

## **Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

### **Part A: School Information**

Name of School: <u>JHS 167 Wagner Middle School</u>	DBN: <u>02M167</u>
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
Total # of ELLs to be served: <u>30</u>	
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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12	

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 1

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our 6 – 8 grade English Language Learners and Former English Language Learners within two years of passing the NYSESLAT, who are not proficient on the NYS ELA Exam are invited to meet after school in two hour sessions, two times weekly for 24 weeks from November 2014 through May 2015. One teacher will be working for all 24 sessions and Saturday sessions and another teacher will be working for 12 sessions and the Saturday Sessions.

Classes are taught in English and will meet from 3:30 – 5:30 in our ESL and/or ESL/ELA classroom on Mondays and Thursdays. Approximately 25-30 ELLs across grade 6, 7, and 8 will attend this program consistently (attendance expected to fluctuate based on school calendar, activities, and family engagements). This group will include beginners, intermediate, and advanced students with a variety of home languages. We hope to group students based on NYSESLAT and/or ELA levels.

During this time the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). The ELA and ESL teacher will co-plan instruction in order to facilitate small group instruction, model reading and writing strategies, and model proficient discussion partners. The ELA and ESL teacher will co-plan and chaperone relevant academic trips. The ELA teacher is present to work with students on Thursdays, as well as, on trips. The ESL teacher and ELA teacher will determine specific language and content objectives for each session and utilize small group instruction, team teaching, and parallel teaching to meet the student needs in heterogenous and homogeneous groupings. Students will also utilize Ipads to access complex text, take notes on complex texts, and use enhanced digital features to enhance and amplify content and vocabulary for better understanding. The teacher of this program is our ESL/ELA certified teacher. There will also be a part time ELA teacher supporting this activity. Students will be led in a Reading/Writing-centered curriculum, through the lens of studying New York City's rich cultural and historical neighborhoods. Students will learn about various neighborhoods through the unique histories and cultures they represent. They will also visit these neighborhoods, and take photos for their culminating NYC guide books. This English program (with minor support in Spanish and Chinese from our ESL teacher) will enhance their English acquisition and focus specifically on Wagner's goal of improving ELLs/Former ELLs academic language acquisition. This designed curriculum infuses History/Social Studies with engaging complex texts and writing to inform. Additionally this topic will help students explore their cultural identity and build community to learn about one another and their new home.

Students will keep a portfolio on the content/techniques learned, with a culminating NYC guide book based on the neighborhoods, food, and cultural institutions studies and visited. Students will present these guidebooks to parents and guardians at a culminating celebration of New York City is Our Backyardgroup presentation. Additionally, students will present a speech persuading their audience which neighborhood is the best neighborhood.

In addition to the Mondays and Tuesdays, we will also provide four Saturday sessions to extend the

## Part B: Direct Instruction Supplemental Program Information

experiential learning aspect of our title III program.

The materials purchased for the program are included below:

November 24, 3:30-5:30, Introduction to the Program and interviews,

Dec. 1 and Dec. 4th, 3:30-5:30, Upper East Side Collecting information about our neighborhood.

Visiting our neighborhood Library, Text: Songs about NY: SMARTBOARD, IPADS WILL BE USED THROUGHOUT THE LESSONS

Dec. 8 and Dec. 11th, 3:30-5:30 , Looking at different points of view of NYC, Faith Ringgold: Tar Beach, Fly Over Brooklyn by Myron Uhlberg and Sky Scrape/City Scape: Poems of City Life selected by Jane Yolen

December 15th and 18th, 3:30-5:30, Investigating types of guide books (print and digital)

Trip to Central Park., The Adventures of Taxi Dog, by Sal and Debra Barracca: Frommers New York City, [http://www.nyc.com/visitor\\_guide/](http://www.nyc.com/visitor_guide/)

December 22, 3:30-5:30, visiting a neighborhood restaurant,

Jan. 5th and 8th, 3:30-5:30, Learning about different neighborhoods, culture and foods.

Lower East Side walking tour. All of a kind Family What Zeesie Saw on Delancey Street by Elsa Okon Rael

Saturday January 10th, 9:00-2:00, Trip to The Museum of the City of NY, NY as activists

January 12th and 15th, 3:30-5:30, Creating foods of the lower east side. Using note taking to begin drafting our guidebooks. <http://www.urban75.org>

This is New York, Sasek, Miroslav.

January 22nd, 3:30-5:30, using note taking to begin draft our guidebooks, NYPL.org

January 26th and 29th, 3:30-5:30, Identify features of a new neighborhood. Trip to Harlem: Subway Ride by Heather Lynn Miller Romare Bearden: "The Block" Lawrence: This is Harlem

February 2nd and 5th, 3:30-5:30, Categorizing and composing notes for our guidebooks,

February 9th and 12th, 3:30-5:30, Transportation in NYC: Times Square and Grand Central Station. How Little Lori Visited Times Square. Stanley, Ed. Grand Central Terminal: Gateway to New York City.

Vila, Laura. Building Manhattan.

Feb. 23rd and Feb. 26th, 3:30-5:30, Analyzing and creating various maps of NYC to inform our guide books (subway, street, borough, Wade, Mary Dodson. Types of Maps. Sweeney, Joan. Me on the Map.

March 2nd and 5th, 3:30-5:30, Studying the parks and animals of NYC. Ipads, McCarthy, Meghan. City Hawk: The Story of Pale Male.

Saturday, March 7th, 9:00-2:00, Trip to the Highline (man made city park), Ipads for photos. Notebooks for sketching and observations

March 9th and 12th, 3:30-5:30, Investigate the worlds of Chinatown, Korea Town through their food and culture. The Name Jar by Yangsook Choi, Everybody Cooks Rice

March 16th and 19th, 3:30-5:30, Trip to Chinatown and Korea Town, Ipads for photos.

Notebooks for sketching and observations

March 23rd and 26th, 3:30-5:30, Introduction to Digital Storytelling and

Drafting on Voice thread, ipads and voice thread

Saturday, March 28th, 9:00-2:00, Trip to MOCA,

March 30th, 3:30-5:30, Landmarks of New York., Maestro, Betsy. The Story of the Statue of Liberty.

April 13th and 16th, 3:30-5:30, Compare and contrast neighborhoods. Mentor texts of persuasive essays/speeches

April 20th and 23rd, 3:30-5:30, Drafting and revising our essays, mentor texts of persuasive essays/speeches

April 27th and 30th, 3:30-5:30, Making our essays a speech, Mentor texts of persuasive essays/speeches. Laptops and smartboard

Saturday, May 2nd, 9:00-2:30, Trip to Brighton Beach. ,

May 4th and May 7th, 3:30-5:30, Revising our Speeches. Watching famous speeches as mentor texts

May 11th and May 14th, 3:30-5:30, Final edits to Guidebooks and speeches Practice and performing our

## Part B: Direct Instruction Supplemental Program Information

speeches.

May 18<sup>th</sup> Culminating Celebration. ipads, note books.

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

- Students will read, watch, and listen to various texts about the history and makeup of New York City neighborhoods (Chinatown, Harlem, Upper East Side-Germantown)
- Students will visit neighborhoods to sketch, take photos, eat neighborhood food and reflect on these experiences.
- Students will write compare and contrast essays about the neighborhood they live in and another neighborhood of their choice.
  
- Students will write a persuasive speech convincing their audience to visit one of the neighborhoods we have studied.
  
- Students will collaborate with teachers to design relevant field trips to research the neighborhoods.
- Students will be given access to a variety of primary sources to research the history of these neighborhoods.
  
- Supplemental instructional materials, including non-fiction texts and videos/CDs, will be provided. As well as lessons based on computer, iPads, Smart Board technologies, and digital camera skills and use at no cost to Wagner's Title III program.
- Qualitative assessments will include student-produced projects, reflections, teacher observations and classroom teacher feedback, student surveys, as well as parent feedback throughout this program.

## 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:

ELLs and Former ELLs at Wagner Middle School struggle to gain proficiency on the NYS ELA exam. They also struggle to learn and engage in the content areas. Through data reasearch and conversations with teachers, we found many content teachers expressing a need for support with their ELLs. Content teachers expressed a lack of understanding specific techniques used to support second language acquisition with in their content teachers.

To address this need, we created a study group for content teachers of Ells including our ESL teacher . Our ELL Consultant, Fay Pallen, supports the facilitation of this group and teachers work together through text based discusssion and inquiry to design best practices. Eight Teachers voluntered for the study group based on the volume of ELLs/Former ELLs with in their classes and their co teaching partnership with the ESL teacher at Wagner. Math, Science, Social Studies and Math teachers are represented as well as all three grades. The study group will meet every Wednesday for 50 minutes. During these meetings the ESL teacher will participate with content teachers to address the NEW Language Arts Progressions in their instructional approach by focusing on the guiding principles that

## Part C: Professional Development

1. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways and 2. Students' development of academic language and academic content knowledge are inter-related processes. To further this investigation and application of ELL support in the content areas, teachers will read excerpts from "Building Academic Language" by Jeff Zweirs. Through these professional readings the teachers in the study group hope to bring the focus of teaching academic language in the content areas to the forefront of our work with our ELLs/Former ELLs. Teachers will be given the opportunity to collaborate and apply these strategies to their current units and lesson plans.

Oct. 1st: Wednesday 8:05-8:55 :Intro and norms

Oct. 8th: Wednesday 8:05-8:55 Affective Filter: Getting to know the ELL experience

Oct. 15: Wednesday 8:05-8:55

ELS standards, language development progressions and language domains

Oct 22: Wednesday 8:05-8:55

Getting to know your ELL students

Introducing the Can Do descriptors from the WIDA consortium

Oct. 22nd : Wednesday 8:05-8:55 Text: Common Core Standards : Functions of Academic language (what are the tiers of words)

Topic: Ways to modify for your ELLs

Oct 29th : Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Content Variations of Academic Language : Language of Social Studies

Nov. 5th Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Content Variations of Academic Language: Language of Math

Nov. 12th Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Content Variations of Academic Language: Language of Science

Nov. 19th Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Content Variations of Academic Language: Language of Language Arts

Nov. 26th Wednesday 8:05-8:55

Leveling your student across the 4 domains of Language using WIDA Can Do Descriptors

Dec 3rd Wednesday 8:05-8:55

Modification or accommodation: How do we incorporate language accommodations into our lessons?

Dec 10th: Wednesday 8:05-8:55

Looking at an ELL modified Lesson plan.

Dec. 17th Wednesday 8:05-8:55

## Part C: Professional Development

Building Language Development into Lessons and Assessments: Using ELL strategies to modify a lesson in your unit.

Jan. 7th: Wednesday 8:05-8:55

Building Language Development into Lessons and Assessments: Using ELL strategies to modify a lesson in your unit.

Jan 14th: Wednesday 8:05-8:55

Building Language Development into Lessons and Assessments: Using ELL strategies to modify a lesson in your unit.

Jan. 21st: Wednesday 8:05-8:55

Sharing out our modified plans: Glow and Grows

Jan. 28th: Wednesday 8:05-8:55

Sharing out our modified plans: Glow and Grows

Feb. 4th: Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Academic Listening and Speaking in small groups and Pairs

Feb. 11th: Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Language for Reading Complex texts

Feb. 25th: Wednesday 8:05-8:55

Text: Building Academic Language

Topic: Language for Creating Complex texts

Mar. 4th: Wednesday 8:05-8:55

Building Language Development into Lessons and Assessments: Using ELL strategies to modify a lesson in your unit.

Mar. 11th: Wednesday 8:05-8:55

Concluding thoughts and next steps.

## 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here:

Parents of our ELLs will be invited to join any of our field trips to the neighborhoods we investigate. They will also be invited to join our "cooking days" when we share our cultural identities through food. Through out the year our ESL teacher, Ms. Elizabeth Nevins, will offer three specific workshops. In the Fall we will host a High School workshop to help ELLs navigate the NYC High School application process for ELLs with the support of the 8<sup>th</sup> grade guidance counselor. In the Spring we will hold a workshop on ELL accommodations and Preparation for City and State Assessments (Including all NYS assessments and NYSESLAT). At the end of the year we will host a workshop on Goal Setting for the summer as well as possible ESL summer programs in NYC to help maintain literacy skills over the summer.

How to access helpful resources for parents of ELLs to work with their child's teacher: [1/12/15 5:00-7:00](#)

Preparation for City and State Tests: [3/11/15 5:00-7:00](#)

Goal Setting for ELLs: [5/20/15 5:00-7:00](#)

**Part E: Budget**

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

Allocation Amount: [\\$11200](#)

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<a href="#">\$9580.86</a>	<p>The teachers below will be utilized to <u>teach the twice per week after school program, as well as, facilitate the Saturday trips for the students in the Title III program will extend the learning objectives of our curriculum.</u></p> <p><u>One teacher will facilitate three parent meetings as listed in parent activities.</u></p> <p><u>One Teacher (\$51.51) x 2 hour parent meetings x 3 parent meetings = 309.06</u></p> <p><u>Two Teachers (51.51) x 4 hours x 5 Saturday sessions = 20 X 51.51= 2,060.40</u></p> <p><u>One ESL teacher (51.51) x 2 hour</u></p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>after school bi-weekly sessions x 46 = (46 x 2 hours) x 51.51 = 4738.92</u></p> <p><u>One ELA teacher x 2 hour weekly sessions x 24 sessions = 24 x 2 hours x 51.51 = 2472.48</u></p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$19.95</u>	<p><u>Professional texts will be purchased for use in planning of and inquiry during the study group for Title III professional development. Professional Texts for use during planning/PD sessions: Building Academic Language by Jeff Zweirs 19.95</u></p>
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>	<u>1225</u>	<p><u>Theme books about New York City history and culture in various genres and levels. These books will be used as mentor texts and entry points to build unit vocabulary, academic vocabulary and background knowledge. Books will be used as read alouds and in shared reading and guided reading small groups.</u></p> <p><u>Ringgold: Tar Beach, \$6.99</u></p> <p><u>Fly Over Brooklyn by Myron Uhlberg \$7.95</u></p> <p><u>Sky Scrape/City Scape: Poems of City Life selected by Jane Yolen \$14.95</u></p> <p><u>The Adventures of Taxi Dog, by Sal and Debra Barracca: \$5.99</u></p> <p><u>All of a kind Family (series) \$9.68 x 6= 77.44</u></p> <p><u>What Zeesie Saw on Delancey Street by Elsa Okon Rael \$6.99 X5= \$34.95</u></p> <p><u>This is New York, Sasek, Miroslav. \$14.00</u></p> <p><u>Subway Ride by Heather Lynn Miller \$8.00 x4 = \$32.00</u></p> <p><u>How Little Lori Visited Times Square. Stanley, Ed. \$12.95</u></p> <p><u>Grand Central Terminal: Gateway to</u></p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>New York City. \$13.95</u> <u>Vila, Laura. Building Manhattan. \$14.00</u> <u>Types of Maps. Wade, Mary Dodson. \$6.99x 6=\$41.94</u> <u>My Subway Ride, Paul Dubois Jacobs \$12.22</u> <u>Me on the Map. Sweeney, Joan. \$ 6.99x 6= 41.94</u> <u>McCarthy, Meghan. City Hawk: The Story of Pale Male. \$6.99x6=41.94</u> <u>The Name Jar by Yangsook Choi, \$7.99x2=\$15.98</u> <u>Everybody Cooks Rice: Series \$6.95x4=27.80</u> <u>The Story of the Statue of Liberty, Maestro, Betsy. \$6.99x 2=13.98</u> <u>A Walk in NY , Salvatore Rubbino. \$12.50</u> <u>Scholastic Guided Reading Sets H-K: 725</u>  <u>Laminating paper for projects</u> <u>Bare books</u> <u>Apps for digital story telling</u> <u>Notebooks</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$375</u>	<u>Through the title III after school and Saturday program, students will take trips to study New York City. These trips admissions and travel costs below.</u> <u>Admission to Museums: MOCA \$5 per student x 25 students = \$125</u> <u>Museum of the City of NY \$10 per student x 25 students = \$250</u>
Other	_____	_____
<b>TOTAL</b>	<b><u>11,200</u></b>	_____



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**02M167**

**School Name:**

**SENATOR ROBERT F. WAGNER MIDDLE SCHOOL**

**Principal:**

**JENNIFER REHN**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 02M167  
Screened and Unscreened  
School Type: program Grades Served: 6 - 8  
School Address: 220 East 76<sup>th</sup> Street New York, NY 10021  
Phone Number: 212-535-8610 Fax: 212-472-9385  
School Contact Person: Jennifer Rehn Email Address: jrehn@schools.nyc.gov  
Principal: Jennifer Rehn  
UFT Chapter Leader: Wade Brozik  
Parents' Association President: Carrie Karabelas  
SLT Chairperson: Erika Newsome  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, 7<sup>th</sup> Floor New York, NY 10001  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
Phone Number: (212) 356 - 3815 Fax: (212) 356 - 3702

**Cluster and Network Information**

Cluster Number: Cluster 1 Cluster Leader: Christopher Groll  
Network Number: CFN 101 Network Leader: Cristina Solis

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Rehn	*Principal or Designee	
Wade Brozik	*UFT Chapter Leader or Designee	
Carrie Karabelas	*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	
Danielle Remsen	Member/Teacher	
Erika Newsome	Member/Teacher	
Jennifer Dyer	Member/Teacher	
Beth Miller	Member/Parent	
David Roth	Member/Parent	
Suzanne Maltz	Member/Parent	
Lauren Segal	Member/Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Robert F. Wagner Middle School serves approximately 1,340 students from diverse populations. Our Student population is extremely diverse (different socioeconomic backgrounds, ethnicities, languages, and cultures are represented) We follow the “house model” and the Assistant Principal and Guidance Counselor for each grade “loop” with students. Wagner has extensive After School Program, including academic offerings, sports teams, intramurals, arts, music and drama program. Throughout the year we have several student celebrations including concerts, publishing parties, Science Fair, ARISTA, Student of the Month, Math & Science Day and the Senior Awards Ceremony. Wagner is celebrating over 55 years as a public, neighborhood middle school. It is the largest public middle school in Manhattan. The school has several partnerships, including Urban Advantage, Grow NYC, Child Mind Institute, Borough-wide Band, Math for America and the Museum of Natural History,

Wagner Middle School is an educational community designed to enrich the lives of our students, families, and staff members through academics, athletics, and the arts. We challenge ourselves, encourage rigorous expectations, and always strive for success. Collaboratively, we prepare all students to be critical thinkers for college, careers, and beyond. We are dedicated to supporting our students as they become independent, responsible adults who *Live to Learn, Dare to Care*.

At Wagner Middle School, our educational philosophy is based upon an alignment to the national Common Core Learning Standards. Students learn best when their teachers are differentiating instruction based on student learning styles, needs, and abilities. This is evident through databased groupings, accommodations for student products and outcomes, and adjustments to learning processes. During lessons, teachers engage in a pedagogical approach centered on student inquiry, deep questioning, and various modes of discussion. Our curriculum is organized by content-based units of study, with essential questions tying individual lessons to a larger, overarching theme.

Wagner Middle School has community partnerships with Grow NYC, Child Mind Institute, Yeshiva University, Urban Advantage and the Borough-wide band. Wagner also has an extensive Arts and Music program available to students during the day and after school including visual arts, theater arts and a music program where over 500 students are involved in band and chorus.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2013 - 2014 school year Quality Review (2.2), we determined that we needed to further refine our data systems in order to provide more frequent pictures of our student performance at the individual level. Additionally, we needed to be able to describe specific student needs and plans for increasing student progress for all student groups. We also observed through review of teacher data systems that we needed a central place for tracking data on specific performance assessments so that departments and instructional leadership could review and have shared conversations around data and instructional practice. Upon review of school data, it was determined that students could be making even more progress by ensuring that classroom teachers know how each student is progressing towards mastery of the content standards at the beginning, middle, and end of the school year.

During the 2013 – 2014 school year, all departments designed and administered common pre- and post- assessments for each unit of study. Teachers tracked this data in different ways at the teacher level. In order to ensure rigorous instruction for all students, we recognized teachers needed to come together to uniformly record data for the whole grade to determine next steps for the department, grade and individual students.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

A minimum of three times per year teachers will administer common grade level performance assessments aligned to the Common Core State Standards, enter student data into a central data system, and engage in grade level department data analysis conversation incorporating instructional next steps to ensure students mastery of the Common Core State Standards.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement
- Activities that address the Capacity Framework element of Trust

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

Summer planning to design assessments, central data system, and a plan for implementation of assessments and review of data.	Teachers (by department)	July & August 2014	Department Assistant Principals
Instructional leadership team reviewed and utilized text <u>Driven by Data</u> to support development of this plan.	Assistant Principals & Principal	Work began in August 2014 & is ongoing	Principal
Share plan with department and review round one assessments.	Teachers	Work began in September 2014 & is ongoing	Department Assistant Principals & Principal
<ul style="list-style-type: none"> <li>Share documents for data review meetings and receive feedback.</li> <li>Provide training for systems of data entry and collection.</li> <li>Data results meetings three times per year with grade level department to analyze performance assessments and design instructional next steps for all students including student with disabilities and English Language Learners.</li> </ul>	Teachers	Work began in September 2014 & is ongoing	Department Assistant Principals & Principal
Share results of the common grade level assessments with families	Teachers	Minimum of 2 times during the school year	Department Assistant Principals
Reflect on assessments and process to make changes for the following school year.	Teachers	After each Data results meeting	Assistant Principals

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher created assessment for Mathematics and English Language Arts
- MOSL assessment for Science and Social Studies
- Per session for summer planning
- Instructional resources – Driven by Data
- Human Resources – Principal, Assistant Principals, Lead teachers, grade team leaders, teachers
- Coverage for teachers to grade assessments and enter data
- Schedule adjustments - Professional development time & grade team leader meeting time

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015:

- At minimum, one round of assessments will be administered to students in English Language Arts/Humanities, Mathematics, Science and Social Studies departments.
- At minimum, one assessment will be graded, data entered, analyzed and next steps planned and implemented.
- At least one data meeting will have taken place for the English Language Arts/Humanities, Mathematics, Science and Social Studies departments.

By March 2015:

- A second round of assessments will be administered to students in English Language Arts/Humanities, Mathematics, Science and Social Studies departments.
- The second assessment will be graded, data entered, analyzed and next steps planned and implemented.
- A second data meeting will have taken place for the English Language Arts/Humanities, Mathematics, Science and Social Studies departments.

By June 2015:

- A third round of assessments will be administered to students in English Language Arts/Humanities, Mathematics, Science and Social Studies departments.
- The third assessment will be graded, data entered, analyzed and next steps planned and implemented.
- A third data meeting will have taken place for the English Language Arts/Humanities, Mathematics, Science and Social Studies departments.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our Learning Environment Survey, 58% of our students say that most students at the school treat each other with respect.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Wagner Middle School will create a student government that will be the voice for the student body. This will enable the staff to have a better understanding of the why students do not feel respected. Collaboratively students and staff will develop systems and strategies to foster a safe and supportive environment for all students. By April 2015 student representatives will be selected to represent the student body. Beginning in May 2015 a plan of action for the 2015 – 2016 will be drafted.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Identify staff members who are interested in being advisors to student council	Wagner Staff	December 2014	Administration
Professional development for identified staff – intervisitation to a school with a successful student government	Wagner Staff	January/February 2015	Administration
System of selection of students will be established to ensure a representation of all student voice	Wagner Staff	February 2015	Student Council Advisors and Administration
Launch of Wagner’s Student Government including: <ul style="list-style-type: none"> <li>• Selection of students</li> <li>• Training of students</li> <li>• Needs assessment of school by student government representatives</li> <li>• Kick-off of student government activities</li> </ul>	Student Council Advisors Wagner families	April 2015	Student Council Advisors and Administration

<ul style="list-style-type: none"> <li>Involvement of family body in designing Student Council model</li> </ul>			
Evaluation of impact of student government and determination of next steps for school year 2015 - 2016			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Student Council Advisors  
 Coverage to attend professional development  
 Time to hold student council meetings

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015:

- Staff members interested in being Student Council Advisors will be identified
- Advisors will participate in professional development
- System for selecting student council representatives will be established

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Upon review of the Citywide Instructional Expectations, it is clear that there is an emphasis on collaborative professional learning. In order to implement collaborative professional learning, it is crucial for the staff to be able to speak constructively to push practice and student achievement. Based on observation of professional learning sessions as whole staff, department, and grade level, instructional leadership noticed that teachers were able to provide positive, evidence based feedback to colleagues, but struggled to provide constructive feedback. Additionally, we engaged in conversations with lead teachers and other staff members in regards to their assessment of professional conversations. In beginning the practice of teacher led study groups in the 2013 - 2014 school year, the need for support around professional conversations evolved.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Staff will engage in professional conversations around data, instructional practices, and school culture during weekly study groups, common planning time, department meetings, and inter-visitations. The impact of the collaboration will be seen in classroom practice and related student work.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Lead teachers met with instructional leadership to consider professional learning structures and protocol for school year 2014 - 2015 that would push practice in relation to professional conversations.	Teachers	August - October	Principal
Teachers participate in self-selected study group led by lead teachers and grade team leaders that follow a cycle including professional learning, design of plans for implementation, intervisitation, debrief	Teachers	Begin in October 2014, study	Lead Teachers and Grade Team Leaders

of practice, assessment of impact on student achievement.		groups meet weekly	
Department meetings include regular opportunities for determining instructional next steps using student data and classroom observations as a cornerstone for professional conversations. These meetings also include opportunities for setting up and debriefing inter-visitations.	Teachers	September, occurring on ongoing basis	Lead teachers and Department Assistant Principals
Common planning time meetings include opportunities to discuss specific student and grade level needs including looking at student work, family meetings, and reviewing relevant data to make decisions.	Teachers	September, occurring on ongoing basis	Grade Level Assistant Principals and Guidance Counselors
At the end of the school year, teachers will observe two members of a different study group to observe implementation of their study group work. The visit will highlight best practice from the study group as well as provide an opportunity for teachers to provide colleagues with feedback.  Sharing of best practice for Wagner families during May 2015 Parents' Association Meeting.	Teachers	May & June 2015	Lead Teachers and Grade Team Leaders

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Human resources – Lead teacher positions</li> <li>• Schedule Adjustments – common planning time for grade level department meetings, common planning time for grade level houses, planning time for study group facilitators, lead teacher meetings with Department Level Assistant Principals, Administrative Cabinet Meetings and coverages for intervisitations</li> </ul>

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
<p>By January 2015:</p> <ul style="list-style-type: none"> <li>• Each study group facilitator develops a Professional Learning Plan outlining goals and outcomes for the study group</li> <li>• All teachers will participate in at least one intervisitation followed by a professional debrief</li> </ul>

conversation

- Study group facilitators receive feedback from participants to plan second-half of the year work

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our school year 2013-2014 Quality Review feedback, it was determined that practices were needed to review school level data each month for several purposes. The review of this data would support instructional leadership in understanding student progress and trends across the school, the departments, and the grades in order to:

- create cross-content strategies for maximizing student achievement.
- assess impact of professional learning on teacher performance
- explore issues of disproportionality in race, gender and economics in discipline and performance
- create/revise school wide plans from improving performance of specific sub-groups

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Instructional leadership will develop and implement a monthly meeting protocol to review selected student data points to assess impact of school practices and make adjustments including but not limited to instructional student data, Advance teacher data, discipline data, attendance data, and school cultural data.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Develop monthly meeting protocol for reviewing data</li> </ul>	Assistant Principals & Principal	September & October 2014	Principal
1. Beginning in November review data points monthly during instructional cabinet	Assistant Principals & Principal	November 2014	Principal
<ul style="list-style-type: none"> <li>• Invite relevant stakeholders to the meeting</li> </ul>	Lead Teachers &	Monthly	Principal

	Grade Team Leaders, Dean, Parent Coordinator, Guidance Counselors		
<ul style="list-style-type: none"> <li>Revise or create school wide plans for improving teacher and student performance</li> </ul>	Assistant Principals & Principal	November 2014 – June 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Schedule Adjustments – Instructional Cabinet meeting

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
None									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015:

- Monthly meeting protocol implemented and 1<sup>st</sup> data protocol meetings will occur
- Adjustments will be made as needed to school wide plans

By March 2015:

- 2<sup>nd</sup> data protocol meetings will occur
- Adjustments will be made as needed to school wide plans

By June 2015:

- 3<sup>rd</sup> data protocol meetings will occur
- Adjustments will be made as needed to school wide plans

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Wagner Middle School hosts many events throughout the year for parents to participate in that are educational and social in nature, as well as events that encourage the support of parents in the vision and mission of the school. Some of these events are concerts, potluck dinners, workshops and Parents Association meetings with guest speakers. Based on the Learning Environment Survey 33% of our parents indicated they attended 1 - 2 Parents Association meetings, while 50% indicated they never attended. 12% of our parents indicated they disagreed/strongly disagreed that Wagner makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. Additionally recent event attendance has been low.

The priority of Wagner is to increase attendance and participation rates for parents in the school community and to retain those numbers throughout the school year. To support that Wagner will identify the community needs and resources through a parent survey.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Wagner Middle School will host at least one event based on parent interest as informed by a parent interest/engagement survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop a survey with the School Leadership Team to administer to all Wagner families – including SWD and ELLs	Wagner families	January 2015	Wagner’s SLT
Distribute survey to all families of Wagner Middle School - including SWD and ELLs	Wagner families	January/February 2015	Wagner’s SLT

Analyze school survey and plan program/event based on results	School Leadership Team	February 2015	Principal
Host program/event for families - including SWD and ELLs Survey families to determine effectiveness of the program	Families	March 2015 – May 2015	Wagner’s SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time during SLT

Depending on results of the survey, funding for event/program might be necessary

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
None									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015:

- The School Leadership Team will develop a survey to administer to families

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	ELA test scores, NYS ESL AT scores Teacher recommendations	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• Strategies for Success</li> <li>• After School ESL Program</li> <li>• Saturday Academy</li> <li>• Wilson Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• After school</li> <li>• After school</li> <li>• Saturdays</li> <li>• During the school day</li> </ul>
<b>Mathematics</b>	Math test scores, Teacher recommendations	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• Strategies for Success</li> <li>• After School ESL Program</li> <li>• Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• After school</li> <li>• After school</li> <li>• Saturdays</li> <li>• During the school day</li> </ul>

<b>Science</b>	Teacher recommendations	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• After school at risk science support</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After School</li> <li>• After School</li> </ul>
<b>Social Studies</b>	Teacher recommendations	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• After school at risk social studies support</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral, Teacher recommendations, parent requests	<ul style="list-style-type: none"> <li>• Mandated counseling</li> <li>• Need-based counseling</li> <li>• Attendance Outreach</li> <li>• Homework Help</li> <li>• Study skills group</li> <li>• Behavioral support/monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one</li> <li>• One-to-one</li> <li>• One-to-one</li> <li>• Small group</li> <li>• Small group</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

**2b. 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).

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Wagner Middle 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 the school and the families. The 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 the school community. Wagner Middle 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

Principal <b>Jennifer Rehn Losquadro</b>	Assistant Principal <b>Courtney Dowd, ESL</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Elizabeth Nevins</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Christine Dragone, ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Eileen Delehanty</b>
Related Service Provider <b>type here</b>	Other <b>Kaye Kerr, AP</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Lisa Stefanick, AP</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1342</b>	Total number of ELLs	<b>61</b>	ELLs as share of total student population (%)	<b>4.55%</b>
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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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in								1	1					2
Pull-out							4	3	1					8
<b>Total</b>	0	0	0	0	0	0	4	4	2	0	0	0	0	10

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	40	1	1	13	0	7	8	0	4	61

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>40</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>61</b>
Number of ELLs who have an alternate placement paraprofessional: <b>0</b>										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	9	4					26
Intermediate(I)							5	3	3					11
Advanced (A)							12	8	4					24
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>20</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	3	2		16
7	8	1			9
8	8				8
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		10		6		7		1	24
7		5		6		1			12
8		4		2		2		1	9
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		3		10		8		6	27
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We currently assess early literacy skills of our ELLs using Fountas and Pinnell running records. This assessment indicates that many of our beginning ELLs are struggling with development of phonics skills in English. Additionally, our ELLs and former ELLs are still not reading at grade level according to our assessments. Although they might be able to decode the words in the texts, as the texts

become more complex they are struggling to understand non-context embedded vocabulary that is crucial to understanding. This data will inform our school's instructional program in a few ways. We will have our beginning ELLs attend morning enrichment to receive direct, multisensory phonics instruction. These students will also attend pull out to work on development of these beginning literacy skills. Additionally, we will target vocabulary development among all of our ELLs through push-in services where student are explicitly taught content vocabulary embedded in context. In addition to building vocabulary, ELLs will also be explicitly taught how to determine word meaning to build understanding through differentiated word study.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our 6<sup>th</sup> grade has the highest number of beginners and ELLs in general. As students move up the grades, the number of ELLs is decreasing because of students becoming proficient on the NYSESLAT. It is also noted that the remaining ELLs in 8<sup>th</sup> grade are all scoring level 1s on the ELA state exam, even though the majority are Advanced. Additionally, the smallest population across grades are the intermediate students. Overall, our school has the largest number of students with 0-3 years as ELLs. This indicates that we should be aligning our instructional resources to target this particular population.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
In general our students become advanced or proficient in listening/speaking much more quickly than in reading/writing. For our ELLs, it is crucial that we target reading and writing through ESL services, as well as across content areas. In order to support this work, our ESL teacher, Ms. Nevins attends ELA department meetings, plans collaboratively with teachers, and provides a variety of resources. Ms. Dragone, another ESL teacher, is the Lead ELA teacher and supports all ELA teachers in the building with developing curriculum and strategies to support ELLs in acquisition of reading and writing skills.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?ELLs are demonstrating greater achievement on tests taken in their native language as opposed to English. There is a greater proficiency on the Math State exam than on the ELA state exam. Currently, we are reviewing ELL student performance on local measure assessments in science, social studies, and ELA. On these assessments, there is a major focus on reading and writing to show understanding. The social studies and science assessments are in Native Language. The data is still being evaluated as the assessments will be entered by November 8<sup>th</sup>. Given the vast amount of assessments students are currently asked to take, we are not administering ELL Periodic assessments. We review prior NYSESLAT scores, LAB-R scores, and NYS Tests in conjunction with classroom level benchmark assessments to assess student development in the multiple modalities.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#)).  
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We currently have one SIFE student that has limited language development in their native language. We are working to develop language through access to books in her native language and peers speaking her native language. As we develop the native language, we are hooking the development of English into this through making explicit connections and relationships. For native spanish speakers, students have the opportunity to take Spanish as a foreign language elective at Wagner in the 7<sup>th</sup> and 8<sup>th</sup> grade year. For languages other than Spanish, we provide texts in a variety of languages and we try to group students with other students speaking the same language in their classes. Additionally, many parents choose to continue the development of the native language through classes outside of the school day. Through ARIS and ATS, we provide our staff with an understanding of the second language development. We review this data during departmental meetings and weekly grade level common planning meetings.
7. For dual language programs, answer the following:
  - 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?Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ELL programs by meeting AYP for ELLs, making progress on local measures such as Fountas and Pinnell Running Records, Science Assessments, and Social Studies Assessments. We also review our unit levels assessments and projects to determine how our ELLs are performing in comparison with their peers. Additionally, we evaluate the efficacy of the program by reviewing our NYSESLAT pass rate. Finally, we also review the data for our Former ELLs to determine if students continue to need

support in developing language skills although they have passed out of ESL.

## Part IV: ELL Identification Process

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

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](#).)  
New admit ELLs are enrolled by our pupil personnel secretary. She notifies one of our ESL teachers, Ms. Nevins or Ms. Dragone and/or the ESL Assistant Principal, Ms. Dowd, who meets with families to review and fill out the HLIS. If applicable, students are then LabR assessed and placed into appropriate leveled-groupings according to status within ten days of enrollment. During enrollment families watch the parent choice video in their native language as applicable and complete the program choice form in their native language. Parents are provided with time to ask any questions about the programs. These forms are reviewed and students are placed in the program of choice. The ELPC screen is completed within 10 days of admission for each student.
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.  
On the day of enrollment at the school, parents are informed of all three programs of service through watching the parent video. For families that are unable to watch the video on the first day, the families are scheduled to come in to meet at a time that is convenient for them. These meetings are supported by phone translation or staff member translation as required. In addition, Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coinciding with Open House/Curriculum Night as this is our most significant time for enrollment of new ELLs. A similar meeting is scheduled during fall and spring Parent Teacher Conferences. At this time parents meet with the ESL teacher, Ms. Elizabeth Nevins. Parents are shown the DOE informational video that describes English Language Learning program options in their Native Language. Parents are walked through the Parent Survey, as well as other informational materials in their native language. There is a lengthy Question and Answer session to clarify information. Multiple one-on-one meetings are scheduled by parents and/or our ESL teacher to address students/parents who arrive between these larger scheduled meetings. If we have families that have previously chosen TBE/DL and a bilingual program becomes available we would outreach via notice home, phone calls, and a family meeting to make the families aware of the offering dictated by new enrollment patterns through parent choice.
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 [\[see tool kit\]](#).)  
In order to ensure that entitlement letters are distributed, the ESL Assistant Principal, Courtney Dowd reviews the RLER, ELPC, and RLAT to determine eligibility of the students. After this review, entitlement letters, program selection forms, and other notices are distributed and collected by our ESL teacher, Ms. Nevins. Ms. Nevins also distributes continued entitlement letters to students. Forms are translated and sent home with students every fall to provide spring NYSESLAT results to those already enrolled and additional communication is done for new students who test into (or test proficient) on the Lab-R. We also rely heavily on the Department of Education's Over-the-Phone-Translation services to allow for personalized conversations. For families that struggle to return these items, we also have these on hand during our fall and spring meetings described above. These records are stored in the student cumulative record and an additional copy is stored in Ms. Nevins student records. In addition, the majority of a school-based communications are translated into our large volume languages and our website translates materials into additional languages. All returned letters, surveys and selection forms are stored in student cumulative records secured in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Based on parent choice, students are placed in the appropriate instructional program. As listed above, we offer many opportunities for families to understand the program options in their native language. Families are notified in their native language

of the students entitlement and services in the entitlement and continued entitlement letters. These letters inform the families of their placement. Ms. Nevins also communicates with families using over the phone translation services as needed to be sure all families are aware of the placement. At this time our families are selecting ESL as the primary program of choice. However, if we were to receive more students selecting bilingual programming, we would open a bilingual class to support these students. All records are stored in the student cumulative record secured in the main office.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- While the majority of Wagner Middle School is a pull-out ESL program; we are currently using a push in model to address the majority of our 7th graders and selected 8th graders. Thus far, we align fully with the current climate of parent choice. In the past nine years 100% of our parent surveys show a selection of the pull-out ESL program that Wagner is well known for within District Two. Parents tend to seek an educational program where the mode of instruction is in English. Some families choose to supplement their child's education through enrollment in native language schools in the evenings and on the weekends. To date we have not achieved a critical volume to justify the implementation of a bilingual or dual language program. ELLs are typically 5% of our total population; with well over ten languages consistently represented within our population.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

In order to appropriately evaluate all students in their native language, we ensure that all exams are ordered in students' native language. We also assess all native Spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language where appropriate.:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We review the data from the NYSESLAT to determine baselines for performance in the four modalities. As the four modalities are an integral part of the Common Core Standards they are a crucial part of our ESL and Content Area curriculums. In our ESL and content area curriculums, there are planned assessments in the four modalities for each unit. Our ESL providers, Ms. Nevins and Ms. Dragone use a speaking and listening rubric aligned to the Common Core State Standards to assess all classroom talk. Student reading is assessed through Fountas and Pinnell running records and classroom writing development is assessed on pre and post rubric based writing assessments.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Wagner Middle School differentiates based on ELL subgroups as necessary. Newcomers are placed together whenever possible

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English

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

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

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

### 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


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

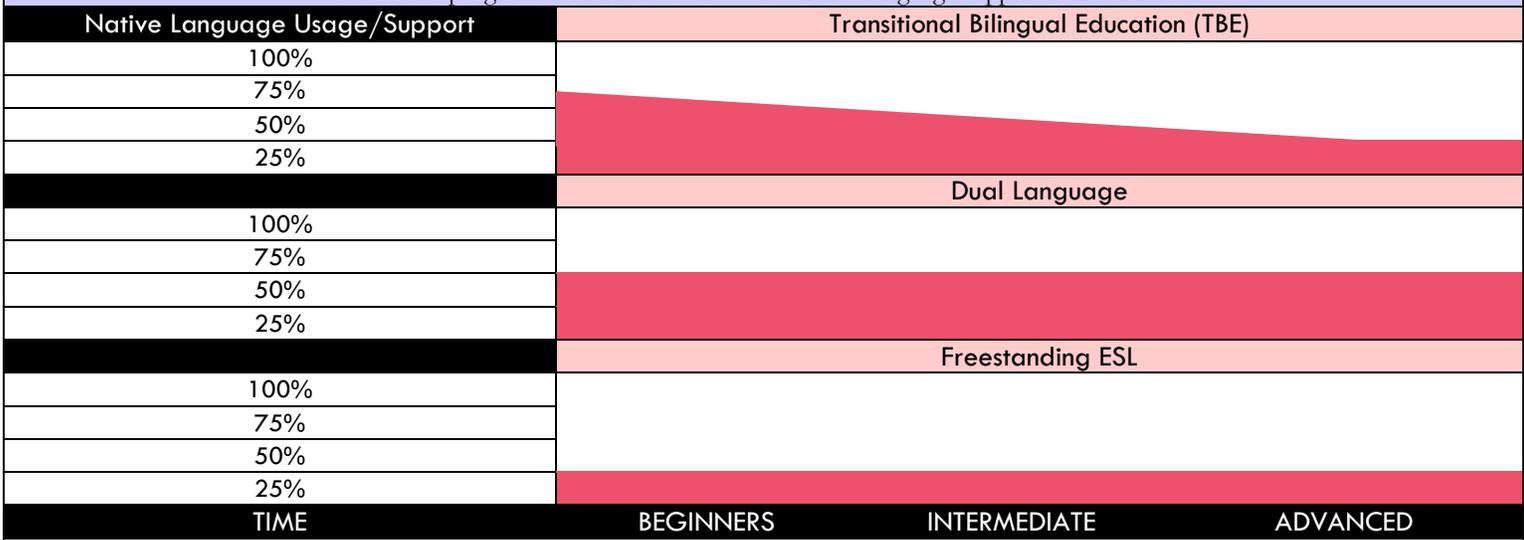
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our interventions are provided in Math and ELA through morning enrichment , Saturday Academy, at-risk school day services, and in the classroom supports. During morning enrichment, our ELLs receive small group reading instruction using a multi-sensory phonics program. Additionally, ELLs can receive small group reading and writing intervention through our ELA morning enrichment curriculum that includes additional independent reading time, individual comprehension conferences, writing about reading using text evidence, and daily rubric based teacher feedback about reading and writing. Our ELLs also receive morning enrichment for math which includes use of test preparating materials and a routines bank of skills based problems of focus. Work for morning enrichment is selected based on student assessments. All ELLs are eligible for morning enrichment based on test scores and teacher nomination. In our classrooms, ELLs are targeted for weekly small group instruction in ELA, Math, Science, and Social Studies based on teacher data. Saturday Academy is focused on developing math and literacy skills in alignment with the Common Core State Standards. All ELLs are eligible based on test scores and teacher nomination. Finally, during the school day, ELLs that are evaluated by our pupil personell team are eligible to receive at risk services from a special education service provider, speech provider, counselor, or occupational therapist. These services are currently provided in English, but we are able to get services for students in native languages based on IEP mandates. These may be push-in or pull-out services as part of an intervention plan. All of these intervention services are in addition to the curriculum embedded supports already in place for ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is doing a good jobs of exiting ELLs based on proficiency numbers on the NYSESLAT. Our program is also effective at continuing to provide services to former ELLs. However, we are still working to improve our ability to service all of our ELLs through push-in services in the content areas by fostering genuine collaboration. Currently, this programming is available in ELA classess, but we would like to begin this work in Science and Social Studies where the opportunity to provide access to content is so rich. We would also like to make adjustments to our ESL pull-out curriculum to target newcomers without the worry of missing content area classes. Through staff wide data sharing and collaboration, all staff members are aware that they are teachers of ELLs. We currently use NYSESLAT data, baseline assessment performance, and NYS Exam Scores to determine effectiveness of our program.
11. What new programs or improvements will be considered for the upcoming school year?
- We are spending the 2013-2014 school year reviewing our curriculum and schedules to create an ESL class for newcomers for the 2013-2014 school year that is planned into the school-wide schedule so that newcomers do not need to miss critical content to attend ESL and fall further behind. We are working to develop this program as our newcomer population is increasing year after year and is currently our largest population of ELLs. Additionally, we are continuing to develop our push-in curriculum and hope to include co-teaching in the content areas for the 2014-2015 school year based on requests through informal teacher feedback and review of student performance in the content areas.
12. What programs/services for ELLs will be discontinued and why?
- None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students, including ELLs have access to attending our after school programs. Our after school program includes a wide range of athletic, artistic, and academic programs. Some current after school programs are disection club, math counts, mock trial, and intramural ping pon. Notices for upcoming programs are posted on our website, which is translatable into many languages. Additionally, there are scholarships provided for these programs. ELLs also have access to all of our enrichment programs when qualified, such as honors math and honors science: All ELLs have access to our morning enrichment programs for additional support as needed. Finally, all ELLs are able to take advantage of our band program and all grade level field trips and opportunities. Our title III program provides an after school opportunity to develop skills in the four modelities through an interdisciplinary project. For example, the project for the 2012-2013 year was to research the impact of unhealthy food on our community and develop a Public Service Announcement about the importance of healthy eating using iPad technology. This program also involved staff and families in attending the final celebration and viewing of the PSAs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We utilize smartboards in all classrooms to provide visuals, multi-media representations of content, and models for students during instruction. We also utilize iPads to provide language based centers and support development of literacy skills for newcomers. Additionally, students are provided with graphic organizers, accountable talk supports, and small group instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.:**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**All ELLs have equal access to appropriate services, supports, and resources:**
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Ms. Nevins offers an emerging ELL pull out group where beginning language skills are taught in addition to the skills of being a new student in a new school. For example, Ms. Nevins provided school tours to our new ELLs to help them get acquainted with our school building and important places to know. Additionally, she provided scaffolded supports for learning crucial english at the beginning of the year, such as, May I go to the bathroom?**
18. What language electives are offered to ELLs?  
**Spanish**
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not Applicable**

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

## **Part VI: LAP Assurances**

School Name: Wagner Middle School

School DBN: 02m167

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

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

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

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

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

**Cluster:** 1      **Network:** 101

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

We partner with Big Word to support this work.

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

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

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

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

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

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

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