



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** ROBERT F. WAGNER MIDDLE SCHOOL

**DBN (i.e. 01M001):** 02M167

**Principal:** JENNIFER REHN LOSQUADRO

**Principal Email:** JREHN@SCHOOLS.NYC.GOV

**Superintendent:** MARIANO GUZMAN

**Network Leader:** REX BOBBISH

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

| Name           | Position and Constituent Group Represented   | Signature |
|----------------|--|-----------|
| Kaye Kerr      | *Principal or Designee   |           |
| Wade Brozik    | *UFT Chapter Leader or Designee  |           |
| Amanda Wolf    | *PA/PTA President or Designated Co-President   |           |
|                | DC 37 Representative, if applicable  |           |
|                | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                | CBO Representative, if applicable  |           |
| Lisa Stefanick | Member/ Assistant Principal  |           |
| Camille Adoma  | Member/ Teacher  |           |
| Robin Dansky   | Member/ Teacher  |           |
| Michael Norman | Member/ Parent   |           |
| David Roth     | Member/ Parent   |           |
| Wendy Cohen    | Member/ Parent   |           |
| Beth Miller    | Member/ Parent   |           |
|                | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

|  |  |
|--|--|
| Indicate using an "X" in the box to the left of each section that the section has been completed |  |
| <b>X</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>X</b>   | ▪ Comprehensive Needs Assessment   |
|  | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
|  | ▪ Budget & Resource Alignment section (indicating all funding sources)                           |
| <b>X</b>   | <b>Academic Intervention Services (AIS)</b>  |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>X</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

As a whole school, we will continue to focus on engaging all students in rigorous learning experiences by consistently implementing effective questioning and discussion techniques as evidenced by teacher unit plans and lesson plans and 75% of staff rated Effective in Danielson's Competencies 3B: Using Questioning and Discussion Techniques and 3C: Engaging Students in Learning.

### 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.

As a school, based on a thorough review of teacher practice, citywide instructional expectations, and quality review feedback, we have determined that a school-wide improvement of Competency 3C: Engaging All Students in Learning and Competency 3b: "Questioning and Discussion Techniques" would yield the most immediate growth in student achievement. This is a continuation of our goal from school year 2012-2013 around developing and embedding quality questions and discussion in lesson and unit plans. After review of our progress on this goal, we determined that further development and support of classroom implementation of questioning and discussion was needed to improve engagement of students in learning.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. All staff sets SMART goals outlining their desired professional growth in Danielson Domain 3B: Using Questioning and Discussion Techniques
2. Administration provides staff with feedback on goals during initial planning meeting and final planning meeting. Goals will be revisited during feedback sessions from mini observations and formals.
3. Tuesday morning differentiated study groups led by lead teachers and grade team leaders.
4. New teachers provided additional support in development of competency 3B and 3C through weekly mentoring and participation in the Network New Teacher Learning Pod
5. Frequent observations of teachers to provide feedback on questioning and discussion techniques.

#### B. Key personnel and other resources used to implement each strategy/activity

Strategy 1: All staff and administrators through initial planning conferences and staff meetings  
Strategy 2: Administration through classroom observations and feedback grounded in Danielson Framework  
Strategy 3: Lead teachers and grade team leaders in collaboration with administration and outside consultants  
Strategy 4: Lead teachers and Bridges for Learning Network  
Strategy 5: Administration through classroom observation and feedback grounded in Danielson Framework

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy 1: 100% completion of professional goals by October 11, 2013.  
Strategy 2: Feedback provided on draft goals through initial planning conferences by October 7<sup>th</sup>, 2013. Whole staff meeting by February 2014, to reflect and revise goals based on mid year data. End of year planning conference by June 2014 to reflect goals and next steps.  
Strategy 3: By February 2014, 50 % of teachers will be effective in Danielson 3B and 3C. By June 2014, 75% of teachers will be effective in Danielson 3B and 3C.  
Strategy 4: All new teachers will engage in weekly mentoring meetings and have the opportunity to attend New Teacher Institute as evidenced by weekly mentoring logs and attendance. These logs will be reviewed Monthly by department supervisors.  
Strategy 5: By January 2014, all teachers will have at least two observations with accompanying specific, actionable next steps.

**D. Timeline for implementation and completion including start and end dates**

Strategy 1: 100% completion of professional goals by October 11, 2013.  
Strategy 2: Feedback provided on draft goals through initial planning conferences by October 7<sup>th</sup>, 2013. Whole staff meeting by February 2014, to reflect and revise goals based on midyear data. End of year planning conference by June 2014 to reflect goals and next steps.  
Strategy 3: By February 2014, 50 % of teachers will be effective in Danielson 3B and 3C. By June 2014, 75% of teachers will be effective in Danielson 3B and 3C.  
Strategy 4: All new teachers will engage in weekly mentoring meetings and have the opportunity to attend New Teacher Institute as evidenced by weekly mentoring logs and attendance. These logs will be reviewed Monthly by department supervisors.  
Strategy 5: By January 2014, all teachers will have at least two observations with accompanying specific, actionable next steps.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Whole staff meetings: Staff will reflect on progress towards school and professional goals through a variety of protocols.  
Monthly Department Meetings: Staff will develop strategies for rigorous instruction grounded in 3C.  
Weekly Department Meetings: Staff will revise unit plans and develop lesson plans in accordance with school goals, citywide instructional expectations and common core state standards.  
Tuesday morning professional development: Staff will develop common understanding of Rigor, instructional strategies for teaching with rigor, and multiple entry points.

**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).

*All of our communications, including all materials pertaining to student curriculum and student progress, to families are translated. Wagner families have access to two systems: Wagner Website and Pupilpath. The Wagner Website provides students, families, and staff with a Wagner specific email address to facilitate communications. Families receive weekly emails from Wagner indicating upcoming events and important family information. In addition, every teacher has a webpage that is updated weekly to include, but not limited to, assignments, projects, resources, videos, and curricular information about the class. Pupilpath provides students and families with access to an on-line grade book which is updated weekly. Wagner also has many structures in place to increase parent involvement including: an active Parents’ Association, parent and family workshops, Curriculum Night, and Content-Based Family Nights. Families are also invited on curriculum based field trips.*

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

As a whole school, in order to meet the needs of all learners including Students with Disabilities and English Language Learners, we will develop targeted, data based supports for the lowest or highest 1/3 as evidenced by teacher unit and lesson plans and 75% of the staff rated effective in Danielson competencies 1e and 1b.

**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.

*As a school, based on review of teacher practice, student data, and quality review feedback, we determined that we need to support students at both ends of the performance spectrum through unit and lesson embedded supports as well as small group instruction. Although this work is happening in our classrooms with special education students, it was determined that most students were receiving whole group instruction targeted to the “average” student in the class for the majority of their day. We also reviewed our school year 2012-2013 goal around embedding supports in unit plans and we found that this work is not routine across departments and classrooms.*

## ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

1. All staff sets SMART goals outlining their desired professional growth in improving student achievement of the lowest or highest  $\frac{1}{3}$  in each class. Administration provides staff with feedback on goals during initial planning meeting and final planning meeting. Goals will be revisited during feedback sessions from mini observations and formals.
2. September professional development to access ARIS, select focus students, and create ARIS group to support with small group and individual supports.
3. September professional development review lesson plans and data systems to describe and track small group and individual supports for lowest/highest  $\frac{1}{3}$ .
4. Department heads will meet with lead teachers and grade team leaders regularly to support teacher planning to include supports for lowest/highest  $\frac{1}{3}$ .
5. Mentors work with new teachers on selecting developmentally realistic instructional supports for students in new teacher's classrooms.
6. Special Ed grade team leaders and service providers will attend PPT, support with strategies in CPT, facilitate professional development on Tuesday mornings, and dedicate 1 period per week to model strategies that will assist teachers in meeting the needs of all learners including Students with Disabilities and English Language Learners.
7. Teachers will spend one Tuesday am per month reviewing student work and developing plans to support lowest and highest  $\frac{1}{3}$  in departments or houses.
8. Math teachers will attend curriculum professional development in CMP to deepen content knowledge needed to support students at all levels of performance.
9. Science department will study Urban Advantage Writing Supports to develop consistent department strategies for lowest/highest  $\frac{1}{3}$ .
10. ELA teachers will develop a consistent method for meeting with small groups and/or individuals based on reading levels and tracking data to show growth for lowest/highest  $\frac{1}{3}$ .
11. All departments will revise/develop unit plans that include specific instructional supports and learning goals to target their lowest/highest  $\frac{1}{3}$ .

### **B. Key personnel and other resources used to implement each strategy/activity**

1. Strategy 1: All staff and administration
2. Strategy 2: All staff and administration
3. Strategy 3: All staff and administration
4. Strategy 4: Administration, lead teachers and grade team leaders
5. Strategy 5: Lead teachers and grade team leaders
6. Strategy 6: Special Ed Grade Team Leaders and General Education Teachers
7. Strategy 7: Staff with support of Lead Teachers, grade team leaders, and administration
8. Strategy 8: Mathematics teachers, Network Instructional Coaches, Lead Teachers
9. Strategy 9: Science Teachers, Urban Advantage consultants, and Science lead teacher
10. Strategy 10: ELA Teachers, Lead teacher, Grade Team Leaders, and Administration
11. Strategy 11: All staff, lead teachers, grade team leaders, administration, and outside consultants

### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 100% of staff will have SMART goals submitted by Friday, October 11, 2013. Feedback provided on draft goals through initial planning conferences by October 7<sup>th</sup>, 2013. Whole staff meeting by February 2014, to reflect and revise goals based on midyear data. End of year planning conference by June 2014 to reflect goals and next steps
2. By September 18, 2013 the Administrative team will provide professional development on creating groups in ARIS to support with small group and individual supports during instruction.
3. Administrative team will conduct frequent observations. Each teacher will have at least two observations completed by January 2014.
4. By February 2014 at least 50% of teachers will be effective in Danielson Domain 1, Planning and Preparation. By June 2014 at least 75% of teachers will be effective in Danielson competencies 1e and 1b.

5. Department supervisors will meet with grade team leaders and Lead Teachers on a weekly basis to monitor progress of unit plan revision/ creation. By June 2014 unit plans in each content area will be completely revised/ developed to reflect specific instructional supports and learning goals to target the lowest/ highest 1/3.

**D. Timeline for implementation and completion including start and end dates**

- 100% of staff will have SMART goals submitted by Friday, October 11, 2013. Feedback provided on draft goals through initial planning conferences by October 7<sup>th</sup>, 2013. Whole staff meeting by February 2014, to reflect and revise goals based on midyear data. End of year planning conference by June 2014 to reflect goals and next steps
- By September 18, 2013 the Administrative team will provide professional development on creating groups in ARIS to support with small group and individual supports during instruction.
- Administrative team will conduct frequent observations. Each teacher will have at least two observations completed by January 2014.
- By February 2014 at least 50% of teachers will be effective in Danielson competencies 1e and 1b. By June 2014 at least 75% of teachers will be effective in Danielson competencies 1e and 1b.
- Department supervisors will meet with grade team leaders and Lead Teachers on a weekly basis to monitor progress of unit plan revision/ creation. By June 2014 unit plans in each content area will be completely revised/ developed to reflect specific instructional supports and learning goals to target the lowest/ highest 1/3.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Whole staff meetings: Staff will reflect on progress towards school and professional goals through a variety of protocols.  
 Monthly Department Meetings: Staff will develop strategies for planning rigorous instruction grounded in 3C.  
 Weekly Department Meetings: Staff will revise unit plans and develop lesson plans in accordance with school goals, citywide instructional expectations and common core state standards.  
 Tuesday morning professional development: Staff will develop common understanding of Rigor, instructional strategies for teaching with rigor, and multiple entry points.

**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).

*All of our communications, including all materials pertaining to student curriculum and student progress, to families are translated. Wagner families have access to two systems: Wagner Website and Pupilpath. The Wagner Website provides students, families, and staff with a Wagner specific email address to facilitate communications. Families receive weekly emails from Wagner indicating upcoming events and important family information. In addition, every teacher has a webpage that is updated weekly to include, but not limited to, assignments, projects, resources, videos, and curricular information about the class. Pupilpath provides students and families with access to an on-line grade book which is updated weekly. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family workshops, Curriculum Night, and Content-Based Family Nights. Families are also invited on curriculum based field trips.*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will develop school level and classroom level systems for collecting and analyzing student data and work to provide specific, actionable, data based feedback for students and align resources, revise curriculum and provide professional development for teachers.

**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.

*As a school, based on review of teacher practice, student data, and quality review feedback, we determined that an internal system for tracking school level data was not in place. Additionally, we determined that while teachers provide regular feedback, this feedback was not specific and actionable for students. For school year, 2013-2014, every teacher will develop a feedback system using criteria set forth in their departments and begin to explore quality feedback. In school year, 2014-2015, every teacher will engage in providing specific, actionable, data based feedback utilizing the system developed in school year 2013-2014. The choice to divide this work across two school years was determined based on current staff knowledge and experience with feedback systems, as well as the additional initiatives happening in the school. Given the size of our staff, we have found it effective to pilot potential whole school shifts in smaller learning pods to develop practices through inquiry rather than mandate.*

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Administrative team will develop systems and protocols for reviewing whole school data utilizing baseline MOSL assessments, as well as state test score item analysis
2. Administrative team will develop a protocol for analyzing data and creating actionable steps to align resources, revise curriculum and provide professional development.
3. Instructional leaders will determine components and examples of an effective feedback system.
4. Instructional leaders will implement professional development on effective components of feedback system.
5. Teachers will design and implement feedback systems.
6. Instructional leaders will determine components of effective actionable feedback.
7. In departments, teachers will look at student work and determine effective actionable feedback at the student level.
8. Teachers will review feedback systems to make revisions for final review in June 2014.

**B. Key personnel and other resources used to implement each strategy/activity**

- Strategy 1: Administrative Team
- Strategy 2: Administrative Team
- Strategy 3: Administrative Team with Lead teachers and Grade team leaders
- Strategy 4: Administrative Team with Lead teachers and Grade team leaders
- Strategy 5: Teachers with Lead Teacher and Administrative Support
- Strategy 6: Administrative Team with Lead teachers and Grade team leaders
- Strategy 7 : Teachers with Lead Teacher and Administrative Support
- Strategy 8 : Teachers with Lead Teacher and Administrative Support

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Strategy 1: Administrative Team will develop the systems and protocols by January 2014 and share findings with staff.
- Strategy 2: Administrative Team will develop protocol for aligning resources by January 2014 and share findings with staff.
- Strategy 3: Administrative Team with Lead teachers and Grade team leaders will determine components of effective feedback system by February 2014.
- Strategy 4: Administrative Team with Lead teachers and Grade team leaders will share components of effective feedback system by February 2014.
- Strategy 5: Teachers with Lead Teacher and Administrative Support will reflect on current feedback systems and determine next steps by March 2014. By June 2014, teachers will share elements of new feedback system that align to the school components.
- Strategy 6: Administrative Team with Lead teachers and Grade team leaders determine qualities of effective, actionable feedback for students by March 2014.
- Strategy 7 : Teachers with Lead Teacher and Administrative Support will begin to provide effective, actionable feedback by March 2014.
- Strategy 8 : Teachers with Lead Teacher and Administrative Support will update feedback systems by March 2014 and receive department support to share final feedback system by June 2014.

**D. Timeline for implementation and completion including start and end dates**

Strategy 1: Administrative Team will develop the systems and protocols by January 2014 and share findings with staff.  
 Strategy 2: Administrative Team will develop protocol for aligning resources by January 2014 and share findings with staff.  
 Strategy 3: Administrative Team with Lead teachers and Grade team leaders will determine components of effective feedback system by February 2014.  
 Strategy 4: Administrative Team with Lead teachers and Grade team leaders will share components of effective feedback system by February 2014.  
 Strategy 5: Teachers with Lead Teacher and Administrative Support will reflect on current feedback systems and determine next steps by March 2014. By June 2014, teachers will share elements of new feedback system that align to the school components.  
 Strategy 6: Administrative Team with Lead teachers and Grade team leaders determine qualities of effective, actionable feedback for students by March 2014.  
 Strategy 7 : Teachers with Lead Teacher and Administrative Support will begin to provide effective, actionable feedback by March 2014.  
 Strategy 8 : Teachers with Lead Teacher and Administrative Support will update feedback systems by March 2014 and receive department support to share final feedback system by June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Whole staff meetings: Staff will reflect on progress towards school and professional goals through a variety of protocols.  
 Monthly Department Meetings: Staff will develop strategies for rigorous instruction grounded in 3C.  
 Weekly Department Meetings: Staff will revise unit plans and develop lesson plans in accordance with school goals, citywide instructional expectations and common core state standards.  
 Tuesday morning professional development: Staff will develop common understanding of Rigor, instructional strategies for teaching with rigor, and multiple entry points.

**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).

*All of our communications, including all materials pertaining to student curriculum and student progress, to families are translated. Wagner families have access to two systems: Wagner Website and Pupilpath. The Wagner Website provides students, families, and staff with a Wagner specific email address to facilitate communications. Families receive weekly emails from Wagner indicating upcoming events and important family information. In addition, every teacher has a webpage that is updated weekly to include, but not limited to, assignments, projects, resources, videos, and curricular information about the class. Pupilpath provides students and families with access to an on-line grade book which is updated weekly. Wagner also has many structures in place to increase parent involvement including: an active Parents' Association, parent and family workshops, Curriculum Night, and Content-Based Family Nights. Families are also invited on curriculum based field trips.*

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

|   |
|---|
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>                                    |
| 1.  |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>                |
| 1.  |
| <b>D. Timeline for implementation and completion including start and end dates</b>                                      |
| 1.  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b> |
| 1.  |

**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).

**Budget and Resource Alignment**  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| Tax Levy   | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. |          |           |           |           |        |

**Goal and Action Plan #5**

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**  
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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.

**Instructional Strategies/Activities**  
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

|   |
|---|
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |
| 1.  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>                                    |
| 1.  |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>                |
| 1.  |
| <b>D. Timeline for implementation and completion including start and end dates</b>                                      |
| 1.  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b> |
| 1.  |

**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).

**Budget and Resource Alignment**  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|  | Tax Levy |  | Title IA |  | Title IIA |  | Title III |  | Set Aside |  | Grants |
|--|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|
|--|----------|--|----------|--|-----------|--|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

|  |
|--|
|  |
|--|

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>   | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>  | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>  |
|---|---|---|---|
| <b>ELA</b>  | <ul style="list-style-type: none"> <li>• Morning enrichment</li> <li>• SETTS</li> <li>• Learning conferences</li> <li>• Homework help</li> <li>• ICT</li> <li>• After-school ESL program</li> <li>• Saturday Academy</li> </ul> | <ul style="list-style-type: none"> <li>• Small group, tutoring</li> <li>• Small group, one-to-one, co-teaching</li> <li>• Small group, one-to-one</li> <li>• Small group, tutoring</li> <li>• Co-teaching, dynamic grouping</li> <li>• Small group, co-teaching</li> <li>Small group, tutoring</li> </ul> | <ul style="list-style-type: none"> <li>• Before school</li> <li>• During the school day</li> <li>• During the school day</li> <li>• After school</li> <li>• During the school day</li> <li>• After school</li> <li>Saturdays</li> </ul> |
| <b>Mathematics</b>  | <ul style="list-style-type: none"> <li>• Morning enrichment</li> <li>• SETTS</li> <li>• Learning conferences</li> <li>• Homework help</li> <li>• ICT</li> <li>• Saturday Academy</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Small group, tutoring</li> <li>• Small group, one-to-one, co-teaching</li> <li>• Small group, one-to-one</li> <li>• Small group, tutoring</li> <li>• Co-teaching, dynamic grouping</li> <li>Small group, tutoring</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Before school</li> <li>• During the school day</li> <li>• During the school day</li> <li>• After school</li> <li>• During the school day</li> <li>Saturdays</li> </ul>                         |
| <b>Science</b>  | <ul style="list-style-type: none"> <li>• SETTS</li> <li>• Learning conferences</li> <li>• Homework help</li> <li>• ICT</li> <li>• After school at risk science support</li> </ul>   | <ul style="list-style-type: none"> <li>• Small group, tutoring</li> <li>• Small group, one-to-one, co-teaching</li> <li>• Small group, one-to-one</li> <li>Co-teaching, dynamic grouping</li> </ul>   | <ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• After school</li> <li>During the school day</li> </ul>   |
| <b>Social Studies</b>   | <ul style="list-style-type: none"> <li>• SETTS</li> <li>• Learning conferences</li> <li>• Homework help</li> <li>• ICT</li> <li>• After school at risk social studies support</li> </ul>  | <ul style="list-style-type: none"> <li>• Small group, tutoring</li> <li>• Small group, one-to-one, co-teaching</li> <li>• Small group, one-to-one</li> <li>Co-teaching, dynamic grouping</li> </ul>   | <ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• After school</li> <li>During the school day</li> </ul>   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>• Mandated counseling</li> <li>• Need-based counseling</li> <li>• Attendance outreach</li> <li>• Homework help</li> </ul>  | <ul style="list-style-type: none"> <li>• Small group, one-to-one</li> <li>• One-to-one</li> <li>• One-to-one</li> <li>• Small group</li> </ul>  | <ul style="list-style-type: none"> <li>• During the school day</li> </ul>  |

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"><li>• Study skills groups</li></ul> Behavioral support / monitoring | <ul style="list-style-type: none"><li>• Small group</li></ul> Individual | <ul style="list-style-type: none"><li>• During the school day</li><li>• During the school day</li></ul> During the school day |
|--|---|--|---|

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |   |                      |
|--|----------------------------------|---|----------------------|
| Indicate with an "X" your school's Title I Status. |                                  |   |                      |
|  | <b>School Wide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>X Non-Title I</b> |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

- 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**  
**MAY 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 trimester during which the individual child's achievement will be discussed as well as how this Compact is related;
- conducting curriculum night during the first few weeks of school to allow families to understand our curriculum and meet staff members.
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available)
- 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;
- providing weekly announcements through family listserv and Wagner website that is translatable into 12 languages.
- providing access to student class performance through online grade book, Pupilpath.
- providing access to staff, families, and students through Wagner email system
- involving parents in the planning process to review, evaluate and improve the Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in school activities;
- providing access to student class performance through online grade book, Pupilpath.
- providing access to staff, families, and students through Wagner email system
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|   |                          |                          |
|---|--------------------------|--------------------------|
| District <b>2</b>                                 | Borough <b>Manhattan</b> | School Number <b>167</b> |
| School Name <b>Robert F. Wagner Middle School</b> |                          |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |   |
|--|---|
| Principal <b>Jennifer Rehn Losquadro</b>                           | Assistant Principal <b>Courtney Dowd, ESL</b> |
| Coach <b>NA</b>  | Coach <b>NA</b>                               |
| ESL Teacher <b>Elizabeth Nevins</b>                                | Guidance Counselor <b>type here</b>           |
| Teacher/Subject Area <b>Christine Dragone, ELA</b>                 | Parent <b>type here</b>                       |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Eileen Delehanty</b>    |
| Related Service Provider <b>type here</b>                          | Other <b>Kaye Kerr, AP</b>                    |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>Lisa Stefanick, AP</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 currently teaching in the ESL program.           | <b>2</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>0</b> | Number of teachers who hold both content area and ESL certification          | <b>3</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>3</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>1</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |             |                      |           |   |              |
|--|-------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>1342</b> | Total number of ELLs | <b>61</b> | ELLs as share of total student population (%) | <b>4.55%</b> |
|--|-------------|----------------------|-----------|---|--------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 61 | Newcomers (ELLs receiving service 0-3 years) | 40 | ELL Students with Disabilities | 13 |
| SIFE                        | 1  | ELLs receiving service 4-6 years             | 13 | Long-Term (completed 6+ years) | 8  |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|  | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|--|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE  |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language  |     |      |     |     |      |     |     |      |     | 0     |
| ESL  | 40  | 1    | 1   | 13  | 0    | 7   | 8   | 0    | 4   | 61    |
| Total  | 40  | 1    | 1   | 13  | 0    | 7   | 8   | 0    | 4   | 61    |
| Number of ELLs who have an alternate placement paraprofessional: |     |      |     |     |      |     |     |      |     |       |
| 0  |     |      |     |     |      |     |     |      |     |       |

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| Dual Language (ELLs/EPs*)                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
| Number of ELLs by Grade in Each Language Group |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|  | K  |    | 1  |    | 2  |    | 3  |    | 4  |    | 5  |    | 6  |    | 7  |    | 8  |    | TOTAL |    |
|  | EL | EP | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Spanish      |   |   |   |   |   |   | 8  | 7  | 4  |   |    |    |    | 19    |
| Chinese      |   |   |   |   |   |   | 6  | 4  | 4  |   |    |    |    | 14    |
| Russian      |   |   |   |   |   |   | 1  | 2  |    |   |    |    |    | 3     |
| Bengali      |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   | 1  | 3  |    |   |    |    |    | 4     |
| Haitian      |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| French       |   |   |   |   |   |   | 1  | 1  |    |   |    |    |    | 2     |
| Korean       |   |   |   |   |   |   | 1  |    |    |   |    |    |    | 1     |
| Punjabi      |   |   |   |   |   |   |    |    |    |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   | 1  |    |    |   |    |    |    | 1     |
| Albanian     |   |   |   |   |   |   | 1  |    |    |   |    |    |    | 1     |
| Other        |   |   |   |   |   |   | 10 | 3  | 3  |   |    |    |    | 16    |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 20 | 11 | 0 | 0  | 0  | 0  | 61    |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) |   |   |   |   |   |   | 13 | 9 | 4 |   |    |    |    | 26    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |    |    |   |    |    |    |       |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   |   |   |   |   |   |   | 5  | 3  | 3  |   |    |    |    | 11    |
| Advanced (A)  |   |   |   |   |   |   | 12 | 8  | 4  |   |    |    |    | 24    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 20 | 11 | 0 | 0  | 0  | 0  | 61    |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         |         |         |         | 0     |
| 4                     |         |         |         |         | 0     |
| 5                     |         |         |         |         | 0     |
| 6                     | 11      | 3       | 2       |         | 16    |
| 7                     | 8       | 1       |         |         | 9     |
| 8                     | 8       |         |         |         | 8     |
| NYSAA Bilingual (SWD) |         |         |         |         | 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                     |         | 10 |         | 6  |         | 7  |         | 1  | 24    |
| 7                     |         | 5  |         | 6  |         | 1  |         |    | 12    |
| 8                     |         | 4  |         | 2  |         | 2  |         | 1  | 9     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     |         | 3  |         | 10 |         | 8  |         | 6  | 27    |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| Geometry                        |                            |                 |                             |                 |
| Algebra 2/Trigonometry          |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and Geography    |                            |                 |                             |                 |
| US History and Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We currently assess early literacy skills of our ELLs using Fountas and Pinnell running records. This assessment indicates that many of our beginning ELLs are struggling with development of phonics skills in English. Additionally, our ELLs and former ELLs are still not reading at grade level according to our assessments. Although they might be able to decode the words in the texts, as the texts become more complex they are struggling to understand non-context embedded vocabulary that is crucial to understanding. This data will inform our school's instructional program in a few ways. We will have our beginning ELLs attend morning enrichment to receive direct, multisensory phonics instruction. These students will also attend pull out to work on development of these beginning literacy skills. Additionally, we will target vocabulary development among all of our ELLs through push-in services where student are explicitly taught content vocabulary embedded in context. In addition to building vocabulary, ELLs will also be explicitly taught how to determine word meaning to build understanding through differentiated word study.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our 6<sup>th</sup> grade has the highest number of beginners and ELLs in general. As students move up the grades, the number of ELLs is decreasing because of students becoming proficient on the NYSESLAT. It is also noted that the remaining ELLs in 8<sup>th</sup> grade are all scoring level 1s on the ELA state exam, even though the majority are Advanced. Additionally, the smallest population across grades are the intermediate students. Overall, our school has the largest number of students with 0-3 years as ELLs. This indicates that we should be aligning our instructional resources to target this particular population.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

In general our students become advanced or proficient in listening/speaking much more quickly than in reading/writing. For our ELLs, it is crucial that we target reading and writing through ESL services, as well as across content areas. In order to support this work, our ESL teacher, Ms. Nevins attends ELA department meetings, plans collaboratively with teachers, and provides a variety of resources. Ms. Dragone, another ESL teacher, is the Lead ELA teacher and supports all ELA teachers in the building with developing curriculum and strategies to support ELLs in acquisition of reading and writing skills.

4. For each program, answer the following:

- a. 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?

ELLs are demonstrating greater achievement on tests taken in their native language as opposed to English. There is a greater proficiency on the Math State exam than on the ELA state exam. Currently, we are reviewing ELL student performance on local measure assessments in science, social studies, and ELA. On these assessments, there is a major focus on reading and writing to show understanding. The social studies and science assessments are in Native Language. The data is still being evaluated as the assessments will be entered by November 8<sup>th</sup>. Given the vast amount of assessments students are currently asked to take, we are not administering ELL Periodic assessments. We review prior NYSESLAT scores, LAB-R scores, and NYS Tests in conjunction with classroom level benchmark assessments to assess student development in the multiple modalities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Not applicable.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We currently have one SIFE student that has limited language development in their native language. We are working to develop language through access to books in her native language and peers speaking her native language. As we develop the native language, we are hooking the development of English into this through making explicit connections and relationships. For native spanish speakers, students have the opportunity to take Spanish as a foreign language elective at Wagner in the 7<sup>th</sup> and 8<sup>th</sup> grade year. For languages other than Spanish, we provide texts in a variety of languages and we try to group students with other students speaking the same language in their classes. Additionally, many parents choose to continue the development of the native language through classes outside of the school day. Through ARIS and ATS, we provide our staff with an understanding of the second language development. We review this data during departmental meetings and weekly grade level common planning meetings.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL programs by meeting AYP for ELLs, making progress on local measures such as Fountas and Pinnell Running Records, Science Assessments, and Social Studies Assessments. We also review our unit levels assessments and projects to determine how our ELLs are performing in comparison with their peers. Additionally, we evaluate the efficacy of the program by reviewing our NYSESLAT pass rate. Finally, we also review the data for our Former ELLs to determine if students continue to need support in developing language skills although they have passed out of ESL.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
New admit ELLs are enrolled by our pupil personnel secretary. She notifies one of our ESL teachers, Ms. Nevins or Ms. Dragone and/or the ESL Assistant Principal, Ms. Dowd, who meets with families to review and fill out the HLIS. If applicable, students are then LabR assessed and placed into appropriate leveled-groupings according to status within ten days of enrollment. During enrollment families watch the parent choice video in their native language as applicable and complete the program choice form in their native language. Parents are provided with time to ask any questions about the programs. These forms are reviewed and students are placed in the program of choice. The ELPC screen is completed within 10 days of admission for each student.
- 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.  
On the day of enrollment at the school, parents are informed of all three programs of service through watching the parent video. For families that are unable to watch the video on the first day, the families are scheduled to come in to meet at a time that is convenient for them. These meetings are supported by phone translation or staff member translation as required. In addition, Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coinciding with Open House/Curriculum Night as this is our most significant time for enrollment of new ELLs. A similar meeting is scheduled during fall and spring Parent Teacher Conferences. At this time parents meet with the ESL teacher, Ms. Elizabeth Nevins. Parents are shown the DOE informational video that describes English Language Learning program options in their Native Language. Parents are walked through the Parent Survey, as well as other informational materials in their native language. There is a lengthy Question and Answer session to clarify information. Multiple one-on-one meetings are scheduled by parents and/or our ESL teacher to address students/parents who arrive between these larger scheduled meetings. If we have families that have previously chosen TBE/DL and a bilingual program becomes available we would outreach via notice home, phone calls, and a family meeting to make the families aware of the offering dictated by new enrollment patterns through parent choice.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In order to ensure that entitlement letters are distributed, the ESL Assistant Principal, Courtney Dowd reviews the RLER, ELPC, and RLAT to determine eligibility of the students. After this review, entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher, Ms. Nevins. Ms. Nevins also distributes continued entitlement letters to students.

Forms are translated and sent home with students every fall to provide spring NYSESLAT results to those already enrolled and additional communication is done for new students who test into (or test proficient) on the Lab-R. We also rely heavily on the Department of Education's Over-the-Phone-Translation services to allow for personalized conversations. For families that struggle to return these items, we also have these on hand during our fall and spring meetings described above. These records are stored in the student cumulative record and an additional copy is stored in Ms. Nevins student records. In addition, the majority of a school-based communications are translated into our large volume languages and our website translates materials into additional languages. All returned letters, surveys and selection forms are stored in student cumulative records secured in the main office.

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.

Based on parent choice, students are placed in the appropriate instructional program. As listed above, we offer many opportunities for families to understand the program options in their native language. Families are notified in their native language of the students entitlement and services in the entitlement and continued entitlement letters. These letters inform the families of their placement. Ms. Nevins also communicates with families using over the phone translation services as needed to be sure all families are aware of the placement. At this time our families are selecting ESL as the primary program of choice. However, if we were to receive more students selecting bilingual programming, we would open a bilingual class to support these students. All records are stored in the student cumulative record secured in the main office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In preparing to administer the NYSESLAT to all ELLs, the ESL Assistant Principal, Courtney Dowd, regularly review the ATS reports (RLER, RLAT, ELPC) available to us as well as our internal data systems to be sure that all students are being tested with appropriate accommodations as indicated on their IEPs. Additionally, we collaborate to develop a testing schedule that meets the needs of the students and the staff to ensure that students are tested during an ideal window. The four modalities are scheduled for each student. Finally, we test the students during this window and allot plenty of time before the deadline to ensure that all ELLs have been tested.

6. 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.) 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. 

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

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

We use both push-in and pull out services to support our ELLs at Wagner. In 6<sup>th</sup> grade our students are enrolled in a variety of general education classes. 6<sup>th</sup> grade students are serviced primarily through pull out services by proficiency level. The beginners are seen 8 times per week. 4 times in a homogenous group of beginners and 4 times with intermediate and advanced students. Beginners also received additional services during morning enrichment from 8:00-8:50 am on Wednesday and Thursday. 7<sup>th</sup> grade students receive a combination of services including push in services and pull out services. Our ESL provider co-teaches an ELA class for ELLs and Former ELLs in the 7<sup>th</sup> grade for 4 periods. Ms. Nevins also provides pull out services for beginners and intermediate students. The 8<sup>th</sup> grade students receive ESL services from Ms. Dragone and Ms. Nevins. Ms. Dragone provides 4 periods of ESL services to our Advanced 8<sup>th</sup> graders and Ms. Nevins pushes in and/or pulls out the balance of the 8<sup>th</sup> grade students based on proficiency level.

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)?

We have two ESL certified teachers providing ESL services to our students, Ms. Dragone and Ms. Nevins. These teachers are also dually certified in ELA. All of our beginners, intermediates, and advanced students receive the appropriate number of mandated ESL minutes as per CR Part 154. Additionally, we ensure that our Advanced students are receiving a minimum of 180 minutes of ELA instruction by arranging for co-taught ELA classes and ensuring that pull out services do not occur during ELA periods.

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 foster language development and meet the demands of the Common Core Learning Standards.

The content area instruction is delivered to allow multiple points of access to the content through text, visuals, scaffolded supports, and talk: Rather than providing modified content we provide enhanced content. Students are exposed to concepts through multiple modalities. Students are provided with explicit instruction in how to develop an argument to support their idea using text evidence. This protocol is repeated throughout the content areas to provide consistent strategies and repeated practice. Additionally, students are seated heterogeneously during classroom instruction to facilitate discussion using peer models. Throughout our content area classrooms, ELLs are provided with language supports such as sentence starters and the opportunity to have discussion with direct teacher feedback in the moment. In addition to direct collaboration with content area teachers, our ESL teacher, Ms. Nevins, provides support in developing background knowledge through read-alouds, use of multimedia for content explanation and pre-work to prepare for classroom discussions. Students use native language supports such as texts in their native language, connection of content area vocabulary to native language vocabulary, and conversations in native language to prepare to discuss in English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to appropriately evaluate all students in their native language, we ensure that all exams are ordered in students' native language. We also assess all native Spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language where appropriate.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We review the data from the NYSESLAT to determine baselines for performance in the four modalities. As the four modalities are an integral part of the Common Core Standards they are a crucial part of our ESL and Content Area curriculums. In our ESL and content area curriculums, there are planned assessments in the four modalities for each unit. Our ESL providers, Ms. Nevins and Ms. Dragone use a speaking and listening rubric aligned to the Common Core State Standards to assess all classroom talk. Student reading is assessed through Fountas and Pinnell running records and classroom writing development is assessed on pre and post rubric based writing assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Long term ELLs benefit from all teaching practices within ESL. Our Title III program offers all ELLs the opportunity to engage in interdisciplinary work that supports their development of both content knowledge and skills in the four modalities through field trips, non fiction reading, and developing presentations to share their new knowledge with staff and family members. Special Needs ELLs received all benefits of Wagner’s extensive ESL program and teaching as well as their IEP modifications and extensions. This year we have continued the implementation of our push-in co-teaching model in 7<sup>th</sup> and 8<sup>th</sup> grade which allows the ESL teacher to team teach and plan with a content area teacher. Included in these co-taught classes are former ELLs as well. Our former ELLs continue to receive the support of an ESL provider in these co-taught classrooms, as well as, content area planning time with the ESL provider. We continue to see the benefits of not pulling these students out eight times a week, but instead infusing their ESL needed-skills in their already present ELA/Humanities lessons.

7. 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?

Our teachers of ELL-SWDs work closely with the ESL provider as well as all providers to meet both the language acquisition needs and special needs of their students. Our ELL-SWDs receive weekly small group instruction focused on modelling use of academic language to describe understanding of text at their individual reading levels. ELL-SWDs are provided with vocabulary supports, visuals, modelling, and structured graphic organizers to improve written and oral response, as well as understanding of grade level text. ELL-SWDs are also provided with access to content via the use of technology such as iPads. The iPad can be used to enhance access to grade-level text through visuals, read aloud features, word look up features, native language translation, and annotation support. T

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We regularly assess the strengths and weaknesses of our ELL-SWDs to provide them with pull-out and push in services in the least restrictive environment. The majority of our ELL-SWDs are serviced in our ICT classrooms, which is the most appropriate setting at this time. ELL-SWDs are provided with services as per their IEPs. Students are provided with ICT services based on their response to intervention and qualification for special education services through the special education evaluation process. We also provide flexible scheduling in all of our grades to allow students to receive services across the continuum in math and ELA. We also work to include our ELL-SWDs in all ELL programming including Title III.

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

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

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

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

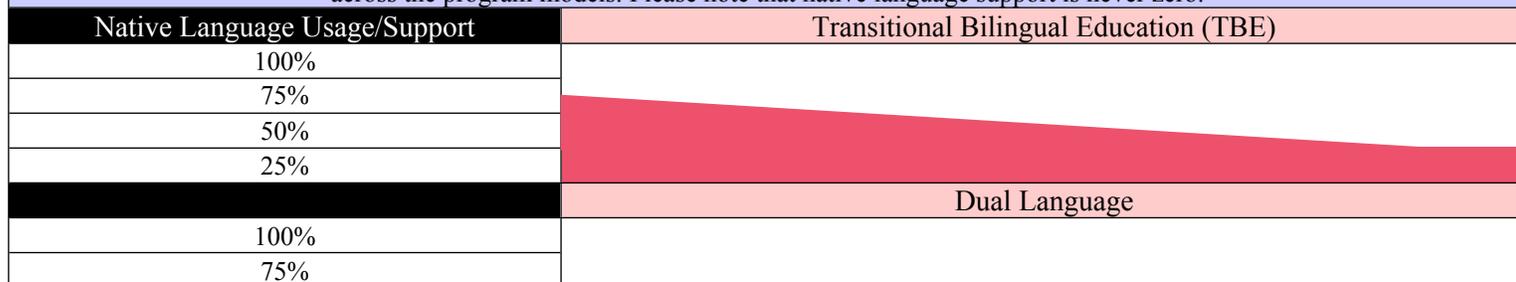
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

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

#### Native Language Usage and Supports

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



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
|  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |                  |                     |                 |

**B. Programming and Scheduling Information--Continued**

9. 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.

Our interventions are provided in Math and ELA through morning enrichment , Saturday Academy, at-risk school day services, and in the classroom supports. During morning enrichment, our ELLs receive small group reading instruction using a multi-sensory phonics program. Additionally, ELLs can receive small group reading and writing intervention through our ELA morning enrichment curriculum that includes additional independent reading time, individual comprehension conferences, writing about reading using text evidence, and daily rubric based teacher feedback about reading and writing. Our ELLs also receive morning enrichment for math which includes use of test preparation materials and a routines bank of skills based problems of focus. Work for morning enrichment is selected based on student assessments. All ELLs are eligible for morning enrichment based on test scores and teacher nomination. In our classrooms, ELLs are targeted for weekly small group instruction in ELA, Math, Science, and Social Studies based on teacher data. Saturday Academy is focused on developing math and literacy skills in alignment with the Common Core State Standards. All ELLs are eligible based on test scores and teacher nomination. Finally, during the school day, ELLs that are evaluated by our pupil personell team are eligible to receive at risk services from a special education service provider, speech provider, counselor, or occupational therapist. These services are currently provided in English, but we are able to get services for students in native languages based on IEP mandates. These may be push-in or pull-out services as part of an intervention plan. All of these intervention services are in addition to the curriculum embedded supports already in place for ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is doing a good jobs of exiting ELLs based on proficiency numbers on the NYSESLAT. Our program is also effective at continuing to provide services to former ELLs. However, we are still working to improve our ability to service all of our ELLs through push-in services in the content areas by fostering genuine collaboration. Currently, this programming is available in ELA classess, but we would like to begin this work in Science and Social Studies where the opportunity to provide access to content is so rich. We would also like to make adjustments to our ESL pull-out curriculum to target newcomers without the worry of missing content area classes. Through staff wide data sharing and collaboration, all staff members are aware that they are teachers of ELLs. We currently use NYSESLAT data, baseline assessment performance, and NYS Exam Scores to determine effectiveness of our program.

11. What new programs or improvements will be considered for the upcoming school year?

We are spending the 2013-2014 school year reviewing our curriculum and schedules to create an ESL class for newcomers for the 2013-2014 school year that is planned into the school-wide schedule so that newcomers do not need to miss critical content to attend ESL and fall further behind. We are working to develop this program as our newcomer population is increasing year after year and is currently our largest population of ELLs. Additionally, we are continuing to develop our push-in curriculum and hope to include co-teaching in the content areas for the 2014-2015 school year based on requests through informal teacher feedback and review of student performance in the content areas.

12. What programs/services for ELLs will be discontinued and why?

None at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students, including ELLs have access to attending our after school programs. Our after school program includes a wide range of athletic, artistic, and academic programs. Some current after school programs are dissection club, math counts, mock trial, and intramural ping pon. Notices for upcoming programs are posted on our website, which is translatable into many languages. Additionally, there are scholarships provided for these programs. ELLs also have access to all of our enrichment programs when qualified, such as honors math and honors science: All ELLs have access to our morning enrichment programs for additional support as needed. Finally, all ELLs are able to take advantage of our band program and all grade level field trips and opportunities. Our title III program provides an after school opportunity to develop skills in the four modelities through an interdisciplinary project. For example, the project for the 2012-2013 year was to research the impact of unhealthy food on our community and develop a Public Service Announcement about the importance of healthy eating using iPad technology. This program also involved staff and families in attending the final celebration and viewing of the PSAs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We utilize smartboards in all classrooms to provide visuals, multi-media representations of content, and models for students

during instruction. We also utilize iPads to provide language based centers and support development of literacy skills for newcomers. Additionally, students are provided with graphic organizers, accountable talk supports, and small group instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All ELLs have equal access to appropriate services, supports, and resources:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Ms. Nevins offers an emerging ELL pull out group where beginning language skills are taught in addition to the skills of being a new student in a new school. For example, Ms. Nevins provided school tours to our new ELLs to help them get acquainted with our school building and important places to know. Additionally, she provided scaffolded supports for learning crucial english at the beginning of the year, such as, May I go to the bathroom?

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

Not Applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Ms. Nevins, our ESL teacher, receives multiple Professional Development Opportunities through the Office of ELLs as well as other professional organizations. Ms. Nevins currently attends Wagner ELA department meetings in order to provide colleagues with support in developing units, tasks, and lessons that provide supports for ELLs. This structure also allows Ms. Nevins to infuse the Common Core Standards into her curricular planning. The hope is that this infusion offered our students a smoother transition between ESL and ELA through common language and common curriculum used.

Ms. Nevins works in close collaboration with the staff to support student transition to Middle School by attending weekly common planning time meetings with staff as needed. She also works directly with students through pull out and push in services to support with reading schedules, understanding how classes change, and developing the language skills to negotiate the social environment of middle school. In addition, the majority of our 6th grade staff is certified K-6 Elementary, thus offering many transitional supports. Sixth graders are most often offered smaller classes, homeroom grouping, "house" grouping, weekly advisory, proactive lessons and assemblies on topics such as organization, homework help, study skills, bullying, library skills, etc.

Ms. Nevins is provided by weekly support from our network ELL consultant, Ms. Pallen. She works on developing ESL curriculum and strategies for supporting newcomers and content access for all ELLs and former ELLs. Ms. Pallen also works weekly with Ms. Dowd to develop long term goals and materials for ELLs and Former ELLs at Wagner.

Secretaries at Wagner have been provided with the opportunity to attend PD for secretaries provided through the office of ELLs. The secretaries also work closely with the Assistant Principal of ELLs, Ms. Dowd to understand record keeping and procedures for enrollment and language access at school. Guidance staff also meets weekly with Ms. Dowd to determine trends for servicing ELLs and families of ELLs at Wagner through supporting transition and language access.

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

To support our staff with the initiative of supporting our ELLs and "former ELLs" (testing Proficient on the NYSESLAT within the last two academic years), with the hopeful result of a rise in ELA scores for this population, a concentrated Professional Development has been designed. With the support of our Network, a consultant will meet with the staff members teaching the largest volume of ELL/former ELL students and offering specific techniques. This consultant will also work with Ms. Nevins and her content area co-teachers to develop planning that best meets the needs of ELLs at Wagner. These techniques will then be turn-keyed at grade level Department Meetings to allow other staff this knowledge as well.

## D. Parental Involvement

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

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

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

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

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

## E. 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.

## Part VI: LAP Assurances

**School Name: Wagner Middle School**

**School DBN: 02m167**

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

| Name (PRINT)            | Title                            | Signature | Date (mm/dd/yy) |
|-------------------------|----------------------------------|-----------|-----------------|
| Jennifer Rehn Losquadro | Principal                        |           | 1/1/01          |
| Courtney Dowd           | Assistant Principal              |           | 1/1/01          |
| Eileen Delehanty        | Parent Coordinator               |           | 1/1/01          |
| Elizabeth Nevins        | ESL Teacher                      |           | 1/1/01          |
|                         | Parent                           |           | 1/1/01          |
| Christine Dragone       | Teacher/Subject Area             |           | 1/1/01          |
|                         | Teacher/Subject Area             |           | 1/1/01          |
|                         | Coach                            |           | 1/1/01          |
|                         | Coach                            |           | 1/1/01          |
|                         | Guidance Counselor               |           | 1/1/01          |
|                         | Network Leader                   |           | 1/1/01          |
| Kaye Kerr               | Other <u>Assitant Principal</u>  |           | 1/1/01          |
| Lisa Stefanick          | Other <u>Assistant Principal</u> |           | 1/1/01          |
|                         | Other                            |           | 1/1/01          |
|                         | Other                            |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN: 02m167 School Name: Robert F. Wagner Middle School**

**Cluster: 1 Network: 101**

**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.

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

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

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

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

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

## Part B: Strategies and Activities

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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.

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

We partner with Big Word to support this work.

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

- High School materials/meetings - oral interpretation through BiLingual (Spanish) Guidance Counselor - Increases parents’ understanding of Wagner’s standards and city/state assessments, and high school process
- Outreach via phone to parents re: attendance, Morning Enrichment, Social, and/or Academic concerns through all staff through DOE Translation and Interpretation system - Increase parent participation in our academic school activities such as Parent Teacher conferences, Common Planning Time meetings, while offering tools to parents to assist with school needs at home. Parents have been very appreciative of

being informed in their native language so they may proactively address their child's needs.

- Oral Interpretation provided at Individual Education Plan meetings - through outside vendor (most often LIS services) to ensure parent/guardian understanding and involvement for Special Education students. In addition, translators will provide ease of communication between families and teachers at arranged meetings.

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:   |
| Total # of ELLs to be served: 40  |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 2  |
| # of certified ESL/Bilingual teachers: 2  |
| # of content area teachers:   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our 6 – 8 grade English Language Learners and Former English Language Learners whom are not proficient on the NYS ELA Exam are invited to meet after school in 105-minute sessions, two times weekly for 18 weeks from December 2012 through May 2013.

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

### INSTRUCTIONAL ACTIVITY #2

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

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

## Part C: Professional Development

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

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

## Part C: Professional Development

- name of provider

Begin description here: PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

### Part C: Professional Development

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

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

**Part D: Parental Engagement Activities**

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

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

Allocation Amount: \$11200

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