



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SUSAN E. WAGNER HIGH SCHOOL  
**DBN (i.e. 01M001):** 31R460  
**Principal:** GARY M. GIORDANO  
**Principal Email:** [GGIORDA@SCHOOLS.NYC.GOV](mailto:GGIORDA@SCHOOLS.NYC.GOV)  
**Superintendent:** MS. AIMEE HOROWITZ  
**Network Leader:** MICHAEL MEHMET, JR.

### 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
Gary M. Giordano	*Principal or Designee	
Peter Nacionales	*UFT Chapter Leader or Designee	
Jeanne McManus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Linda Bunnicelli	Member/ CSA	
Bill Nicoli	Member/ Parent	
Patrick D'Emic	Member/ Parent	
Mia Hernandez	Member/ Parent	
Traci Malson	Member/ Parent	
Cathy Carlson	Member/ Parent	
Adam Kulak	Member/ UFT	
Chet Cutick	Member/ UFT	
Jennifer D'Alessio	Member/ UFT	
Arielle Crisostomo	Member/ Student	
Amy Azzopardi	Member/ Student	
Simbiat Akanni	Member/ Student	
	Member/	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 26, 2014, Susan E. Wagner High School will improve upon 2014 Senior cohort college career readiness status as it relates to the English Language Regents examination by 10% from 63.2% to 69.5% of students earning a 75% or better with a special focus on students with disabilities

### **Comprehensive Needs Assessment**

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

After reviewing student performance on the 2013 Regents, it is shown that students have made Annual Yearly Progress with the exception of Students With Disabilities for ELA and Mathematics. Based upon our review we have determined there is a significant need to focus our instructional support on our SWD population in ELA, as only 10.9% of students with disabilities have earned a 75% or better on the ELA Regents.

### **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. Provide reading lists for all incoming freshmen.
2. Implement Achieve 3000 into all English ICTS, self-contained and remedial classes
3. Sustain teacher made exams/projects that support Regents and SAT tasks
4. Develop lessons that focus on engaging students through accountable talk.
5. Assign projects that support CCLS academic vocabulary and writing from sources and research.
6. Sustain integration of technology and Regents preparation in daily lessons.
7. Provide Regents preparation prior to Regents' exams in small class setting.
8. Notify parents of Regents preparation via letters, letters in translation, phone calls from teachers and phone master at minimum in December/January and May/June.
9. Post Regents preparation schedule on school website.
10. Conduct strategic outreach to families regarding student academic progress, attendance, lates and cut classes as needed.

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

1. ELA teachers, AP English
2. All teachers, Administration
3. All teachers, Administration

4. All teachers, Administration
5. All teachers, Administration and technology coordinator
6. Content area teachers, extended day teachers, administration
7. guidance counselors, family workers, administration, website, phone messenger, Pupilpath
8. Administration, technology coordinator

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

1. Curriculum maps will reflect a rigorous curriculum and will drive pacing and cohesion within the curriculum and will be updated throughout the 2013-2014 school year to be aligned with CCLS.
2. Student progress will be monitored every 3 months, online through Achieve 3000.
3. Lesson plans will be reviewed during every lesson observations.
4. Projects will be collected with rubrics and kept in student portfolios for a deeper analysis of student work during Monday PD meetings.
5. Lesson plans will be reviewed during observations for Regents level activities.
6. Students will receive personal invites to attend Regents prep sessions.
7. Intensive tutoring program during the school day with Circular Six teachers, peer tutors, as well as through our CBO, Liberty Partnership, in addition to Extended Day Programs.
8. Attendance will be taken at every tutoring session
9. Progress will be monitored by reviewing attendance data.

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

1. September 2013 – June 2014 - All activities will be monitored 1 time every 6 weeks

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

1. Use of NYSTL funds to purchase new books aligned to CCLS.
2. Use of NYSTL funds to purchase Achieve 3000
3. Students with disabilities participate in Exploration Academy courses designed to focus on critical thinking and inquiry.

4. Frequent observations with timely feedback regarding lesson planning

5. Add ICTS classes for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grades and senior elective classes.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Outreach via AYP/Lowest Third Guidance Family Workers

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

Annual parent breakfast for all students in each Learning Center.

Distribution of the Parent Handbook which provides parents with the general rules and responsibilities of both the parents and the students, including the student contract at orientation and then available through our website.

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

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

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

**Budget and Resource Alignment**

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

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

CIE Funding  
NYSTLE Funding

**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 26, 2014, improve the 2014 Senior cohort student college readiness status as it relates to the Algebra Regents examination by 5% from 34.8% to 36.5% of students earning over 80% or better with special focus on students with disabilities.

**Comprehensive Needs Assessment**

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

After reviewing student performance on the 2013 Regents, it is shown that students have not made Annual Yearly Progress in Mathematics. Based upon our

review we have determined there is a significant need to focus our instructional support on our students with disabilities population in Mathematics, as only 2% of students with disabilities achieved an 80% or better on the Algebra Regents exam.

**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. Continue to provide training in effective Regents techniques / strategies to improve instruction to newly designed CCLS Algebra Regents exam.
2. Reduced math class sizes for at risk students will be equipped with practice Regents review books and class sets of graphing calculators.
3. Increase use of technology in Regents classes includes graphing calculators.
4. Showcase student work that reflects standards and Regents skills.
5. Teachers will continue to contact homes of below-level students.
6. Continue Circular 6 math tutoring and Extended Day Regents tutoring.
7. Sustain permanent SmartBoards in every math classroom engage student in math lessons.
8. Strategic outreach to families regarding student academic progress, attendance, lates and cut classes as needed.
1. Offer a pre-calculus course so students may advance to calculus in their senior year in extended day school.

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

1. Administrators, teachers
2. Math teachers, AP Mathematics
3. Math teachers, AP Mathematics, Technology Coordinator
4. Math teachers, AP Mathematics
5. Math teachers
6. Math teachers, extended day teachers
7. Math teachers, Administration, Technology Coordinator
8. Guidance counselors, Family workers, Administration
9. Extended day teachers, Administration

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

1. Completion of Algebra modules reflecting new curriculum will be monitored.
2. Frequent summative assessment
3. Curriculum maps will reflect a rigorous curriculum and will drive pacing and cohesion within the curriculum.
4. Teacher exams containing Regents level questions for all students.
5. Intensive tutoring program during the school day with Circular 6 teachers, peer tutors, as well as through our CBO, Liberty Partnership, in addition to Extended Day Programs.

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

1. September 2013 – June 2014 - All activities will be monitored 1 time every 6 weeks

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

1. Liberty Partnership provides tutoring throughout the day for all courses including Regents Prep.
2. ALEKS – Online Math program
2. The Leadership Program is designed to take the school’s most socially at risk students and prepare them for academic success.
3. The school has purchased Naviance to help guide students through their college selection process and SAT/ACT prep.
4. The National Honor Society students are available for tutoring in all subject areas during all lunch periods.

**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 teachers will now enter grades via Skedula. This will provide parents with more opportunities to view their child's progress and improve communication with teachers and staff.
2. Parents will have the opportunity to communicate with school staff and administration through our website, which has the capability to provide translations in more than 30 different languages.
3. Annual parent breakfast for all students in each Learning Center that discuss college and career readiness, academic and personal behaviors.
4. Distribution of the Parent Handbook.
5. Parents will be notified of Regents preparation via letters, letters in translation, phone calls from teachers and phone master and the school website.
6. The school messenger system will be used regularly to inform parents of upcoming events, student services, attendance and disciplinary issues

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.  
 Will develop shared understanding of instructional excellence utilizing Danielson’s Framework for Teacher Effectiveness to increase student engagement and deepen student understanding through the use of questioning (Component 3B).

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 After a review of previous observations it has been determined a need for consistent, transparent expectations and instructional strategies to formalize rigor in the content areas.

**Instructional Strategies/Activities**

Describe the research-based 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. Wagner High School’s professional learning communities meetings provide teachers with the opportunity to collaborate every Monday afternoon. This collaboration addresses the instructional expectations included in Advance. It also organizes teachers into Inquiry Teams based on the areas that they have identified as concerns/challenges. Finally, this collaboration enables teachers to attend professional development workshops that they have identified in their own professional goals that were established in September 2013.
  2. Utilizing ARIS, teachers self-assess their own effectiveness and comfort level based on the components of Advance.
  3. Principal and Assistant Principals will set up and follow a schedule for teacher Option 1 and Option 2 observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge chart and Bloom’s Taxonomy in order to provide feedback to teachers.
  4. Specific workshops such as “The Art of Questioning” and “Effective Lesson Planning” will be integrated in our Monday professional learning communities’ meetings series and introduced through our Principal Institute After School Teacher Workshop series.
  5. Assistant Principals will review lesson plans for all observed lessons and review pivotal / higher order questions. Assistant Principals will also review classroom physical space for environment conducive to active student engagement.

- B. Key personnel and other resources used to implement each strategy/activity**
1. Administrators, teachers

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers, as well as paraprofessionals, will identify their own individualized professional development improvement plans. This includes listing their goals, strategies/activities, resources and evaluation. In essence, what actions they will take to achieve their goals, what resources will they utilize, and how will they know that they have accomplished their goals. They will also identify professional development workshops that they are interested in

attending to support their effort to achieve their goals.

- Teachers will conduct a self-assessment in September, January and June DOE determined professional development days. This will enable them to measure their own improvement.
- Teacher lesson plans will include a variety of questions to foster critical thinking.
- These efforts will increase overall students and lowest third students earning 10+ credits as follows: For overall 2%/3% for the first year, 1%/3% for the second year and 3%/5% for the third year.

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

- September 2013 – June 2014
- Additional professional development and collaborative opportunities are offered during DOE determined days which include September 3 and 4, November 5, January 31, and June 5. The Wagner High School Principal’s Institute offers After School Professional Development Workshop Series for all teachers, however, is highly encouraged for untenured teachers as well as those new to Susan E. Wagner High School. This is offered September 12, 19, 26, October 3, 10, 17 and December 11.

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

- School SBO
- Executive Leadership Institute Training – Paid for by CIE funding

**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).

Not applicable for this goal

**Budget and Resource Alignment**

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

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

CIE Funding

**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.

Build teacher teams’ capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs by completing 75% of current curriculum by alignment to CCLS.

**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.

To maintain alignment with 2013-2014 NYC DOE Citywide Instructional Expectations, all content areas: ELA, Math, Science and Social Studies and all ancillary subjects: will align to CCLS. All curricula will be revised to include Literacy Standards. Current curriculum reflects both NYS Learning Standards and an introduction to CCLS.

### **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.

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

1. Teachers in the subject areas noted above will participate in monthly CCLS meetings during the school wide professional learning communities meetings.
2. Department teams will examine student work from the 2012-13 school years to understand gaps in student knowledge and skill and inform the revision of their instructional units.
3. During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
4. Teachers will collaboratively assess the quality of student work and make necessary adjustments.
5. School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
6. The CCLS teacher leaders will earn per session for curriculum planning and task design

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

1. Administrators and teachers
2. Teachers
3. Administrators and teachers
4. Teachers
5. Administrators and teachers
6. Administrators and teacher team leaders

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

1. Course curriculum and teacher lesson plans that exhibit the qualities articulated above, including copies of performance tasks, rubrics and student work will be examined weekly

#### **13. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

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

1. Schedule of common planning time for departments
2. Network CCLS Teams – Wagner ISS Teacher Team attends monthly Network training
3. ELI – PD on CCLS from ELI in September

### **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. Add a link to Wagner website with the Common Core Learning Standards

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

**Budget and Resource Alignment**

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

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

CIE Funding

**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.

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

1.

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

1.

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

1.

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

1.

**9. 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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Achieve 3000 – Computer Based Literacy Program used for At-Risk Students</li> <li>• Small Group and One-to-One Tutoring</li> <li>• Regents Tutoring</li> <li>• Peer Tutoring</li> <li>• Read Aloud</li> <li>• Writing Process</li> <li>• Regents Preparation</li> <li>• Daily Writing</li> <li>• Learning Style Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000– twice per week – specific classes during day</li> <li>• Small Group and One-to-One tutoring - provided during the day and after school</li> <li>• Regents Tutoring – small group during the days, after school and on weekend by teachers</li> <li>• Peer Tutoring - small group and one-to-one</li> <li>• Read Aloud - used on ninth grade at-risk classes</li> <li>• Writing Process - used in whole and small groups with English classes by teachers</li> <li>• Regents Preparation - used in every English class in whole and small groups</li> <li>• Daily Writing - conducted in all English classes</li> <li>• Learning Styles Survey - administered to all students in English</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000 – provided to specific at-risk students during the day</li> <li>• Small Group Tutoring – provided during the school day and after school</li> <li>• Regents Tutoring – small group during the day, after school and on weekend by teachers</li> <li>• Peer Tutoring – available during all lunch period</li> <li>• Read Aloud – used during the school day in freshmen English R classes</li> <li>• Writing Process - used during the day in English writing lessons</li> <li>• Regents Preparation – used during the day in English classes and after school in tutoring</li> <li>• Daily Writing – provided in every English class during the day</li> <li>• Learning Style Survey – provided during the school day.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Regents Prep org</li> <li>• Barrons Review Book</li> <li>• NYS Regents Exam Coach</li> <li>• Topical Review Book</li> <li>• Math Jeopardy</li> <li>• Math Bingo</li> <li>• Flashback Friday</li> </ul>	Small group and one-to-one tutoring	<ul style="list-style-type: none"> <li>• Teachers are available through Circular Six assignments during the school day</li> <li>• Arista students are available during all lunch periods</li> <li>• Additional three hour sessions occur after school and on weekends.</li> <li>• A math teacher is available after school in the library ever day</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Regents Prep Org</li> <li>• Brain Pop</li> <li>• Regents Specific Tutoring 1:1</li> <li>• Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - small group</li> <li>• Teacher directed small group</li> <li>• Tutoring with teacher small group</li> <li>• Teacher delivery - small group</li> <li>• Peer one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• During school day</li> <li>• During school day</li> <li>• After school</li> <li>• Arista tutoring most periods during</li> </ul>

			school
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Test Taking Strategies</li> <li>• Organizational Strategies</li> </ul>	Small group, one-to-one, tutoring	<ul style="list-style-type: none"> <li>• Before school – period 1 all term</li> <li>• During school – Circular 5 all periods of the day</li> <li>• Arista tutoring most periods</li> <li>• After School – 2 days per week Special Ed and General Ed</li> <li>• After school - Regents Intensive 2 days before for 3 hours</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Crisis Intervention</li> <li>• Suicide Prevention</li> <li>• Bereavement Counseling</li> <li>• Diploma Requirements</li> <li>• College and Career Counseling</li> <li>• Substance Abuse Prevention</li> <li>• Respect for All</li> <li>• Attendance Initiatives</li> <li>• Students in Temporary Housing</li> <li>• “Why Try?” ”Overcoming Obstacles”</li> <li>• Monthly PPT Meetings</li> <li>• Monthly Attendance Meetings</li> <li>• Guidance and crisis counseling services</li> <li>• Assist students in learning how to deal with various personal issues including school, friends, family, current events, etc.</li> <li>• College and Career interviews and on-line applications</li> <li>• Utilization of various CBO’s</li> <li>• Specific school psychologist caseload for identified targeted at-risk students as well as referrals from Pupil Personnel Team</li> <li>• School psychologists will offer clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social and neurological factors that impede on student performance and provide</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• One-to-one / groups (small)</li> <li>• Assemblies</li> <li>• Website (on-line applications)</li> <li>• Home visits</li> <li>• Student mentoring</li> <li>• Daily parent conferences/outreach</li> <li>• Parental presentations / workshops</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Evening presentations</li> <li>• After school</li> <li>• Weekends</li> </ul>

	<p>prescriptive measures that address student needs by suggesting additional student support services</p> <ul style="list-style-type: none"><li>• Specific social worker caseload for identified targeted at-risk students as well as referrals from PPT and parents, through Parent Coordinator referrals</li><li>• Social workers will provide counseling services to at-risk students especially students in the targeted subgroups.</li><li>• Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress</li></ul>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>460</b>
School Name <b>Susan E. Wagner High School</b>		

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

Principal <b>Gary M. Giordano</b>	Assistant Principal <b>Michael Ambrosino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Madeline Lombardi</b>	Guidance Counselor <b>Eusebio Martinez</b>
Teacher/Subject Area <b>Paola Gambino/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Debbi Rabinowitz</b>
Related Service Provider <b>type here</b>	Other <b>Daria Dempsey, ELL Coordinator</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>15</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>3488</b>	Total number of ELLs	<b>127</b>	ELLs as share of total student population (%)	<b>3.64%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE										9	9	9	9	36
SELECT ONE														0
<b>Total</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>36</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	48
SIFE	0	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	40

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	50		6	28		16	40		32	118
Total	50	0	6	28	0	16	40	0	32	118

Number of ELLs who have an alternate placement paraprofessional: 7

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	12	11	13	57
Chinese										1	2	3	1	7
Russian										2	0	0	0	2
Bengali										1	0	0	0	1
Urdu										3	0	0	0	3
Arabic										5	6	2	2	15
Haitian														0
French										1	1	1	0	3
Korean										1	0	0	0	1
Punjabi														0
Polish										2	1	0	0	3
Albanian										2	3	2	2	9
Other										11	6	0	4	21
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	50	31	19	22	122

## 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)										10	2	2	2	16

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)										11	7	8	9	35
Advanced (A)										20	21	8	10	59
Total	0	0	0	0	0	0	0	0	0	41	30	18	21	110

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	2
	I										2	2	3	3
	A										12	10	4	2
	P										15	10	6	7
READING/ WRITING	B										7	4	0	1
	I										10	14	6	8
	A										12	4	5	5
	P										0	0	2	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	26		2	
Integrated Algebra	28		7	
Geometry	14		5	
Algebra 2/Trigonometry	2		0	
Math				
Biology				
Chemistry	2		2	
Earth Science	19		2	
Living Environment	23		10	
Physics				
Global History and Geography	20		6	
US History and Government	34		7	
Foreign Language		6		6
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.

Susan E. Wagner High School uses several different assessments to evaluate student literacy. Acuity tests and performance assessments help to yield quality data on student literacy skills, and programs like Achieve3000 help to monitor improvements in literacy on an ongoing basis. Assessing student literacy is more than simply right and wrong responses on an assessment. Our ESL teachers look for patterns in writing passages and reading comprehension in order to see what the individual student's needs are. Once placed into the appropriate level of ESL within our school, the student is then monitored in accordance to parameters the teacher must follow. Common Core-aligned materials allow our ESL teachers to use common ground across all subject areas when assessing students, and adjustments are made as students show improvement in proficiency or lack thereof. All student data is shared with content area teachers to inform instruction of ELL students.

Upon assessing student outcomes on tests, teachers will customize lessons to adhere to student needs. The assessments will determine specific areas of need and these areas are specifically addressed in curriculum and instruction. Achieve3000 information will afford teachers the opportunity to continue building upon Achieve3000 software to help students and to deliver focused instruction for ELLs and their needs.

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

At first glance, it can be seen that our ELLs acquire speaking and listening skills at a faster rate than reading and writing. Research supports the fact that ELLs acquire oral proficiency (listening and speaking) faster than academic (reading and writing) English proficiency (Hakuta, Goto Butler & Witt, 2000). It should also be noted that 80% (32 of 40) of the long term ELLs at Susan E. Wagner High School are students with IEPs. Susan E. Wagner High School demonstrates a passing rate of 30% on the NYSESLAT and a proficiency improvement rate of over 65%. Students with IEPs improved their proficiency levels at a rate of 80% in 2011-2012.

LAB-R results reveal most ELL students are entering Susan E. Wagner High School at Beginner or Intermediate levels. The majority of these students are weakest in reading and writing, according to LAB-R data.

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](#))

NYSESLAT Modality data was not made available for use for the 2012-2013 school year, and thus cannot be analyzed for insight.

Our students show a need for improvement in the areas of reading and writing. Particular attention will be given to these modalities through coursework and programs such as Achieve3000. Additional academic intervention services will be provided by supplementary Title III programs, including after-school and Saturday ESL academies. At this time, the RNMR report on ATS is unavailable and information on student modalities cannot be provided. ALL modality data in this Language Allocation Policy is from the 2011-2012 school year.

ELL students deemed "at risk" are referred to the ELL Guidance Counselor, who addresses ELL social/emotional needs, as well as programming concerns and attendance issues. Susan E. Wagner High School establishes a team approach to deal with the entire ELL student in order to achieve success.

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?

A. ELL students are consistently in need of assistance with reading and writing modalities, and academic intervention services are listed

above. ELL students, while eligible to take Regents examinations in their native language where available, tend to take the Regents in

English because they learned the material in English and do not want to create confusion. Of those students who opt to take the examinations in an alternate language, results vary. Native language test takers, however, do not fare any better as a group than ELL

students who opt for the examination in English.

B. Periodic assessments allow teachers and administrators to develop lessons plans and materials that provide differentiated instruction for ELLs within each level of proficiency. Particular attention is paid to the modalities in question and how the student progress compared to other students at their proficiency and/or in their class.

School administrators collaborate to bring ESL and content area teachers together to coordinate key themes and relevant vocabulary for ELL students. For example, the Assistant Principal of Foreign Languages/ESL will work with the Assistant Principal of Science

or

science teachers to have collaborative meetings with ESL teachers to discuss vocabulary that is seen in the science class that can be reinforced in the ESL class.

C. ELL students at Susan E. Wagner High School use native language support in the form of bilingual glossaries and/or alternate placement paraprofessionals in their pursuit of passing grades. As a school, we notice that placing students in groups of common native languages helps with English growth, and students are responsive to changes in coursework when they are part of a team. Students also use native language support in the classroom, but generally opt to take periodic assessments/Regents examinations in English. The most common reason for this is because the students learn the materials for these exams in English and, thus, are more comfortable.

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](#).)

Although Susan E. Wagner High School does not serve students in grades K-5, our philosophy is heavily data-driven and we are ready for RtI initiatives if they were to advance into secondary education. We implement classes for smaller populations of ELLs with IEPs in an effort to give them a "double dose" of instruction in a smaller, more intimate setting. We are also working toward even more intimate settings for the minority of students who need Tier 3 assistance with their English acquisition.

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

From registration, through the administration of LAB-R/NYSITELL, ESL and content area teachers are apprised of each student's native language so the teachers can take proper action in an effort to accommodate these ELLs. Students are afforded the opportunity to attend ESL tutoring to further develop their English acquisition and teachers are provided with appropriate materials to help students bridge gaps between English and their native language.

All instructional decisions place English acquisition as the top priority. English/ESL courses are directed toward improving English in the four modalities (Reading, Writing, Listening, and Speaking), while content area classes focus attention on building English through culturally-relevant material and vocabulary. In creating material for the content areas, teachers place special attention on factors of the material that resonate with ELL students. It is our belief that each student has the ability to connect with their schoolwork when provided with a familiar context to place the material against. Creating lessons that establish and maintain these connections is vital so students have ways to connect to the material. Vocabulary presented in the content areas is also reinforced in the ESL classes for greater retention.

Another way English development is considered in major subject areas is the collaboration that is established between ESL teachers and content area teachers. Content area teachers provide texts to ESL teachers so ESL instruction can be done using material that is reinforced in other classes. ESL teachers, in turn, speak to content area teachers in an effort to expose ELL students to ESL teaching methodologies throughout their entire day. ELL students have the opportunity to receive instruction that stresses English acquisition for a larger part of their day.

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?

At this time, Susan E. Wagner High School does not have a dual language program. However, once we reach the number of students who choose to be enrolled in such a program, Susan E. Wagner High School will serve dual language students with sensitivity toward their native language and an aggressive methodology to achieve English proficiency.

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

ESL program evaluation is data-driven and program success is linked with our adherence to current evaluation measures. In order to

assess AYP mandates, the ELL Guidance Counselor maintains constant communication with ESL and content area teachers to inform them of student progress, and vice versa. Data is compiled by the counselor in an effort to allow teachers to focus on instruction and to centralize all data. Data, including grades, attendance, ELA & Math Regents examination scores, and graduation rate are assessed and program success is determined. Summative data allows all stakeholders to assess success and address areas of need for the next school year.

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

At this point, the family orientation is done with the trained pedagogue and parents watch the Parent Orientation Video explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Susan E. Wagner High School has staff members that speak several languages. While the following is not exhaustive, it is a representation of the various languages spoken by staff at the school:

Lenoura Abdulai - Albanian  
Jandark Abdelmalak - Arabic  
Vivian Gobran - Arabic  
Violette Samaan - Arabic

Melanie Kang - Chinese (Mandarin)  
Gesner Eugene - Creole  
Laila Boulos - Egyptian  
Vivian Gobran - Egyptian  
Violette Samaan - Egyptian  
Gesner Eugene - French  
Vivian Gobran - Greek  
Mary Agu - Ibo  
Madeline Lombardi - Italian  
Paola Gambino - Italian  
Stefania Blandi - Italian  
Daria Corzani - Italian  
Dina Violante - Italian  
Jee Ra - Korean  
Song Ho Rimassa - Korean  
Moo Joon Park - Korean  
Leunora Abdulai - Macedonian  
Edyta Daniel - Polish  
Alice Karazim - Polish  
Edtya Daniel - Russian  
Olga Virata - Russian  
Leunora Abdulai - Serbian  
Ajantha Fernando - Sinhalese  
Stefania Blandi - Spanish  
Amparo Caruso - Spanish  
Rebecca Morales - Spanish  
Maurita Tituana - Spanish  
Ivelisse Sanabria - Spanish

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

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

The completion of the Program Selection Form is important so that Susan E. Wagner High School keeps complete records of its ELL students. Susan E. Wagner High School understands that the LAP (Language Allocation Policy) is a living document and must be up to date and consistently monitored for accuracy in order for the school to successfully accommodate its students and remain in compliance.

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

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

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

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

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

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

The NYSESLAT is coordinated and administered by Madeline Lombardi (ESL Teacher), Paola Gambino (ESL Teacher), and

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

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.

The family orientation is done with a trained pedagogue and parents watch the Parent Orientation Video explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Susan E. Wagner High School has staff members that speak several languages.

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

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

The completion of the Program Selection Form is important so that Susan E. Wagner High School keeps complete records of its ELL students. Susan E. Wagner High School understands that the LAP (Language Allocation Policy) is a living document and must be up to date and consistently monitored for accuracy in order for the school to successfully accommodate its students and remain in compliance.

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

Data regarding home languages can be found by using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the LAB-R/NYSITELL

and will not require ESL services, the school will still send correspondence in the preferred home language and accommodate parents who speak a language other than English, if this option is exercised by the parent. The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

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

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 [\[see tool kit\]](#).)

All parent orientations are conducted upon registration at Susan E. Wagner High School. The entire process, including the Parent Orientation Video and the Parent Selection Survey, is done at registration to prevent situations where parents do not return to the school once the student begins classes. Entitlement and Continued Entitlement Letters are centralized in the Guidance department; letters are sent home and a copy of the letter is placed in the student's plan card/permanent record. ATS reports such as RLER (NYSESLAT Eligibility Roster) are used to determine which students are eligible for the NYSESLAT, and thus, should receive Continued Entitlement Letters. The RLAT (NYSESLAT Score Report) is also used to specify a student's score on the NYSESLAT.

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.  
Susan E. Wagner High School only offers ESL, and therefore, all students receive ESL instruction. When necessary, interpreters are used to communicate with parents on all school correspondence. Most letters generated by the school are translated for high-incidence languages.
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.

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

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. 

At Susan E. Wagner High School, parents choose ESL as their program of choice more than 95% of the time (95.8%). Susan E. Wagner High School does have a Freestanding ESL program, and is thus aligned with parental choice. Parents who choose a program other than ESL are given the opportunity to transfer schools if they wish to have their choice, but all opt to remain at Susan E. Wagner High School. Parents are briefed on the mandate to open the program of their choice if 20 or more parents of students in the same grade choose the same program.

## 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])?
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)?

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

Mr. Martinez, the ELL Guidance Counselor, ensures that each ELL receives the mandated minutes for ESL by programming the students with ESL in mind first; content area classes are added to the program thereafter. Every class is 46 minutes long, and Beginner students take 3 classes per day. Intermediate students take 2 courses per day, while Advanced students take one ESL course and one English Language Arts (ELA) course. Each content area class also has an ESL-formatted class for those who need the extra support. ESL-formatted classes are as follows:

- ESL Global History 1-4
- ESL United States History and Government 1-2
- ESL Participation in Government/ESL Economics
- ESL Algebra (three academic semesters)
- ESL Geometry (three academic semesters)
- ESL Trigonometry (two academic semesters)
- ESL General Science
- ESL Living Environment
- ESL Earth Science

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

An example of a Beginner ELL program is as follows:

Period	Class
2nd	Gym
3rd	Global History ESL
4th	ESL
5th	Algebra ESL
6th	Lunch

7th	Living Environment ESL
8th	ESL
9th	ESL

An example of an Intermediate ELL program is as follows:

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

An example of an Advanced ELL program is as follows:

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

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

- Novellas - Of Mice and Men
  - Old Man and the Sea
- Plays - Inherit the Wind
  - A Raisin in the Sun
- Short Stories - The Necklace
  - The Lottery
  - The Pearl
- Novels - Flowers for Algernon

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

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

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

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

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.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Susan E. Wagner High School runs ESL only; instruction is 100% in English and native language evaluation is not conducted.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students at Susan E. Wagner High School perform much better with the Listening/Speaking portions of the NYSESLAT and educational support will be geared towards strengthening students' Reading/Writing skills. Although students improve grades over time and with exposure, it seems that Listening/Speaking skills are increasing at a faster rate. Mrs. Lombardi and Mrs. Gambino teach students with all four skill sets in mind, and reinforce skill learning and strengthening on a daily basis. Assessments like Achieve 3000 allow Mrs. Lombardi and Mrs. Gambino the opportunity to evaluate students on their literacy skills throughout the school year.

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

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).

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

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

on

their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom.

ELL students with 4-6 years of service are generally linked with students they can assist in an effort to bolster English they have already acquired. These ELL students also have access to the same academic intervention services as the aforementioned ELL students, and are closely monitored for progress.

Former ELL students who have passed the NYSESLAT have access to all ESL-formatted content area courses for two years after their proficient score. That is, they have the opportunity to take Social Studies, Math, and Science courses as they were previously as a transition to non-ESL courses. Former ELLs also have access to all Regents exam accommodations as they received when they were ELLs for two years after passing the NYSESLAT.

- 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?

After seeing the lack of progress made by ELL-SWDs on NYSESLAT examinations, Susan E. Wagner High School implemented separate classes for students with IEPs to focus special attention on their progress. Mrs. Gambino has conducted this class over the last two years , and the ELL-SWDs have responded nicely. The majority of these students have improved their English proficiency and some have even passed the NYSESLAT outright. Paraprofessionals also provide assistance when needed for SWDs in an effort to facilitate their growth. Susan E. Wagner High School has experienced its greatest success with SWDs in the years since implementing concentrated efforts toward improving ELL-SWDs English proficiency. Programs like Achieve3000 also help SWDs with literacy improvement.

- 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?

Students with disabilities have been given extra attention the last two years because of regulations that mandate the delivery of ESL minutes to them in the same manner as those ELL without IEPs. In an effort to promote the Least Restrictive Environment (LRE) for students with disabilities, ESL classes are held with both IEP and non-IEP ELLs in them. Susan E. Wagner High Schools is serving all students with disabilities with the minutes that are mandated for them, and the ESL teachers are using strategies for NYSESLAT improvement.

ELL-SWD's are provided with ICT courses based on the requirements of their IEPs. In promoting the Least Restrictive Environment (LRE) for these ELLs, meetings are held with parents in order to discuss the ELL-SWD's progress in current classes and how they can benefit from less restrictive classes. ICT classes consist of 60% general education students and 40% students with IEPs; this latter category includes ELL-SWDs. Courses in the arts (Art, Music) and Health classes are currently not ESL-formatted, and ELL students are engaged even further with students without IEPs in order to incorporate them into the overall school population.

### 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:			

### 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

Math:				
Science:				

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

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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs have access to after-school programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ESL classroom and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. These classes are held once a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students, for example, will find themselves reading a passage aloud to work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and would be required to physically write answers in an attempt to assess and build comprehension and writing skills (beneficial for both exams). The feedback they are given by the ESL teacher is helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT).

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

In the last two years, Susan E. Wagner High School ELLs have experienced their greatest performances on the NYSESLAT. In 2012, SWDs accounted for 17 "Proficient" scores on the NYSESLAT, substantially more than the typical one to two that are seen each year. Overall, 80% of Susan E. Wagner High School's students saw improvement on the NYSESLAT. In 2013, two-thirds of ELL students improved on the NYSESLAT, and one-third passed outright. Students are also improving by more than one proficiency level (Beginner to Advanced, for example). Susan E. Wagner High School judges its success by the success of our ELLs, and they have proven themselves to be diligent about English proficiency.

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

Susan E. Wagner High School is considering a Saturday program for ELL parents and students. Students will have the opportunity to further develop their English skills through rudimentary skills (Beginners) and Common Core-aligned curriculum (Intermediate/Advanced). We are also considering a guidance class within the Saturday program to enable both ELL students and parents to understand college and career readiness in line with the Common Core State Standards.

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

The afterschool tutoring will be modified from 2-3x/week to once a week due to Title III funding decreases.

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

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

Students are made aware of their academic options through their guidance counselor, Mr. Martinez. School-wide announcements are made through morning announcements, as well as information the school's website, [wagnerhigh.net](http://wagnerhigh.net), and other student information sites, like Naviance ([www.naviance.com](http://www.naviance.com)) and PupilPath ([www.pupilpath.com](http://www.pupilpath.com)).

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

ESL teachers use SMARTboards consistently to aid with instruction. The SMARTboards also allow for translations to occur due to internet access in the classroom. Empower3000 is another technological aid that is used in the computer labs at the school in order to monitor literacy levels and facilitate improvement.

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

Native language supports are always a consideration for our ELL students. Our library holds many works that are available in several languages so students may be able to use them as needed. Students are also encouraged to seek online resources for their needs, and computers are available for student use in the school library. SMARTboards are frequently used during class time.

Furthermore, the advent of resources like Google Translate allows students to find translations for materials they have as they type an entry into the computer. Susan E. Wagner High School also ensures that correspondence is sent to families in their preferred language to bridge the gap between school and home and encourage parental involvement.

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

Empower3000 responds to student performance by adjusting work according to grade level. A beginner ELL, for example, may find material on a first-grade reading level. This level will increase as they improve their English proficiency. Because the NYSESLAT grade bands is 9-12, students are exposed to the same material throughout their time at Susan E. Wagner High School. ALL materials are purchased as well through vendors specifying age-specific texts and grade-specific texts.

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.

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

Throughout the school year, ELL students are informed that they are open to participate in all clubs, organizations, and programs offered at Susan E. Wagner High School. Students also have the opportunity to create clubs if their interests are not represented presently at the school.

18. What language electives are offered to ELLs?

All current and former ELL students can also choose to take elective classes in Spanish, Italian, or French at Susan E. Wagner High School, with the understanding that they are mandated to take at least one year of a Foreign Language to satisfy graduation requirements. ELL students are also welcome to take the school's Native Spanish language course or Advanced Placement language courses.

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)?

At this time, Susan E. Wagner High School does not have a dual language program. However, once we reach the number of students who choose to be enrolled in such a program, Susan E. Wagner High School will serve dual language students with sensitivity toward their native language and an aggressive methodology to achieve English proficiency.

## 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.

Professional development at Susan E. Wagner High School will involve school-wide workshops, as well as departmental conferences. ESL content teachers have the opportunity to share ideas with each other regarding optimal learning, while non-ESL teachers can be educated on what to expect in the event they are assigned ELL students in the future. The LAB/BESIS

Coordinator,

who is also a Guidance Counselor, shares data with the school to invite ideas from the entire school community to maintain good statistics.

Eusebio Martinez is present at many professional development workshops in the capacity of a LAB/BESIS Coordinator and Guidance Counselor and brings the materials he obtains from workshops to the school in order to facilitate and promote professional development at Susan E. Wagner High School. Workshops offered through the Children First Network 405 are attended by Mr. Martinez several times each year.

Every Monday, Susan E. Wagner High School sets time for the entire school to meet for Professional Development opportunities and

case conferencing between disciplines. Meeting times for the ELL professional development are from 2:15pm-3:00pm. All instructionally-based professional development meetings are led by the two ESL teachers on staff, Mrs. Lombardi and Mrs. Gambino. Guidance-related meetings are led by the ELL Guidance Counselor, Eusebio Martinez. All meetings are facilitated by

the ELL Coordinator, Daria Dempsey-Corzani and/or the ESL Assistant Principal, Michael Ambrosino. Meetings are also held during teacher preparation periods in an attempt to facilitate communication between ESL teachers and other content area teachers, administrators, and other school professionals.

ELL Professional Development dates are as follows (projected):

October 7, 2013

November 4, 2013

December 2, 2013

January 6, 2014

February 10, 2014

March 3, 2014

April 7, 2014

May 5, 2014

June 2, 2014

Professional development hours are kept on file via spreadsheet in the general office. All faculty are required to bring proof of their workshops to the general office and their time is recorded onto the spreadsheet. A copy of their proof of completion is kept in a file for easy reference.

As it pertains to the Common Core Learning Standards, ESL teachers are kept abreast of all professional development opportunities

and training on CCLS procedures through their departments Assistant Principals and OELL correspondence, if available. ESL teachers also take the initiative of perusing online resources on CCLS procedures and professional development opportunities for their edification.

In making the transition from middle school to high school, older ELLs involve themselves in the experiences of freshman ELLs to

soothe any inherent anxiety with their transition. Older ELL students are also encouraged to participate in peer tutoring and student teaching opportunities in an effort to assist younger ELLs with any struggles they have in high school.

Obtaining the 7.5 hours for ELL training is no easy task at a school of Susan E. Wagner High School's size, but attempts are consistently made to meet such ends. Full faculty meetings are geared toward professional development, and ELL matters comprise

all or part of these meetings at least once per year. Attendance is taken with sign-in sheets for the entire faculty. Most of the professional development that occurs, however, is on a smaller scale with individual teachers, special education providers, and paraprofessionals. During these meetings, attendance is gathered as well.

#### **D. Parental Involvement**

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

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

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

#### **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.

RNMR data is from 2011-2012 school year; data from 2012-2013 is currently unavailable.

## Part VI: LAP Assurances

**School Name: Susan E. Wagner High School**

**School DBN: 31R460**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary Giordano	Principal		11/15/13
Michael Ambrosino	Assistant Principal		11/15/13
Debbi Rabinowitz	Parent Coordinator		11/15/13
Madeline Lombardi	ESL Teacher		11/15/13
	Parent		1/1/01
Paola Gambino/ESL	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eusebio Martinez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Daria Dempsey	Other <u>ELL Coordinator</u>		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

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

**Cluster:** 04      **Network:** Children First 405

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

### **Part A: Needs Assessment Findings**

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

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

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

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

Lenoura Abdulai - Albanian

Keze Zylo - Albanian  
Jandark Abdelmalak - Arabic  
Vivian Gobran - Arabic  
Violette Samaan - Arabic  
Melanie Kang - Chinese (Mandarin)  
Gesner Eugene - Creole  
Laila Boulos - Egyptian  
Vivian Gobran - Egyptian  
Violette Samaan - Egyptian  
Gesner Eugene - French  
Vivian Gobran - Greek  
Mary Agu - Ibo  
Madeline Lombardi - Italian  
Daria Dempsey - Italian  
Dina Violante - Italian  
Song Ho Rimassa - Korean  
Moo Joon Park - Korean  
Leunora Abdulai - Macedonian  
Edyta Daniel - Polish  
Alice Karazim - Polish  
Edtya Daniel - Russian  
Olga Virata - Russian  
Leunora Abdulai - Serbian  
Ajantha Fernando - Sinhalese  
Amparo Caruso - Spanish  
Rebecca Morales - Spanish  
Maurita Tituana - Spanish  
Ivelisse Sanabria - Spanish  
Ed Naseem - Urdu

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

Data regarding home languages can be found using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the LAB-R and will not require ESL services, the school will still send correspondence and accommodate parents who speak a language other than English, if this option is exercised by the parent.

The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

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

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

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

### Part C: Professional Development

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$14100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$3148.50	- Teacher per session for ESL lessons (After School & Saturday - 75 hours)
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$3148.50	- Teacher per session for direct ESL instruction to address NYSESLAT modailty improvement goals and

**Part E: Budget**

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

Allocation Amount: \$14100

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