



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROBERT F WAGNER JR SEC SCHOOL – ARTS & TECH
DBN (i.e. 01M001): 24Q560
Principal: ANN SEIFULLAH
Principal Email: ASEIFULLAH@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: DEREK JONES

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
Ann Seifllah	*Principal or Designee	
Alma Whitney	*UFT Chapter Leader or Designee	
Robert Sofia	*PA/PTA President or Designated Co-President	
Maria Galignano	DC 37 Representative, if applicable	
Tenzin Tsephel Laura Reynoso	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Kau Lee	Member/ Parent	
Colleen Walker	Member/ Parent	
Cathy Xiong	Member/ Teacher	
Peggy Ann Jayne	Member/ Assistant Principal	
David Riesenfeld	Member/ Assistant Principal	
Ebony Young	Member/ Parent	
Stan Weeks	Member/ Parent	
Glenn Galignano	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

By June 2014, 50% of our Grade 7 students will improve their math level on the Common Core aligned state test from previous year. This will be evidenced by comparing individual student's Grade 6 CCLS Math score to their Grade 7 CCLS Math score.

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.

Our 2012 – 2013 Progress Report revealed that our Math results revealed that although we have excellent proficiency rating, our growth metric suffers. The priority this year will be targeting students who are most in need of growth and ensuring that they improve in their learning by the end of the year.

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. Teacher of Math 7 coursework will define a curriculum map with standards-aligned unit and performance tasks for all students
2. Teacher of Math 7 will look at the data of students in order to provide targeted and strategic instruction.
3. Teacher of Math 7 will receive intensive coaching from AP of Academics in order to improve daily pedagogy and lesson planning effectiveness
4. Teacher of Math 7 will receive intensive coaching from network and third-party coach in order to improve curriculum planning and math practices

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

1. Math 7 Teacher
2. Assistant Principal of Academics
3. Math coach – Network 561
4. Math coach – Generation Ready

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

1. Students will be given diagnostic assessment in December 2014 to identify strengths, weaknesses and gaps in instruction
2. Teacher will evaluate data from diagnostic and revise curriculum trajectory for January – March 2014.
3. Math 7 teacher will meet regularly with math coaches and AP of Math to get feedback on effectiveness of process
4. Students will be given another benchmark assessment in February to determine growth and instructional areas that need additional attention.

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

1. September, October, November 2013: Intensive pedagogy coaching from Assistant Principal of Academics, using the Danielson Framework for teaching
2. October – November 2013: Intensive coaching with network Math coach emphasizing the shifts in Mathematical Practice (citywide expectations, CCLS)
3. December – June 2013: Intensive coaching with Generation Ready Math coach emphasizing curriculum alignment and daily lesson planning.

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

1. Math 7 has been programmed for an additional day of instruction with all of his students (5 block days instead of 4 block days)
2. School leaders have invested in high-level CCLS-aligned instructional materials, including online diagnostic tools
3. Math 7 teacher has nearly 2 hours a week of programmed planning time to meet with AP, coaches and Math department peers

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).

Parents will have continual access to student's progress in Math via PupilPath online grading/attendance system and via iReady online math diagnostic tool. School Leaders will hold parent workshops throughout the year to support parent understandings of the shifts in mathematical practice and work as required by the citywide expectations and Common Core Learning Standards.

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		x	Title IA		Title IIA		Title III		Set Aside		Grants
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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.

By June 2014, ELA Regents results will improve from the previous year. This will be evidenced in a 10% increase in our passing rate (from 80% passing to 86% passing).

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.

According to the 2012 – 2013 Progress Report, our ELA Regents results landed us in the 19th percentile of our peer horizon. This is an area of much needed growth, especially considering that the ELA Regents is a major indicator for college-readiness.

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. ELA 11 teacher will re-structure curriculum to ensure that high-leverage reading and writing standards are being emphasized
2. ELA 11 teacher will create more on-demand tasks that prepare students for rigorous reading/writing expectations
3. ELA 11 teacher will give diagnostic (“Mock Regents”) exam in January 2013 and assess the data in order to create a trajectory for teaching January – June 2014
4. ELA 12 teacher will support students who did not pass ELA exam last year in order to ensure they pass exam by June 2014

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

1. ELA 11 teacher
2. ELA 12 teacher
3. Principal (instructional supervisor for ELA)

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

1. Grade 12 ELA teacher gives diagnostic to 12th graders in need of passing grade on ELA and provides instruction during AIS
2. Mid-year ELA Mock Regents is given to all students in Grade 11 in order to identify growth areas
3. ELA 11 curriculum is revised to reflect responsive instruction based on results of Mock Regents
4. Additional diagnostic will be given in March 2013 to check on progress of students in Grade 11
5. AIS will be used to provide additional targeted instruction to students who need additional support

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

1. September – June 2014 – Grade 12 ELA teacher works with 12th graders in need of passing grade on ELA during AIS to prepare them for ELA Regents in Jan/June
2. January 2014 – ELA Mock Regents exam given to all students in Grade 11
3. January 2014 – ELA teacher revises Spring curriculum map with support of Principal using data from Mock Regents to drive instruction
4. March 2014 – Benchmark diagnostic given to all students in Grade 11 to determine growth, areas of needed support
5. March – June 2014 – Students in Grade 11 receive targeted and focused instruction to prepare them for the ELA Regents in June 2014

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

1. Students in Grade 12 who didn't pass ELA Regents in June 2013 will be programmed into AIS with Grade 12 ELA teacher for the purposes of preparing for the exam
2. Students in Grade 11 will be programmed for “Mock Regents” during January Regents Week 2014.
3. ELA 11 teacher has been programmed more than 2 hours of common planning time to meet with members of ELA Department and/or School Leaders for support in curriculum planning and data analysis
4. School Leaders will support ELA curriculum generously with materials and professional development as needed.

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).

1. All parents of students who did not pass the ELA exam in Grade 11 will be contacted and informed that students will be enrolled in 8th period Regents Prep course in order to ensure that they pass the exam to be eligible for June graduation.

2. Curriculum night will be conducted in Fall 2013 so that all parents will be made aware of Regents coursework and ways to help student prepare for the exam.
3. Mock/Interim Regents will be given in January 2014 and “students at risk of not passing” will be enrolled in Academic Intervention Services, targeted at preparing them for the ELA Regents exam in June 2014.

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	x	Title IA		Title IIA		Title III		Set Aside		Grants
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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, the entire school Grades 7 – 12 will have completed the third phase of school-wide CCLS curriculum mapping plan. This will be evidenced by all subject areas with literacy standards having a curriculum map that is aligned to the CCLS with articulated performance tasks and benchmark skills.

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.

During our 2013 Quality Review, our school was rated as “developing” in the areas of curriculum and instruction. We have received feedback from a variety of sources that our daily lessons and performance tasks do not reflect an adequate level of rigor and are only partially aligned to the Common Core.

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. On a month-by-month basis, grade teams will work together to build out already existing curriculum maps with an emphasis on: ensuring that all CCLS standards are covered, performance/unit tasks are high-level and engaging, and that benchmark skills are aligned to pacing calendar and daily lesson design.

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

1. All teachers of ELA, Science and History in Grades 7 – 12
2. Assistant Principal of Academics
3. Assistant Principal of Youth Development
4. Principal
5. Literacy Coach – Network 561

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

1. School leaders will provide feedback on curriculum maps to all teachers during Fall Semester
2. Teachers will work on grade teams to improve and align maps throughout the year
3. January Mock Quality Review will provide feedback on unit and performance tasks
4. Upon completion of Draft 3, teachers will do comprehensive “gaps analysis” to identify areas that need additional coverage

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

1. September – October 2013: School Leaders review and give feedback on individual maps
2. October – December 2013: Network literacy coach works with Principal and Grade 9 literacy team to go through detailed curriculum mapping process
3. January 2014: Principal replicates the curriculum mapping revision work with Grade 10 literacy team
4. February 2014: Principal replicates the curriculum mapping revision work with Grade 11 literacy team
5. March 2014: Principal replicates the curriculum mapping revisions work with the Grade 12 literacy team
6. April 2014: Principal replicates the curriculum mapping revisions work with the Grade
7. April – June 2014: Teacher meet on alternating grade teams and department teams to identify gaps and revise maps as necessary

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

1. All teachers are given nearly 2 hours of weekly common planning time to meet on grade and department teams
2. Teacher teams will be released for one day in order to begin the grade-wide mapping process

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).

1. Curriculum night in Fall 2013 will introduce all parents to the new Common Core standards and importance of increasing the rigor of school's curriculum.
2. Curriculum maps will be shared publicly and uploaded to the school's public website
3. Spring performance task celebration night will welcome parents in to see the product of student work based on improved curriculum

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	x	Title IA	Title IIA	Title III	Set Aside	Grants
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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. Key personnel and other resources used to implement each strategy/activity

1.

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

1.

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

1.

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

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
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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.

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

1.

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

1.

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

1.

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

1.

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

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
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	iReady diagnostics with online curriculum support, Reading Horizons	Small group	Zero period (8:00 – 8:37 am)
Mathematics	iReady diagnostics with online curriculum support, Curriculum Associates materials	Small group	Zero period (8:00 – 8:37 am)
Science	None	None	None
Social Studies	Regents Preparatory workbooks	Small group	Zero period (8:00 – 8:37 am)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Therapeutic services include counseling, occupational therapy, physical therapy and speech therapy	Individual and Small Group	Zero Period (8:00 – 8:37 am) Pull out during elective courses Lunch time meeting

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Our teachers are all highly qualified to teach in their subject area. In the last three years, we have only had one new hire based on a resignation and we selected a teacher who was in the ATR pool with 14 years of teaching experience.

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).
Our professional development calendar is extensive and comprehensive, including: <ol style="list-style-type: none"> 1. Department specific coaching in the areas of math and literacy 2. Ongoing workshops for all staff on supporting students with learning needs (IEP, ELL, etc) 3. Ongoing workshops for all staff in ICT classrooms on improving co-teaching methods 4. Weekly scheduled common planning time for team sharing (both as grade teams and as departments) 5. Training for guidance staff on college readiness and providing therapeutic services for students in crisis 6. Training for School Leaders on implementing the new Teacher Evaluation System 7. Technology integration training for the use of SmartBoards and other technology tools 8. In-service training for online grading and attendance system that all teachers use on a daily basis

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have a very small number of students in STH and funds are set-aside for their needs. Our Title 1 money is consolidated in order to fund our extensive academic offerings, after-school programming, and professional development for our teachers

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.).
N/A

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.
This year we are implementing the iReady curriculum and diagnostic tools in the area of Math and Literacy across all grades. This will help to support teachers in getting regular feedback on student performance in CCLS standards-based learning. Additionally, the curriculum and software support students in tracking their own learning and setting/making their own learning goals.

TA Schools Only

Use of Program Resources

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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 24	Borough Queens	School Number 560
School Name Robert F Wagner Jr SS Arts & Tech		

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 Ann Seifullah	Assistant Principal David Riesenfeld
Coach N/A	Coach N/A
ESL Teacher Andra Ommen	Guidance Counselor Samina Najar
Teacher/Subject Area Steve Lynch	Parent Robert Sofia
Teacher/Subject Area N/A	Parent Coordinator Linda Langford
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	635	Total number of ELLs	33	ELLs as share of total student population (%)	5.20%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										14	0	0	0	14
Discrete ESL class										14	8	6	5	33
Total	0	0	0	0	0	0	0	0	0	28	8	6	5	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	14

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	14	1	0	6	1	1	14	1	2	34
Total	14	1	0	6	1	1	14	1	2	34

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
TOTAL	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
TOTAL	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
TOTAL	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										10	6	4	5	25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean										1				1
Punjabi										1				1
Polish														0
Albanian														0
Other										2	1	2		5
TOTAL	0	0	0	0	0	0	0	0	0	14	8	6	5	33

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)										0	0	0	0	0

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)										2	2	0	0	4
Advanced (A)										11	6	5	4	26
Total	0	0	0	0	0	0	0	0	0	13	8	5	4	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										2	2	0	0
	A										11	6	5	4
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										2	2	0	0
	A										11	6	5	4
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	1		0	
Integrated Algebra	8		4	
Geometry	6		2	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	1		0	
Earth Science	0		0	
Living Environment	6		3	
Physics	0		0	
Global History and Geography				
Geography	6		3	
US History and Government	1		0	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

Based on our past Regents results and low class pass rates, we have implemented a required class for all ELL students that takes place during "zero" period -- this is free-standing class that does not pull them from any of their regular coursework. This course uses the digital platform READING HORIZONS to assess student's literacy on a daily basis and respond with individualized literacy support, teaching and programming. We piloted this program with 10 of our ELL students last year and every one of them increased a level or tested out of ESL all together. This year, all of our students who are ELLs are receiving this program daily.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Nearly all of our students are Advanced. Generally, students come to us as intermediate or advanced students. The intermediate students move to advanced levels by 10th or 11th grade and test out by the time they are in 12th grade.
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 [AMAo tool](#))

Analysis of our NYSESLAT data reveals that most of our students are at the advanced level in reading/writing and listening/speaking. We used this data to inform our decision that keeping ELL students with their peers throughout the entire instructional day is essential. For added support, they have a push-in teacher during history class (to support with literacy and difficult vocabulary). Additionally, they get nearly 2 hours of additional instruction in the morning through our "zero period" intervention. This is targeted, individual, literacy instruction in a blending learning (teacher and computer learning tool) environment.

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 generally scoring lower than their peers in English tests and Periodic Assessments. we do not give any tests in native languages (therefore, there is no data regarding the comparison). The patterns reveal that students are improving their reading comprehension at a faster rate than they are improving their writing skills. We are using this data to plan targeted, small group instruction during classes where ESL teacher is present so that ELL students can receive support in grade-level writing tasks.

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](#).)

N/A.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are receiving training on QTEL and ways to support second language development in most of our students, not just the students who are officially regarded as ELL.

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

N/A.

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 programs by expecting and supporting our ELL students to pass courses and Regents at the same rate as their non-ELL classmates. Our data has shown uneven results and this is an area where we still need to grow.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).) All initial screenings are done within 2 - 3 school days of a new admit arriving. Students are given the HLIS and we conduct oral interviews to determine the students initial level of proficiency and proper program placement. We have staff who can accommodate almost every language need when parent/student arrives that doesn't speak English. Staff members speak Spanish, Chinese, Bengali, and Russian. If further support is needed, then we use the Department of Education translation services support via phone. The LAB-R is administered, delivered and assessed by Andra Ommen, who is a certified ESL instructor.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Our certified ESL instructor, Andra Ommen, contacts all families with the help of translators during the initial weeks of school. Parents/guardians are sent literature in their home language which is followed up by a phone call from Andra Ommen. All parents/guardians are given multiple opportunities to understand all three program choices.
3. 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 [\[see tool kit\]](#).) Our parent coordinator, Linda Langford, supports our ESL teacher in ensuring that all entitlement letters are distributed and collected. All documents that are collected are stored with student records 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. We have a small number of ELL students in our school. Therefore, we usually program during the summer for a class at every grade level to be available for "push in" and also for a free-standing ESL class to do reading/writing support. This program fits the needs of students. If a parent were to ask for a different program offering we would modify our program to meet the request.
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. During the testing window, all teachers are notified that students will be given the test over a series of days. With plenty of planning, students are pulled out to take NYSESLAT exam during a period of time that will not impact them negatively in their core academic courses. We use ATS reports to ensure that every student identified as an ELL is included in the NYSESLAT testing procedure and we contact parents/guardians about the exam to support student attendance. All sections of the exam are administered by Andra Ommen, a certified ESL instructor with the support of Dave Riesenfeld, our Asst Principal of Academics.
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.  Parents choose to bring their students to our school because of our inclusive model. ESL students are not pulled out of arts electives or other engaging classes in order to meet the compliance needs. We offer a supportive mix of push-in and an extra free-standing class that allows our ELL students to spend their entire day learning alongside their non-ELL peers. Parents always opt for this option as they see it is the best way for their children's academic and social/emotional needs to be met.

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])? use a mix of push-in co-teaching with one free-standing class that happens in the morning ("zero period") before regular classes begin. Push-in classes are heterogenous. Free-standing class is heterogenous and ungraded for all ELL students.
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 only 33 ELL students in our school, grades 9 - 12 and they are all Advanced or Intermediate. Intermediate students have one push-in class (for a total of 180 minutes) as well as a free-standing class (180 minutes) in order to meet the 360 minute requirement. Advanced students receive the free-standing class (180 minutes) to meet the requirement.
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.

Our push-in co-teaching class is done in the History class because this is the area where our ELL students struggle the most (based on past Regents results data). The focus of this support is on organized writing and on content-area vocabulary development. All of our history classes are focusing on

 - CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 - CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.
 - o CCSS.ELA-Literacy.WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ESL teacher, Andra Ommen, uses online assessment techniques and tracks student progress during free-standing ELL class.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Our current instructional model is small and is based on one teacher (Andra Ommen) knowing her 33 students very well. She sees each of them for daily instruction, whether in push-in/co-teaching or free-standing ESL class during zero period. All of our students are 4-6 year ELLs or LTEs. As stated previously, these students are fluent in their speaking/listening and therefore receive all major course instruction alongside their peers. English is the primary language of instruction in all classrooms. Students who have been here 4-6 years receive push-in instruction and students who are LTEs receive support through "zero period" intervention and instruction. Former ELLs receive no differentiation in instruction or testing accommodations. We have not had a SIFE or Newcomer student on our roster for more than four years because they tend to enroll in the International School that located in our district.

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 have attended and turn-keyed training received from WestEd/QTEL. Additionally, our ESL teacher delivers regular ESL support through whole-staff PD time.

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?

Our students do not use a block schedule, therefore there is much flexibility in offering ELL-SWD students the opportunity to attain their IEP goals (through ICT and SETSS) while also receiving support in ESL during push-in and free-standing ESL classes. We do not have self-contained classrooms, we only offer ICT and SETTS services to SWDs. Therefore, all instruction is received their their non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.

All of our instruction is offered in English, as our entire ELL population is identified as either Advanced or Intermediate. We provide targeted intervention through the use of READING HORIZONS online literacy program. Students receive daily instruction in their free-standing ESL class.

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

Last year, half of our students in grades 9 - 10 tested out of needing ESL services by passing the NYSESLAT exam. Sim

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

We are hoping to train more of our teachers using the QTEL models, as well as acquiring another staff member that is dual-certified in a content area and ESL. This way we will have more than one staff member who is responsible for watching the progress of all 33 ESL students.

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

None.

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

Nearly all of our school communications are translated into multiple languages so that parent/guardians have access to information and can support their children accordingly. Our ELL students get to take all of the classes that their native-English speaking peers do: visual arts, technology, theater, sports, student government. We have ELL students represented in every area of our school. Our free-standing ESL class is offered during "zero period" so that it doesn't interfere with ELLs regular coursework offering.

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

Reading Horizons

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

N/A

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

Our ESL support is largely ungraded -- all students are receiving the same type of instructional delivery that is differentiated by their language level, not their grade level.

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.

We offer an orientation for all new students and their parents. We offer Spanish translation for this meeting.

18. What language electives are offered to ELLs?

Foreign Language - 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)?

N/A

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.

Our certified ESL teacher, Andra Ommen, receives extensive training and support through a literacy coach (8 week cycle) and by attending WestEd/QTEL trainings throughout the year. This training is also attended by four content area teachers (science, ELA, math and social studies) and turn-keyed to our entire staff during Wednesday common planning and PD time. All of this PD is CCLS-aligned and when trained staff members turn-key their learning to all teachers they are asked to bring examples and support materials that support Common Core task development. Our ESL teacher, Andra Ommen, serves as a 9th grade team advisor so that she can support students in their transition to high school and keeps the 9th grade teacher informed of issues and difficulty they are facing.

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?

We offer extensive parent workshops on a wide variety of topics, including: 1) supporting students with homework, 2) how to check our school's online gradebook, and 3) how to monitor your students' safety online. We have also offered, when instructors are available, English classes for parents who want to learn. All of these workshops are promoted widely and we offer Spanish translation for all meetings, workshops and events. Parents of ELL students often attend our events.

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.

We are excited to monitor the results of our program this year and believe that our inclusive model with free-standing ESL course (that doesn't interfere with ELLs regular course offerings) is a model that will improve our students' literacy and achievement in their classes.

Part VI: LAP Assurances

School Name: Robert F Wagner Jr SS Arts & T

School DBN: 560

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Seifullah	Principal		11/15/13
David Riesenfeld	Assistant Principal		11/15/13
Linda Langford	Parent Coordinator		11/15/13
Andra Ommen	ESL Teacher		11/15/13
Robert Sofia	Parent		11/15/13
Steve Lynch	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **24Q560** School Name: **Robert F Wagner Jr SS - Arts & Tech**

Cluster: **5** Network: **561**

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

Part A: Needs Assessment Findings

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

Every year we determine our home language needs and use ATS to assess our school's written translation and oral interpretation needs. Only 31% of our students have English as their home language. Forty-eight (48%) speak Spanish. Therefore, all school communications (letters, bulletins, postcards and robo-calls) are sent in both English and Spanish.

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.

During the opening months of school, we share the home language results (as reported in ATS) with all grade-level teachers and advisors through a school bulletin.

Part B: Strategies and Activities

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

Our school counselor, Luis Fayad, is bilingual in English and Spanish and has formal training as a translator. We compensate him for his translation support through the Title 1 translation funds that are provided for the school. For school events, we always have translators and interpreters from staff on hand for Spanish.

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.

For parent meetings, we provide headphones to parents/guardians/family members who speak Spanish and a Spanish-speaking staff member provides instant translation. When we have school open houses (for recruitment purposes) we always offer a tour in multiple languages (mostly Spanish and sometimes Bengali, Arabic and Nepalese). In the rare case that we cannot provide in-house translation services, we call upon the DOE translation and interpretation hotline. Teachers are informed of this service and reminded of the contact information during every Parent Teacher Conference.

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>.

School provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding student health, safety, legal or disciplinary matters; and entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

When the Translation and Interpretation Unit, a school, or office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language

assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

School office posts in a conspicuous location the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Robert F Wagner Jr SSAT	DBN: 24Q560
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Saturday Academy Regents Prep is provided in April/May 2014 for ELL students who are in danger of failing or who have failed a Regents exam needed for graduation. Saturday Academy is co-taught with ESL-certified teacher and content area certified teacher. All materials used for these courses are created in conjunction with the content teacher and the ESL teacher. The rationale for having Saturday Academy is that ELL students are given an additional, content-specific course that supports them to stay on track with their peers for graduation. Saturday Academy is scheduled for every Saturday in April and May (not including holiday weekends) and classes are held from 9:00 am to 12:00 pm. Courses covered include Global History, US History, and English Language Arts. This intervention is available to ELL students at all levels, although nearly all of our students are at the Advanced Level. All instruction is in English.

In addition, we offer "8th period" courses that take place after school on Tuesday and Thursday. This semester the focus of the courses is on History -- both Global and US History. Instruction is delivered primarily by the ESL teacher with an emphasis on literacy skills for reading and writing in History class. One History teacher is assigned to co-plan and co-teach with the ESL certified teacher. These classes service 12 students who are in need of Regents support because they have failed one exam or are considered "in danger" of failing one in June 2014.

Part C: Professional Development

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

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

Begin description here: Our Title III program lead teacher is a certified ESL instructor and she makes all major curricular decision for the students. All content areas teacher are given time to meet with her before the opening of school to go over curriculum recommendations and differentiated support. She attended annual training by WestEd during Summer 2013 (approximately 30 hours of training) relying on the QTEL model. She then turn keys this to our teachers during common planning time (approximately 10 hours of training per teacher). Additionally, she receives ongoing professional development (approximately 4 hours a month) and instructional material support through Reading Horizons, an online reading instructional intervention.

Part D: Parental Engagement Activities

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: Our school has a relatively small number of ELLs (30) and therefore it allows us to give these students very individual types of support and intervention. Our ESL teacher, Andra Ommen, also acts as the advisor for these students. She is fluent in Spanish (the home language of 90% of our ELLs) and calls homes of her advisees daily and regularly sets up meetings with students and their parents when they are in need of extra intervention (academically, for attendance, etc.) She translates all meetings and documents that are sent home for her students. Additionally, she leads workshops for the ELL students' parents and guardians on topics such as: how to help your student succeed in school, graduation requirements, and college/financial aid application support.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8069	After fringe benefits, this amount is \$6720 which is used to pay for 150 hours of per session. This time is for extra classes taught before school and on Saturdays throughout the school year that are designed specifically for our ELLs.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$2240	This amount is used to purchase Professional Development from WestEd that is focused on QTEL training. This covers a total of four (4) teachers receiving training on general literacy and content literacy.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$892	This amount covers materials necessary for the Reading Horizons program, which includes both workbooks and an online platform for individual differentiated instruction.

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	11200