



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: SUSAN E. WAGNER HIGH SCHOOL**

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

**PRINCIPAL: GARY M. GIORDANO**

**EMAIL: GGIORDA@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: AIMEE HOROWITZ**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
GARY M. GIORDANO	*Principal or Designee	
PETER NACIONALES	*UFT Chapter Leader or Designee	
DONNA BELLMIER	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
KADIATU CONTEH JOSEPH PAGNOTTA ABDUL ZAHID	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LINDA BUNNICELLI	Member/CSA ADMINISTRATION	
CHET CUTICK	Member/UFT TEACHER	
ADAMKULAK	Member/ UFT TEACHER	
JENNIFER D’ALESSIO	Member/ UFT TEACHER	
TRACI MALSON	Member/PARENT	
JEANNE MCMANUS	Member/PARENT	
ERIN O’CONNELL	Member/PARENT	
MIGUEL RODRIGUEZ	Member/PARENT	
MIA AMENDOLAGINE	Member/PARENT	

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

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

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

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

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

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 28, 2013, the number of Students With Disabilities (SWD) scoring 65% or higher will increase by 5% in order to meet standards on high school Regents examinations in English Language Arts from 63.6% to 66.8% and in Mathematics from 61.4% to 64.5%.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing student performance on the 2012 Regents, it is shown that students have made Annual Yearly Progress with the exception of Students With Disabilities for ELA and Mathematics. Based upon our review we have determined there is a significant need to focus our instructional support on our SWD population in ELA.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**The faculty at Susan E. Wagner High School will implement the following strategies to help achieve this goal:**

### **ELA**

- Integrate ICTS classes for 9, 10, 11 grade and senior elective classes
- Focus on engaging students using technology and differentiated instruction in lessons and accountable talk
- Extended Day School provides students the opportunity to make up credits while preparing them for Regents examinations using differentiated and targeted instruction.
- Implement Regents review reduced size classes
- Insure all teacher made exams/projects support Regents tasks.
- Improve integration of technology by increasing the number of Smart Boards in classrooms as well as in-depth utilization of available Smart Board technology.
- Expand the use of Achieve 3000 to include all students with disabilities, ELL and at-risk general education students.
- Regents preparation in daily lessons.
- Provide Regents preparation immediately prior to Regents' exams.

- Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master.
- Post Regents tutoring schedule and strategies on school website
- Outreach via AYP Team (Guidance Department)

### **Mathematics**

- Continue to provide practice Regents and workbooks in all classes
- Increase use of technology in all Regents classes including graphing calculators
- Place permanent Smart Boards in math classrooms
- Continue to offer staff development workshops to provide training in effective Regents techniques
- Showcase student work that reflects standards and Regents skills
- Integrated co-teaching services (ICTS) classes in math
- Extended Day School provides students the opportunity to make up credits while preparing them for Regents examinations using differentiated and targeted instruction
- Circular 6 math tutoring is provided during all lunch periods.
- Offer Regents tutoring

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Outreach via AYP/Lowest Third Guidance Family Workers

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

Annual parent breakfast of all students in each Learning Center.

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

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

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

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

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

- NYSTL Software funding for Achieve 3000 – School Messenger
- NYSTL Hardware funding for Smart Board improvement
- C4E funding for Tutoring - Extended Day School
- OASAS Substance Abuse funding for Sapis Counselor

**Service and program coordination**

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

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

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

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

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

By June 28, 2013 Susan E. Wagner High School will improve upon 2013 Senior cohort college/career readiness status as it relates to the English Language Regents examination and the Mathematics Regents examination by 5%.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of the ATS/RCOS report has show that 72.0% of students in the 2013 Cohort earned a grade of 75 or better on the ELA Regents, and 28.5% of students in the 2013 Cohort earned a grade of 80 or better on the Mathematics Regents. Based on our review, we are going to focus on improving college readiness.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**The faculty at Susan E. Wagner High School will implement the following strategies to help achieve this goal:**

#### English

- Integrate ICTS classes for 9, 10, 11 grade and senior elective classes.
- Focus on engaging students in lessons via accountable talk, collaborative learning activities, posing higher level questions, seat/desk configuration and interactive technology related activities. .
- Insure all teacher made exams/projects support Regents tasks.
- Improve integration of technology by increasing the number of SmartBoards in classrooms as well as in-depth utilization of available SmartBoard technology.
- Expand the use of Achieve 3000 to include all students with disabilities, ELL and at-risk general education students.
- Regents preparation in daily lessons.
- Provide Regents preparation prior to Regents' exams.
- Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master.
- Program students for Extended Day school when necessary.

- Implement Regents review reduced size classes.
- Post Regents tutoring schedule and strategies on school website
- Outreach via AYP Team (Guidance Department)

### Mathematics

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

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

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

Annual parent breakfast for all students in each Learning Center.

Distribution of the Parent Handbook.

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

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

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

NYSTL software and hardware funding for Achieve 3000

**Service and program coordination**

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

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

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

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

## ANNUAL GOAL #3 AND ACTION PLAN

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

By June 2013, the faculty of Susan E. Wagner will develop shared understanding of instructional excellence utilizing Danielson's "A Framework for Teaching" to deepen student understanding through the use of questioning.

#### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

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

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**The faculty at Susan E. Wagner High School will implement the following strategies to help achieve this goal:**

- Wagner High School's School Based Option provides teachers with the opportunity to collaborate every Monday afternoon. This collaboration addresses the instructional expectations included in Danielson's Framework. It also organizes teachers into Inquiry Teams based on the areas that they have identified as concerns/challenges. Finally, this collaboration enables teachers to attend professional development workshops that they have identified in their own professional goals that were established in June 2012.
- Teachers, as well as paraprofessionals, will identify their own individualized professional development improvement plans. This includes listing their goals, strategies/activities, resources and evaluation. In essence, what actions they will take to achieve their goals, what resources will they utilize, and how will they know that they have accomplished their goals. They will also identify professional development workshops that they are interested in attending to support their effort to achieve their goals.
- Teachers will conduct a self-assessment in September, January and June DOE determined professional development days. This will enable them to measure their own improvement.
- These efforts will increase overall students and lowest third students earning 10+ credits as follows: For overall 2%/3% for the first year, 1%/3% for the second year and 3%/5% for the third year.

- Additional professional development and collaborative opportunities are offered during DOE determined days which includes September 4, and 5, November 6, January 28 and June 6. The Wagner High School Principal’s Institute offers After School Professional Development Workshop Series for all teachers, however, is strongly encouraged for untentured teachers as well as those new to Susan E. Wagner High School. This is offered September 12,19, October 3, 10, 17, and 24.
- Utilizing ARIS teachers self-assess their own effectiveness and comfort level based on the components of Danielson’s “A Framework for Teaching.”
- Principal and Assistant Principals School will set up and follow a schedule for teacher observation and feedback as it relates to this research based rubric. These observations include formal, informal and walk-through.

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- All teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.
- Parents will have the opportunity to communicate with school staff and administration through our website, which has the capability to provide translations in more than 30 different languages.
- Saturday morning parent breakfasts for the parents of all students in our specialized learning centers.
- Distribution of the Parent Handbook.
- Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.
- The school messenger system will be used regularly to inform parents of upcoming events, student services, attendance and disciplinary issues.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Executive Leadership Institute Training

## ANNUAL GOAL #4 AND ACTION PLAN

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

**Annual Goal #4** Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

### **Comprehensive needs assessment**

In alignment with NYC Instructional Expectations for 2012-2013, schools will align instruction across content subjects: ELA, Mathematics, Science, Social Studies and the Arts. All teachers in these subjects will implement Common Core aligned units of study: 2 in Math, 2 in ELA, 2 in Social Studies, 2 in the Arts and 2 in Science.

### **Instructional strategies/activities**

- Teachers in the subject areas noted above will participate in monthly CCLS meetings during the school wide professional learning communities meetings.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- The CCLS teacher leaders will earn per session for curriculum planning and task design

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

- Add a link to Wagner website with the Common Core Learning Standards
- Provide parent access to Common Core Learning Standards library via [www.schools.nyc.gov](http://www.schools.nyc.gov) or [www.engageny.org](http://www.engageny.org) .
- Post Common Core assignments and task via Skedula. This will provide a clear overview of the CCLS requirements to all parents.
- Distribution of the Parent Handbook.
- Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.
- The school messenger system will be used regularly to inform parents of upcoming events, student services, attendance and disciplinary issues.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

Common Core monthly meeting on Mondays

Network CCLS Teams – Wagner ISS Teacher Team attends monthly Network training

ELI – PD on CCLS from ELI in September

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

Develop students' and staff's ability to prevent and address disciplinary problems and promote a positive school culture conducive to academic achievement.

### **Comprehensive needs assessment**

- DOE / School Wide Discipline Code will be presented in all physical education health classes at the beginning of the fall and spring terms.
- Anti-bullying presentations will be made in physical education classes followed by a school wide rally on November 19, 2012.
- School leaders emphasize and reinforce relevant rules and procedures throughout school year.
- Relocate Transportation and Student ID offices to student cafeteria.
- Staff development reinforcing DOE and school wide discipline code adhering to Ladder of Referral and progressive discipline.
- The annual Wagner High School International Festival is held each January. The mission of this activity is to celebrate the diversity of our school and unite our student body based on the principle of mutual respect.
- Continue to proactively utilize the Student Affairs Mediation Center
- Assign an additional dean to work with special needs students
- Continue to utilize Council for Unity to promote an environment predicated on mutual respect and initiate projects that unify the student body

### **Instructional strategies/activities**

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

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

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

Distribution of the Parent Handbook.

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

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

**Strategies to increase parental involvement**

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

Anti-bullying presentations - Mondays through Physical Education

Council for Unity - Tuesdays 3:00 – 6:36 P.M.

Coordination of all student services through Student Government office located in cafeteria

Student Affairs Mediation Center

Two ISS deans for additional support for Student with Disabilities

**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"> <li>• Achieve 3000 – Computer Based Literacy Program used for At-Risk Students</li> <li>• Small Group and One-to-One Tutoring</li> <li>• Regents Tutoring</li> <li>• Peer Tutoring</li> <li>• Read Aloud</li> <li>• Writing Process</li> <li>• Regents Preparation</li> <li>• Daily Writing</li> <li>• Learning Style Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve – twice per week – specific classes during day</li> <li>• Small Group and One-to-One tutoring - provided during the day and after school</li> <li>• Regents Tutoring – small group during the days, after school and on weekend by teachers</li> <li>• Peer Tutoring - small group and one-to-one</li> <li>• Read Aloud - used on ninth grade at-risk classes</li> <li>• Writing Process - used in whole and small groups with English classes by teachers</li> <li>• Regents Preparation - used in every English class in whole and small groups</li> <li>• Daily Writing - conducted in all English classes</li> <li>• Learning Styles Survey - administered to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000 – provided to specific at-risk students during the day</li> <li>• Small Group Tutoring – provided during the school day and after school</li> <li>• Regents Tutoring – small group during the day, after school and on weekend by teachers</li> <li>• Peer Tutoring – available during all lunch period</li> <li>• Read Aloud – used during the school day in freshmen English R classes</li> <li>• Writing Process - used during the day in English writing lessons</li> <li>• Regents Preparation – used during the day in English classes and after school in tutoring</li> <li>• Daily Writing – provided in every English class during the day</li> </ul>

		in English classes	<ul style="list-style-type: none"> <li>• Learning Style Survey – provided during the school day.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Regents Prep org</li> <li>• Barrons Review Book</li> <li>• NYS Regents Exam Coach</li> <li>• Topical Review Book</li> <li>• Math Jeopardy</li> <li>• Math Bingo</li> <li>• Flashback Friday</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are available through Circular Six assignments during the school day</li> <li>• Arista students are available during all lunch periods</li> <li>• Additional three hour sessions occur after school and on weekends.</li> <li>• A math teacher is available after school in the library ever day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Regents Prep Org</li> <li>• Brain Pop</li> <li>• Regents Specific Tutoring 1:1</li> <li>• Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - small group</li> <li>• Teacher directed small group</li> <li>• Tutoring with teacher small group</li> <li>• Teacher delivery - small group</li> <li>• Peer one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• During school day</li> <li>• During school day</li> <li>• After school</li> <li>• Arista tutoring most periods during school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Test Taking Strategies</li> <li>• Organizational Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one, tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before school – period 1 all term</li> <li>• During school – Circular 5 all periods of the day</li> <li>• Arista tutoring most periods</li> <li>• After School – 2 days per week Special Ed and General Ed</li> <li>• After school - Regents Intensive 2 days before for</li> </ul>

			3 hours
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Suicide Prevention</li> <li>• Bereavement Counseling</li> <li>• Diploma Requirements</li> <li>• College and Career Counseling</li> <li>• Substance Abuse Prevention</li> <li>• Respect for All</li> <li>• Attendance Initiatives</li> <li>• Students in Temporary Housing</li> <li>• “Why Try?” ”Overcoming Obstacles”</li> <li>• Monthly PPT Meetings</li> <li>• Monthly Attendance Meetings</li> <li>• Guidance and crisis counseling services</li> <li>• Assist students in learning how to deal with various personal issues including school, friends, family, current events, etc.</li> <li>• College and Career interviews and on-line applications</li> <li>• Utilization of various CBO’s</li> <li>• Specific school psychologist caseload</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• One-to-one / groups (small)</li> <li>• Assemblies</li> <li>• Website (on-line applications)</li> <li>• Home visits</li> <li>• Student mentoring</li> <li>• Daily parent conferences/outreach</li> <li>• Parental presentations / workshops</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Evening presentations</li> <li>• After school</li> <li>• Weekends</li> </ul>

	<p>for identified targeted at-risk students as well as referrals from Pupil Personnel Team</p> <ul style="list-style-type: none"> <li>• School psychologists will offer clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social and neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services</li> <li>• Specific social worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals</li> </ul>		
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	<ul style="list-style-type: none"><li>• Social workers will provide counseling services to at-risk students especially students in the targeted subgroups.</li><li>• Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress</li></ul>		
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### 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.

The administration meets with each teacher who does not meet Highly Qualified status and works with them toward dual certification in special education.

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

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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**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:

- 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 1<sup>st</sup> 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**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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 will 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 <b>Christopher Groll/Karen Ditoll</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>460</b>
School Name <b>Susan E. Wagner High School</b>			

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

Principal <b>Gary M. Giordano</b>	Assistant Principal <b>Michael Ambrosino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>John DePonte</b>	Guidance Counselor <b>Eusebio Martinez</b>
Teacher/Subject Area <b>Daria Dempsey-Corzani/Italian</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Amparo Caruso/Spanish</b>	Parent Coordinator <b>Debbi Rabinowitz</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>William Bonner</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>14</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3249</b>	Total Number of ELLs	<b>127</b>	ELLs as share of total student population (%)	<b>3.91%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### 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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										8	8	8	8	32
<b>Push-In</b>														0

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

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

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

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

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

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

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

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0	0	0	0	0
Other										5	7	3	3	18
<b>TOTAL</b>	<b>0</b>	<b>53</b>	<b>35</b>	<b>24</b>	<b>15</b>	<b>127</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

ESL Global History 1-4

## A. Programming and Scheduling Information

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

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

An example of a Beginner ELL program is as follows:

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

An example of an Intermediate ELL program is as follows:

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

An example of an Advanced ELL program is as follows:

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

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

Novellas - Of Mice and Men  
Old Man and the Sea

## A. Programming and Scheduling Information

Plays - Inherit the Wind  
A Raisin in the Sun  
Short Stories - The Necklace  
The Lottery  
The Pearl  
Novels - Flowers for Algernon

Academic and Literary textbooks are used to scaffold learning and supplement content area learning by incorporating them into ESL classes. The following are among the texts used:

Understanding Global History  
Understanding U.S. History  
Globe Biology  
Visions  
Multicultural Workshop  
Grammar in Context  
Weaving it all Together  
NYSESLAT Review texts  
ELA Regents Review texts

Computer programs like Empower 3000 are also being used to assess literacy levels for ELL students on a weekly basis. Native language support is also provided for Spanish-speaking students through this program and literacy levels are being carefully monitored to assess success of Empower 3000. This program is geared to improve literacy levels so that ELL's can progress and acquire greater levels of English proficiency.

Because each level of ESL contains students from all four grades (9-12), all subjects and texts are differentiated across all three levels of ESL (Beginner, Intermediate, Advanced).

Content area ESL classes are heterogeneous in nature. That is, students of different levels of English proficiency take the class together. This is done because students are placed in the class based on their grade level. For example, students in Global History 1 will typically be freshmen in high school. The Global History 1 ESL class will consist of these freshmen, and they will represent each level of English proficiency (Beginner, Intermediate, and Advanced). This is not always the case, but the vast majority of ELLs will experience classes this way. Instruction is aided with strategies like a "buddy system", where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as bilingual dictionaries and glossaries, and bilingual library and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to stay after classes and attend tutoring.

All content area classes, like the English classes, are conducted strictly in English. Aids like Smartboards and reference tables, etc., are also delivered in English. Students are encouraged to seek native language help and teachers are provided with websites and other translation services to assist students who do not have native language "buddies" or who are in danger of falling behind. New strategies have also been put into place by the ESL teachers. These include, but are not limited to, incorporating content area material into ESL instruction and using content areas to facilitate the learning of English. The ESL teachers use grade-level material and scaffold it with content area material for additional support. This allows the students to be exposed to content area material in more than one class, with more than one teacher. The exposure and delivery of this material in different contexts is considered vital for content acquisition, and Susan E. Wagner High School will be looking at student performance closely to determine the success of these strategies.

SIFE students are identified at Susan E. Wagner High School and are handled according to their specific needs. Mr. Martinez and Mr. DePonte have received training on administering assessments to determine SIFE students and the school will work hand in hand with them to deliver appropriate services for them.

Like SIFE students, newcomers and long-term ELLs have access to after-school and Saturday programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ESL room and students are broken up into groups based on their areas of

## A. Programming and Scheduling Information

weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. The Saturday Academy, while primarily for the parents of ELLs and the surrounding community, invites current ELLs to come in and supplement their learning. Students have the opportunity to assist Mr. DePonte by "teaching" parents who are having difficulties, thereby reinforcing what they have learned throughout their time in ESL class.

Students with disabilities have been given extra attention this year because of regulations that mandate the delivery of ESL minutes to them in the same manner as those ELL without IEPs. In an effort to promote the Least Restrictive Environment (LRE) for students with disabilities, ESL classes are held with both IEP and non-IEP ELLs in them. Susan E. Wagner High Schools is serving all students with disabilities with the minutes that are mandated for them, and the ESL teachers are using strategies for NYSESLAT improvement. This year, for example, the Intermediate ELLs are scheduled for two back-to-back classes. In one class, students are separated into groups to focus on NYSESLAT skills; this is one very important area for ELL proficiency and success. For the second period, all students are brought back together and taught as a unit to improve on overall academic English proficiency. Success with this programming and teaching model will be assessed at year's end, specifically with students with disabilities.

### 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	Spanish			
Social Studies:				
Math:				
Science:				

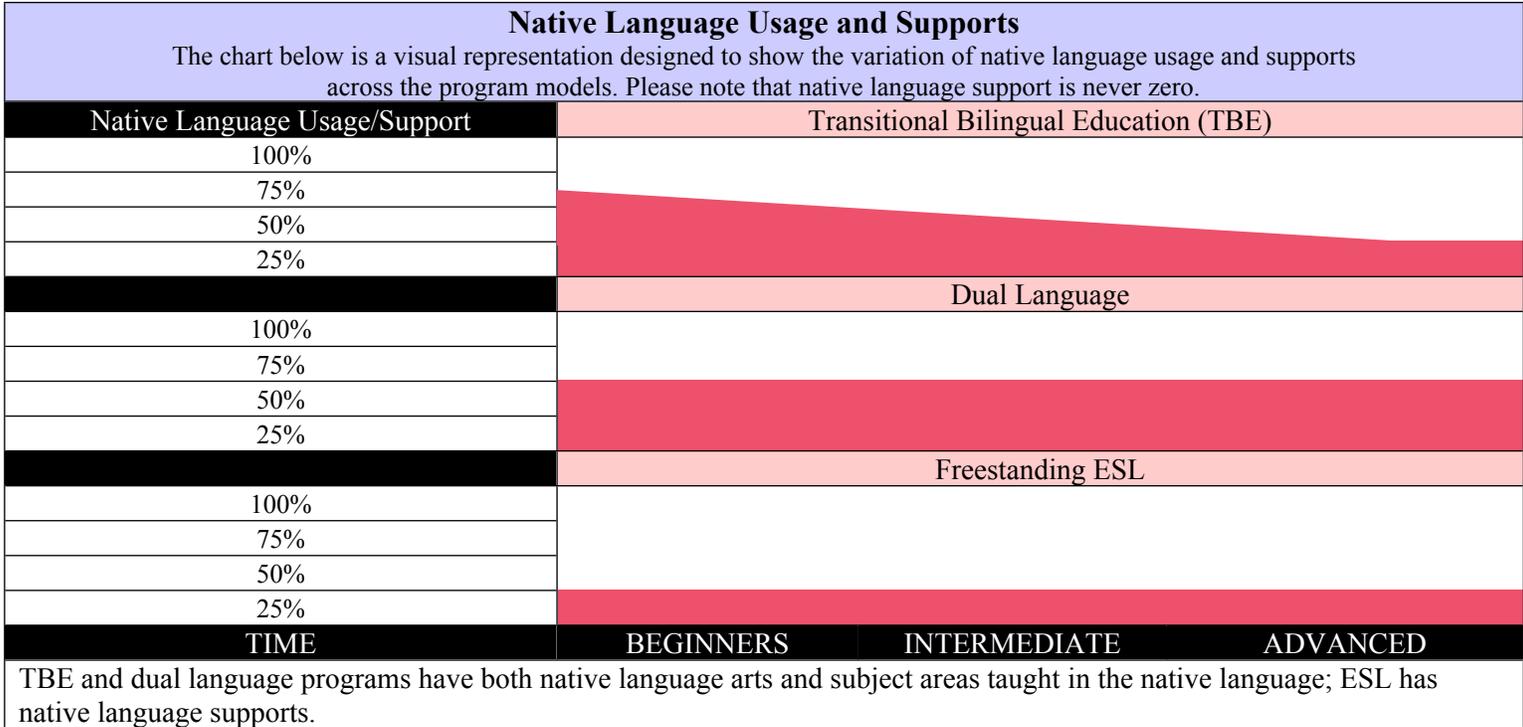
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



## 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?

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

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

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

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

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

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

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

2011

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

2012

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

## E. Parental Involvement

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

Susan E. Wagner High School conducts ESL classes for parents and the community at-large on Saturday mornings. Budget cuts have affected the length of the classes, but parents still meet from 9am-11am every week. ELL students are encouraged to come with their family members as well for additional support. The thought behind this program is one of receiving by giving; when students come with their parents, they can now serve as the teachers. Students enjoy being able to teach their parents what they have learned in class and it reinforces their knowledge and English acquisition. Furthermore, the incentive of bringing people from outside of the school into their environment gives the students a more drive to succeed; they want to show that they are learning! This program enjoys great success, and Susan E. Wagner High School is pleased to provide this necessary service to the students, parents and their community. Through this program, Susan E. Wagner High School is working to address both parental and community needs. This program shares a similar curriculum to that of the students, in scope. Parents are given homework assignments that they can work on with their children, and can bring into the class the next week to gauge learning. The teacher for the program is John DePonte, who also teaches most of the ELLs at Susan E. Wagner High School. Advertisemnets for the program were distributed in the classroom, and a phone master message was sent to every student in the school. Information is also available on the school website, [www.wagnerhigh.net](http://www.wagnerhigh.net).

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										20	5	3	0	28
Intermediate(I)										15	15	11	5	46
Advanced (A)										14	13	7	4	38
Total	0	0	0	0	0	0	0	0	0	49	33	21	9	112

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12		6	
Integrated Algebra	20		12	
Geometry	4		3	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	1		0	
Earth Science	3		1	
Living Environment	16		6	
Physics				
Global History and Geography	15		7	
US History and Government	8		5	
Foreign Language	3		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

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

Students at Susan E. Wagner High School perform much better with the Listening/Speaking portions of the NYSESLAT and educational support will be geared towards strengthening students' Reading/Writing skills. Although students improve grades over time and with exposure, it seems that Listening/Speaking skills are increasing at a faster rate. John DePonte and Madeline Lombardi teach students with all four skill sets in mind, and reinforce skill learning and strengthening on a daily basis. Assessments like Empower 3000 allow Mr. DePonte and Mrs. Lombardi the opportunity to evaluate students on their literacy skills throughout the school year.

Susan E. Wagner High School realizes the significance of the NYSESLAT scores and has programs in place to address student needs. For students in need of Reading and Writing help, the aforementioned after-school classes are geared toward NYSESLAT and ELA Regents exams. There are specific examples and old exam questions used to familiarize students with actual exam materials. Periodic assessments are used for ELL students in the same manner that they used for non-ELL students. Results are distributed and teachers are made aware of what each student needs to strengthen and they teach students accordingly.

Regents exams allow us to assess the ELL students' performance on native language exams. Though there are only five languages available for Regents exams (Spanish, Chinese, Korean, Russian, Haitian-Creole), and because ELLs are not assessed throughout the year in their native language with exams, the sample size is not as large as we would hope. However, it has been seen that ELL students not only score just as well on English versions of the exams, but that they prefer to take the exams in English and not their native language. While some ELL students still use the native language versions of exams, bilingual glossaries, and other mandated accommodations at their disposal, the overwhelming majority of exams are submitted in English, with English answers. The ELL students state that learning the material in English makes the exam more comfortable to take when it is in English.

Our ELLs are constantly evaluated during class time, using assessments such as Empower 3000, as well as class exams, projects, and presentations. The NYSESLAT exam is the standard assessment for evaluating an ELL's English proficiency, but our ELLs are closely monitored throughout the year to determine proper placement and need for additional services.

### **Additional Information**

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

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

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

Lenoura Abdulai - Albanian

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

Ivelisse Sanabria - Spanish  
Ed Naseem - Urdu

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Susan E. Wagner High School	DBN: 31R460
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

The Title III plan will also bring Achieve 3000 and other software to our ELL population for support. The software is being used to assess reading levels for ELLs and will provide students with reading level-specific passages for comprehension and improvement. This method of strengthening reading will be used after school during supplemental courses, and the software is accessible 24 hours a day for ELL students.

To help ELL students prepare for the English Regents examinations, we will be ordering instructional materials to support ELL students after school. The Getting Ready for the English Regents Essays series from Attanasio & Associates will be used to help ELL students strengthen their abilities to perform for the reading and writing components of the English Regents examination. Students will spend time reading from the provided texts and producing written pieces to illustrate comprehension.

BrainPOP is software that will also be used to assist ELL students outside of the classroom. Susan E. Wagner High School believes technology is one of the best ways to reach and teach ELL students. BrainPOP ESL will assist ELL students in the areas in need of reinforcement and the visually stimulating content will keep students engaged in the material.

Guidance for ELL students involved in the program will be provided by the ELL Guidance Counselor. He will pull students out from the after-school course when necessary to discuss current progress in learning and to explain the scope and sequence of their academics. Parents will be contacted for all students and invited to have conferences with ELL students to discuss progress and support that parents can provide for their children at home. Parents will be invited to meet with the Guidance Counselor during after-school classes and during open Saturday courses to provide guidance on student concerns. Conferences will also be conducted for ELL parents to discuss the methodologies being used to assist students in their ESL learning. Parents will be provided an orientation on Achieve3000 and other supports in order to facilitate learning at home. Achieve3000 also has a parental component, which will be covered during orientations.

The rationale for this approach is to target problem areas individually at a time where students are away

### Part B: Direct Instruction Supplemental Program Information

from their typical line of study. Day classes address the needs of students, but the emphasis is on the overall skill set of ELLs and assignments are given in the context of a class; classwork, homework, and exams are based on class materials and review what is being taught. The after school classes focus the attention on more social and professional areas of growth and prepare the students by targeting specific areas of weakness (mostly reading and/or writing) and improving them in efforts to build skills appropriate to be succeed.

English Language Learners of all levels are encouraged to attend these courses, and are placed in groups according to their area of weakness. All classes will emphasize strengthening English modalities where students exhibit weaknesses.

Funding only allows the class to run once a week from 3:00pm-5:00pm. Budget cuts led to the decrease of hours for the program, but we are hopeful that success of the program can lead to Susan E. Wagner High School offering the program twice weekly from 3pm-5pm to allow for further scaffolding and differentiated instruction.

The program is taught by one fully certified ESL teacher, Paola Gambino, and the class is taught entirely in English. Students are allowed to use bilingual glossaries for assistance, but all work is expected to be completed in English.

### 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: Professional development for the ESL teacher will be provided by the English and Foreign Language departments at Susan E. Wagner High School. The ESL Guidance Counselor will work continuously with the ESL teacher to inform her of the present status of each ELL, pertaining to English proficiency and academic standing. The Title III AMAO report will be used to facilitate the teaching involved in the classroom. Groups will be made within the classroom based on data on the Title III AMAO report. The Foreign Language department will provide additional native language support, as applicable, for students who need further assistance. Training for the ESL teacher using Achieve3000 will be conducted through various workshops and an orientation to be held in January, 2013.

Professional development is ongoing, and weekly meetings will be conducted for the teacher to obtain relevant materials for the course. Guidance materials will be retrieved from professional development within the Guidance department at the school and through meetings with ESL content teachers. Weekly meetings are from 2:15pm-3pm on Monday afternoons, and the ELL Guidance Counselor meets with the Foreign Language department from 2:15pm-3pm on Friday afternoons.

The ELL Guidance Counselor is Eusebio Martinez and the Assistant Principal of Foreign Languages is Michael Ambrosino.

### 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: Once a month, on a Saturday, parents will be invited to the school to "review" what the ELL students have learned in the course. This will occur through ESL lessons for the parents. The program will be opened to all parents within Susan E. Wagner High School and the surrounding community. The course will run from 9am-12pm.

As previously discussed, parents will be contacted and invited to have conferences with ELL students to discuss progress and support that parents can provide for their children at home. Parents will be invited to meet with the Guidance Counselor during after-school classes and during open Saturday courses to provide guidance on student concerns. Conferences will also be conducted for ELL parents to discuss the methodologies being used to assist students in their ESL learning. Parents will be provided an orientation on Achieve3000 and other supports in order to facilitate learning at home. Achieve3000 also has a parental component, which will be covered during orientations.

The topics covered in these courses will be identical to those learned by the ELL students; all courses will be taught by Paola Gambino, certified ESL teacher. Guidance will be provided by Eusebio Martinez, ELL Guidance Counselor.

Parent notification will be sent through mail and email (if applicable). Information for the courses will be presented on the school website, and phone calls will be made to parents of ELL students already in the program through the Guidance office. All notifications will be translated for parent comprehension and phone correspondence will be interpreted in the parent's home language.

### Part E: Budget

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

Allocation Amount: \$14100

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)	\$3148.50	- Teacher per session for ESL lessons (After School & Saturday - 75 hours)
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$3148.50	- Teacher per session for direct ESL instruction to address NYSESLAT modailty improvement goals and

**Part E: Budget**

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

Allocation Amount: \$14100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$4513.00	Regents exam review (75 hours)  - Guidance Counselor/LAB-BESIS Coordinator per session for parent outreach, additional ELL student guidance during courses, parent meetings during courses to address student progress and needs, Saturday parent workshops for ELL support and Achieve3000/other software orientations (100 hours)
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1999.00	Getting Ready for the English Regents Essays (Class Set - 35 student booklets, 1 Teacher's Manual, and 35 each of 3 literature pieces)
Educational Software (Object Code 199)	\$1170.72  \$115.00	Achieve 3000 Reading Comprehension Software  BrainPOP ESL software (classroom access version)
Travel		
Other		
<b>TOTAL</b>	\$14094.72	