review or credit recovery classes in science, social studies or mathematics. Tenth grade ELLs may be programmed into study labs, where they receive additional assistance in each of their subjects. They also may receive additional ELA instruction in a small class setting taught by the ESL teacher. Summer school is available for those students who do not pass classes during the regular school year.

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:

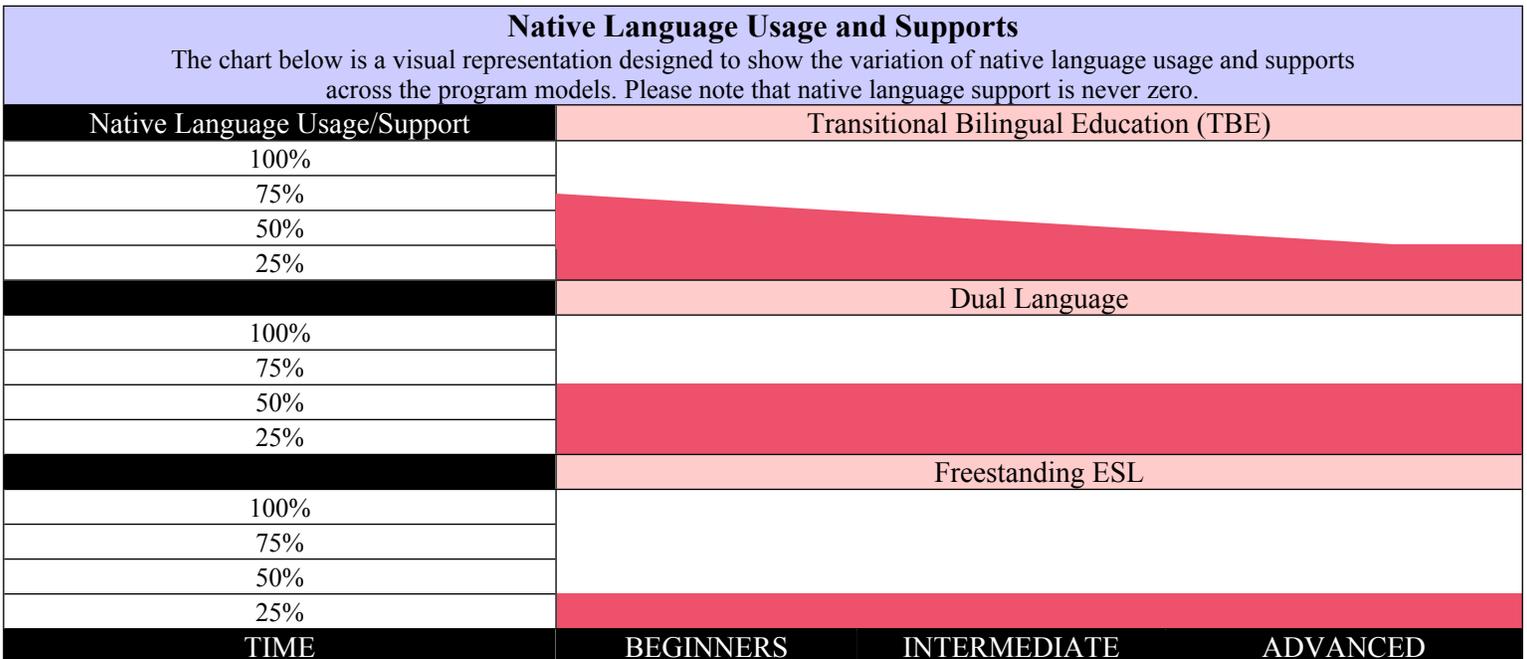
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	Spanish Literature		

Social Studies:	None
Math:	None
Science:	None

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



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?

8. All instruction is in English. Whenever necessary, newcomers would be paired with students having the same native language. All subject area teachers would use total physical response, realia, hands-on learning and modeling. Teachers would create an environment that accepts limited responses in English. We would allow wait time for students to hear, understand and formulate their responses. Students would be able to respond in single words, then phrases and then complete sentences. Teachers would expand on the student's response so the students would hear a more language-rich answer. Students would receive positive feedback for their efforts. Teachers would talk slowly, reduce the use of idioms and provide simplified vocabulary whenever possible.

9. Students who achieve proficiency on the NYSESLAT are granted time-and-a-half on all exams for a period of two years. The ESL teacher confers with the subject area teachers around each student's academic progress. If need be, the ESL teacher continues to work with the student.

10. We will continue working towards scheduling ELLs in grades 9 and 10 into the same subject area class and have the ESL teacher push into those classes.

11. We would only discontinue services for students who pass the NYSESLAT in 2011 and require no further assistance, according to their teachers and their grades.

12. All school programs are open to ESL students. They participate in after-school clubs (gardening, art, music, chess, Harry Potter, gay-straight alliance, foreign film, radio). The school supports fourteen boys' and girls' PSAL teams that have ELL participants: golf, tennis, basketball, wrestling, volleyball, and softball. All ELLs participate in trips to cultural institutions in New York City throughout the year. There are several out-of-town trips annually that are open to every student in a specific grade. One of the trips is to colleges outside New York City.

13. Native Language Support for ELL students is facilitated through the use of bilingual dictionaries.

14. See above

15. All services are grade-specific, age and developmentally appropriate.

16. All incoming ninth grade students are invited to an orientation program in the spring. These incoming ninth graders, accompanied by their parents, meet their ninth grade teachers and are introduced to the courses of study. They are given an ELA assignment for the summer, which is used by their ELA teacher at the beginning of the school year. Throughout the ninth grade, all students receive academic support in a Seminar class that meets three times a week. This course has been shown to increase students' course passing rate and facilitate the students' transition to the demands of New York State curricula.

17. There are no language electives offered to ELLs.

C. Schools with Dual Language Programs

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

N/A

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.

1. Norma Sax, the ESL/Literacy teacher, has gone to a professional development day for each of the last three years. This past summer, Norma took part in a four day workshop on Advance Level QTELL training. These are curriculum rich occasions that are sponsored specifically for secondary ESL teachers. When we were part of a region or district, there were more opportunities for professional development.

2. N/A

3. All the teachers, administrators, and speech teachers who work with ELLs at Wagner receive professional development in second language acquisition and ESL methodology. This professional development is delivered in a three-part series of 2.5 hour workshops (for a total of 7.5 hours). They learn about the four stages of language acquisition and what the student is capable of doing at each stage. The teachers learn the difference between basic interpersonal communicative skills (BICS) and cognitive academic proficiency (CALP). They learn effective strategies to teach ELLs in the content areas. This professional development is received by school leaders (included principal and assistant principal), all subject area teachers, all paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator.

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?

1. Parents of all ELLs are invited to participate in all parent activities. All materials distributed to parents are translated into Spanish. We have concerts, plays, trips, dinners, award ceremonies, moving up ceremonies and graduation. They are invited to speak with their children's teachers and any time. They are invited join the Parents' Association. They can be elected to membership on the School Leadership Team. Translation is provided at all meetings that are open to parents, including but not limited to: parent teacher conferences, School Leadership Team and Parent Association meetings.

2/3. Through the Parents Association, we administered a survey to elicit parents' needs and desires. As a result, we are offering parents the opportunity to attend parent workshops regarding how they can help their children in schools. We are partnering with our sister school, International at LaGuardia to support us in providing workshops for parents of ELL students.

4. We have an open door policy. Parents may speak with their children's advisory teacher, the parent coordinator, or the principal at any time. Translators are available and provided for our Spanish-speaking parents when they meet with school personnel. All letters that are sent home to our parents, can also be sent in a translated format in a variety of languages.

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)														0
Intermediate(I)										6	3	3		12
Advanced (A)										4	3	1	3	11
Total	0	0	0	0	0	0	0	0	0	10	6	4	3	23

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra	14		9	
Geometry	8		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	7		0	
US History and Government	4		1	
Foreign Language				
Other <u>Spanish</u>	2		2	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. At the beginning of the year, we assessed all of our ELL students using the Performance Series Reading exam in order to gain their grade level reading ability, as well as an analysis of how they students read in different genres. The results of this data show us that our ELL students are struggling to achieve grade-level literacy skills. This information was analyzed by our ESL teachers and shared with our Whole Child Task Force, which is formulating a plan to share the information with grade teams so that instructional supports can be implemented.

2. Seven of our students achieved proficiency in the spring NYSESLAT. The others scored at the intermediate, advanced, or proficient level. Currently, we have 23 ELLs. All scored at the advanced or proficient levels in speaking and listening. Twelve students scored at the intermediate level in reading and writing and twelve at the advanced level.

3. The support these students are receiving is focused on strategies to improve reading and writing in English Language Arts, social studies, and science classes. Our hope is that we can move our ELL students more strategically towards higher comprehension in literacy, and therefore accomplish a higher level of academic performance.

4. An analysis of the high school students' Regents exam results reveals a gap in achievement between them and former ELLs and native language speakers. This discrepancy underscores the necessity of providing continued support to ELLs throughout their high school years.

5. N/A

6. At the end of the year, we will examine results of our ELL students and determine if changes to this year's ESL program garnished improved results for our ELL students in the following areas: credit accumulation, Regents Exam passing rates, and year-end results of the Performance Series Reading Exams.

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.

N/A

Part VI: LAP Assurances

School Name: <u>Robert F Wagner Jr SS Arts & T</u>		School DBN: <u>24Q560</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Seifullah	Principal		12/19/11
Peggy-Ann Jayne	Assistant Principal		12/19/11
Linda Langford	Parent Coordinator		12/19/11
Norma Sax	ESL Teacher		12/19/11
Maria Galignano	Parent		12/19/11
Dave Riesenfeld	Teacher/Subject Area		12/19/11
Brian Carey	Teacher/Subject Area		12/19/11
	Coach		
	Coach		

School Name: Robert F Wagner Jr SS Arts & T

School DBN: 24Q560

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis Fayad	Guidance Counselor		12/19/11
Cyndi Kerr	Network Leader		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q560 **School Name:** Robert F Wagner Jr Secondary School

Cluster: 01 **Network:** CFN 106

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.

We regularly collect information, through ATS and through our own informal survey methods, to assess which home languages are students speak.

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.

In our school, we have staff that have translation abilities in the following languages: Spanish, Arabic, Bangladeshi, and Chinese. Along with English, these four languages cover approximately 91% of our student body home language.

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.

In our school, we have staff that have translation abilities in the following languages: Spanish, Arabic, Bangladeshi, and Chinese. Along with English, these four languages cover approximately 91% of our student body home language. Other languages that we are unable to translate are translated through translation software programs, which are available for free online. All notifications of community events (such as Parent Teacher Conferences, Parent Association Meetings, or communication celebrations) are delivered via mail at least 10 days prior to the event. All materials sent home are published in both English and Spanish, which accounts for nearly 80% of our entire student population.

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.

Spanish translation services are also provided at all Parent Association meetings. We have head sets, which visitors can wear, and through which they can hear a simultaneous broadcast of the meeting in Spanish. This service is provided by our own school staff. During parent teacher conferences, our teachers are advised to use the central translation service call-in which is provided by the Department of Education.

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>.

The "Bill of Parent Rights and Responsibilities" is mailed to parents/guardians in their home language. The school has posted signs in conspicuous locations that indicate the availability of interpretations services.