

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

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

**24Q560**

**School Name:**

**ROBERT F. WAGNER SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY**

**Principal:**

**STEPHANIA VU**

## 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**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **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: 7-12 School Number (DBN): 24Q560  
School Type: SECONDARY SCHOOL Grades Served: 7-12  
School Address: 47-07 30<sup>TH</sup> PLACE, LONG ISLAND CITY, NY 11101  
Phone Number: 718-472-5671 Fax: \_\_\_\_\_  
School Contact Person: STEPHANIA VU Email Address: [SVU@SCHOOLS.NYC.GOV](mailto:SVU@SCHOOLS.NYC.GOV)  
Principal: STEPHANIA VU  
UFT Chapter Leader: DARA WINKLER  
Parents' Association President: JEAN DROPP  
SLT Chairperson: STEPHANIA VU  
Student Representative(s): HORIZA ASHGAR

**District Information**

District: 24 Superintendent: JUAN MENDEZ  
Superintendent's Office Address: 30-48 LINDEN PLACE, FLUSHING, NEW YORK 11354  
Superintendent's Email Address: [JMENZE2@SCHOOLS.NYC.GOV](mailto:JMENZE2@SCHOOLS.NYC.GOV)  
Phone Number: 718-281-7696 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO  
Network Number: 561 Network Leader: DEREK JONES

## 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:

1. 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\*.
2. 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.\*\*
3. 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)
STEPHANIA VU	*Principal or Designee	
DARA WINKLER	*UFT Chapter Leader or Designee	
JEAN DROPP	*PA/PTA President or Designated Co-President	
MARIA GALLIGNANO	DC 37 Representative, if applicable	
HORIZA ASHGAR	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
TAMMY ROSE	Member/ PARENT	
GLENN GALLIGNANO	Member/ PARENT	
KATHY XIONG	Member/ TEACHER	
NOOR BUKHARI	Member/ STUDENT	
CATHERINE ZAPATA	Member/ STUDENT	
SAMANTHA CUENCA	Member/PARENT	
	Member/	
	Member/	
	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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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 Secondary School for Arts and Technology ("Wagner") is a small school in Long Island City, New York. Our school is based upon the belief that all students can learn at high levels. We foster the development of natural curiosity towards creative expression, creative learning and creative service. Our academic program is student-centered, rigorous, and prepares all learners for college and career-readiness.

OUR SCHOOL is based upon the belief that Arts and Technology are not just elective classes; they are tools that enhance student learning in all courses of academic study. Every teacher, in every subject area, is committed to increasing their use of arts and technology to support and enhance student learning in their classroom. In addition, all high school students are given introductory classes to visual arts, media/technology arts, and theater arts. As upper-classmen, Wagner students are given the opportunity to select into one of the following advanced Arts and Technology Academies: Media/Film, Musical Composition, Musical Performance, Studio/Visual Art, and Theater.

OUR TEACHERS are specialists in their fields. As such, we desire for our students to experience each of their classes through the eyes of an expert. Wagner's students are given opportunities to engage authentically in questions that are "real" to the content disciplines. They are given access to the tools and language of each special field. As curious learners, we rely on multiple sources to deeply understand topics of study and research.

OUR STUDENTS are doing the hardest work in a classroom. Our teachers work very hard to gather resources and plan effective lessons every, single day. However, it is the students who should be actively engaged in seeking knowledge, producing high-level products and making important conceptual connections. Wagner teachers don't give the answers to difficult questions. They ask high-level questions and expect students to grapple and collaborate toward answers.

Our school's support organization is New Visions for Public Schools, a non-profit organization whose goals are to strengthen schools, prepare leaders and teachers, and help align curriculum to the demands of the Common Core State Standards. Wagner also partners with Liberty Partnership an organization that helps provide funding for test preparation class for the SATs and Regents. Giving back to the community is also important and the school partners with Grow NYC to help maintain and sustain a community garden. We also run a robust after school program consisting of tutoring programs in academic subjects as well as enrichment activities for students such as Chess Club and Robotics. To round out our partnerships and programs, we offer 12 PSAL athletic programs after school ranging from golf to wrestling.

The schools strengths begin with each adult knowing the students in our small learning community. We have been able to begin raising academic expectations and achievement for students with the addition of our first Advanced Placement Course in US History. We will look to begin growing our advanced course offerings. This year the school has gone through a change in leadership with the appointment of a new principal. The school hopes to maintain a calm environment that is conducive to both student and adult learning. This year we would like to focus on raising our data in College and Career Readiness, our middle school ELA progress, the expansion of our Advanced Placement Program, and focus on streamlining the schools structures.

Robert F. Wagner, Jr. Secondary School for Arts and Technology consists of 599 students from grade 7 through grade 12. The school population comprises 6% Black, 67% Hispanic, 10% White, and 17% Asian students. The student body includes 6% English language learners and 15% special education students. Boys account for 52.4% of the students enrolled and girls account for 47.6%. The average attendance rate for the school year 2013 - 2014 was 89.66%.

## 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.

According to the latest Quality Review data, it was cited that the school needs to Strengthen planning of curricula and increase rigor in academic tasks so that lessons promote high levels of thinking and cognitive engagement for all students. The school’s college and career readiness levels at 43% are only a tad higher than the Citywide average. There was also a slight decrease in student responses on the NYC Schools Survey where students felt that they didn’t need to work as hard to get good grades.

### 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.

By June 2015, we will implement one Advanced Placement course in United States History.

### 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>			
Identifying and supporting students who are enrolled in the Advanced Placement course.	Students who have performed well in Social Studies classes	September 2014-June 2015	Principal, Assistant Principals, Social Studies Department, Guidance Counselors, parents, students, advisors
Collaborate with the College Board program to create a rigorous syllabus for United States History and have the syllabus approved	Give students an understanding of course expectations	August 2014- November 2014	Principal, Assistant Principals, US History Teacher, Social Studies Department,

			College Board
Communicate to every parent the Advance Placement course offerings, expectations, supports, and implications of taking the course. This can be communicated at PA meetings, Meet and Greet with the Principal, SLT meetings, etc.	All Wagner Parents	September 2014, October 2014, April 2015, June 2015	Principal, Assistant Principals, Parent Coordinator, Community Associate, Guidance Counselors, US History Teacher

**Part 4 – Resources Needed**

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

Scheduling throughout the day for teaching and tutoring. Students will have an extra elective around AP US History. Students will have the chance to attend after school tutoring. Small tutoring sessions will be set-up and facilitated. Books will need to be purchased to implement the curriculum as well as maps and other visual geographical teaching material. Guidance counselors can work with College Board to see what waivers are available for students. Programming changes will be made to implement testing and support throughout the year for students.

**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	X	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**

**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.

There will be multiple check points throughout the year between the teacher, students, parents, guidance and administration. At the beginning of the school year we will look to see that we have the proper supports and expectations in place. We will then monitor students to make sure that they are ready to put in the time to study and do intensive reading for their class. Parent meetings will be held to address the additional load of work and expectations the student may be experiencing. We will also have a midyear check in January 2015 to ensure the students who are still enrolled in the class are making adequate progress. At the end of the year we will once again meet with parents and students to review the schedule for test taking day. Afterwards we will share results with students and share the implications this means when they apply or go to college.

**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 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.

We looked at our programming structure and students were meeting with their advisors once a day for a few minutes each day. We wanted to create something more structured and robust where teachers would get the opportunity to meet with students for a longer period of time. Students know the adults in the building but to see their teachers as also an advisor, someone who will support them academically and emotionally through the school year. Students also needed to have varied learning activities throughout the school week and year- they needed more opportunities to take electives that were similar to a college course offering than what is only required by the State.

### 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.

By September 2014 and February 2015, all students will be programmed for 1 weekly advisory class and 4 electives classes for the 2014-2015 year.

### 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>			
There was a need for students to build a relationship with one adult in the school building and have a small group to meet with consistently.	All students and the majority of staff members	September 2014-June 2015	Principal, assistant principals, grade team leaders, guidance counselors
Grade team leaders were nominated by their colleagues to advise administration on a sustainable and relevant advisory program	Grade team leaders	September 2014- June 2015	Grade Team Leaders, grade teams nominate, Principal, assistant principals, guidance counselors

Students who have IEPs and are English Language Learners get to meet in smaller groups for their advisory to help them hone in on organizational skills, language skills, etc.	ELLs and SWDs	September 2014-June 2015	IEP Coordinator, Assistant Principals, at-risk guidance counselor
Advisors are the first line of contact to parents. Anecdotes are logged into Skedula/Pupil Path and there is a way of communicating concerns about students to parents and to other teachers and administration	Staff members, parents, students, administration, and guidance	September 2014-June 2015	Advisors, administrators, guidance counselors, grade team leaders

#### **Part 4 – Resources Needed**

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

Per session is needed to compensate grade team leaders for their meetings every Friday mornings. New Visions college tracker is utilized to help students with the courses they've completed and those they still need to complete. Advisories are embedded into student schedules and accounted for. Advisors are identified for each grade and student. Career Day is sponsored to bring in members of the community and have students familiarize them with all of the job opportunities out there.

#### **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>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	---	------------------	--	---------------

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.

For the month of September, we will have each grade team vote on a teacher who would represent them at grade team meetings. Grade team leaders will meet every Friday morning and grade teams will meet the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays of every month. In the month of September, we discussed goal setting. In October we discussed how to come up with decreasing the number of students who are late to class. In November and December we discussed the schoolwide goals. In January we are discussing progress report and refining goals. We will then have different items to discuss each month. We will monitor our mid-point progress at the end of January and how to refine our meetings to meet student progress- we will also ensure that students have chosen and selected electives for the following semester.

**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 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.

As pointed out in our Quality Review, a professional development plan needs to match the needs of teachers. According to the research, building capacity within an organization is a form of the strongest professional development. There are also pockets of very strong practice amongst our staff, having the time to share and train each other on those is the difficult part. Through our department meetings on Wednesday mornings, we have decided to have Professional Development be a time where teachers can share promising practices with each other in three designated professional development strands. Teachers, administrators, or outside consultants will present and train the staff on various teaching strategies that are student-centered and student driven. Follow-up with occur at the end of each cycle where teachers can present how they have taken the PD and implemented it into their classrooms in a showcase.

### 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.

By November 2014, we will develop and implement a professional develop model that is based on the strengths and needs as designated on teacher, administrative, and evaluative feedback.

### 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>			
In October 2014, we will create a shared vision and belief as what professional development is at Wagner and how we assess its effectiveness. We will also develop a rubric according to our shared beliefs and the rubric will be used to assess each PD presentation each Monday afternoon. The results of this assessment will be shared with the presenters.	Teachers, staff members, administrators	October 2014-June 2015	Staff members, researchers, administrators, outside consultants with relevant experience
A professional develop calendar will be created and a draft will be published for staff members to provide feedback on. The assistant principal for academics will meet with each facilitator weeks before	Staff members and administration	October 2014-June 2015	Staff members and administration

to review a viable professional development for staff members			
At the end of each professional development cycle, teachers will have the opportunity to showcase how they've applied what they've learned to their instruction and present to the staff.	Staff members and administration	Every 6 weeks from October 2014 to June 2015	Staff members and administration

**Part 4 – Resources Needed**

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

Programming will need to be done where students are released early on Monday afternoons to give teachers the opportunity to share promising practices in weekly, ongoing professional development. Literature and relevant research will need to be purchased to share with teachers so their PD is research-based. Time needs to be set aside for the assistant principal of academics to meet with teachers on a weekly basis who are facilitating the PDs. Time needs to be set aside for the administrative Cabinet to meet to assess the PD on an ongoing basis. Google docs and files need to be created so resources are available to teachers and an assessment criterion.

**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	X	Title I Basic		Title IIA	X	Title III		Grants
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.

We will examine teacher assessment sheets of the PDs to see if they are effective. We will also see what teachers present at the showcase as a ways to assess if this is a successful model. We will also use classroom observations to see if these strategies are being used in the classroom and in planning.

**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.

This year the school has a new principal. The principal has set up some structures; however would like more development in moving the school forward so that all students are becoming more and more college and career ready.

### 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.

The principal and assistant principal will attend a professional development for beginning leaders at Harvard University.

### 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>			
Harvard University, the oldest Ivy League school has a Graduate School of Education that is well known and regarded as being one of the best in the country. The goal is to have 2 administrators attend this conference for beginning leaders.	Principal and assistant principal	March 2015-June 2015	Principal
The conference will address various topics such as assuming a leadership position with a vision for success, improving instruction through teacher supervision and evaluation, fostering curriculum collaboration among faculty	Administration, staff and faculty	March 2015-June 2015	Principal, assistant principals, staff members
In addition, other topics that will be discussed and covered are utilizing resources and time to maximize student achievement, discovering ways to support all learners in classrooms, and achieving community support for the school’s mission	Students will IEPs, ELLs, and community engagement	March 2015-June 2015	Principal, assistant principals, IEP coordinator, ELL coordinator, parents

**Part 4 – Resources Needed**

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

Resources are needed to cover the expenses of the conference. Coverage at the school by a second assistant principal will be utilized. Scheduling needed to be reviewed so it was not overlapping with testing or other important school events.

**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	X	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**

**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.

In April, the assistant principal and I will look and see if we are implementing the promising practices we gained from the conference and will shape our planning for the 2015-2016 school year.

**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 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.

Working together with parents and families is vital to the success of the child and to the school. Research has shown that the more involved parents are or knowledgeable of what is happening at the school makes their child more successful and have a better chance at performing better in school. We have had some parents participate in past activities but we want to make sure that we are communicating important information for parents. We decided that continue to build our community amongst parents, communicating about the college application process, and giving parents information to prepare themselves for the upcoming year is important.

### 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.

There will be three events throughout the school year for parents and families around 1. College preparation, 2. A community building event and 3. A meeting for parents to prepare their child for the next grade

### 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>
In October 2014, we will host parents of senior students who are applying to college to go through the application process as well as Financial Aid and other parts of the application process. We will then have time to answer parent concerns one-on-one. This is also a good chance for parents to meet other parents who are also going through the process to build a small college-going culture with Wagner parents.	Parents of senior students, college counselor, administrators, senior grade team	October 2014 through March 2015	Administrators, college counselor, parent coordinator
In December 2014, the Parent Association will host a holiday potluck and raffle to encourage parents to come and celebrate the holidays and to get to know each other and staff members. Families will be encouraged to bring a dish to share and a fun raffle	Wagner parents, Parent Association	October 2014- December 2014	Administrators, Parent Association, parents, teachers, students

will take place with donated items.			
In May 2015, parents will be invited for a meeting so we can discuss looking forward to the following year. Parents will get a chance to meet their child's teacher for the following year and expectations and events will be shared. This gives parents and students a preview of what to prepare for.	Wagner parents and incoming parents and families	March 2015-May 2015	Administrators, parent coordinator, parents, families, students, teachers, guidance counselors, advisers, teachers, central office staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Printed material, curriculum materials will be needed to display to parents. Teachers will also need to adjust their schedules so they are able to make it in the evening to present information to parents. Planning time will also be needed to ensure that we have an agenda for the evening that is helpful for families. We may also need student volunteers to help translate or show parents around the school.

**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	X	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**

<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:				
<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>				
At the Parent Association meeting and SLT meeting in March and April, we will plan the evening and the subsequent meeting assess if the program was successful. We will look at how many parents attended and if the information was relevant and helpful.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Examining reading levels using performance series and past ELA test score data	Leveled-reading books and various reading interventions	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Mathematics</b>	Examining reading levels using performance series and past Math test score data	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Science</b>	Pre-assessment in Science and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Social Studies</b>	Pre-assessment in Social Studies and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pre-assessment in core content areas and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation. Examining referrals from guidance counselors or teachers to assist	Therapeutic services include counseling, occupational therapy, physical therapy and speech therapy	Small group and tutoring	During the school day if it's a major content area or after school for all content areas

	students			
--	----------	--	--	--

## 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Our teachers are all highly qualified to teach in their subject area. In the last year, we have only had three new hires based on a retirements and we selected new and experienced teachers who bring a lot of energy and new teaching methods to the profession.

**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).
<p>Our professional development calendar is extensive and comprehensive, including:</p> <ol style="list-style-type: none"> <li>1. Teacher facilitated and attended Professional Development based on a needs and strengths survey distributed at the beginning of the school year</li> <li>2. Ongoing workshops for all staff on supporting students with learning needs (IEP, ELL, etc)</li> <li>3. Ongoing workshops for all staff in ICT classrooms on improving co-teaching methods</li> <li>4. Identifying grade team leaders and department chairs to lead groups of teachers.</li> <li>5. Weekly scheduled common planning time for team sharing (both as grade teams and as departments)</li> <li>6. Training for guidance staff on college readiness and providing therapeutic services for students in crisis</li> <li>7. Training for School Leaders on new and research-based strategies that work in urban schools</li> <li>8. Technology integration training for the use of the new school website and the Google platform</li> <li>9. In-service training for online grading and attendance system that all teachers use on a daily basis</li> </ol>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
--

N/A

**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.).

N/A

**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.

This year we are implementing Skedula’s DDC Exam Generator for teachers to create and assess students appropriately. We have set aside a midterm week during the first week of February for teachers to administer exams and gather data about where their student is in the middle of the school year. This will help to support teachers in getting regular feedback on student performance in CCLS standards-based learning. Additionally, the curriculum and software support students in tracking their own learning and setting/making their own learning

**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	\$271,682	X	9, 11, 13, 15, 17
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		

Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	X	11, 13
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$3,035,433	X	9, 11, 13, 15, 17

<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.

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **ROBERT F. WAGNER SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY**, 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. **ROBERT F. WAGNER SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY** 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**

**ROBERT F. WAGNER SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY**, 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 promptly 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**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.

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

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 34
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

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: The rationale for our direct instruction in class as well as our supplemental program is to provide English language development for our current ELL students. Students are broken into different groups depending on their fluency in reading, writing, listening and speaking in the English language. Students get assistance from a licensed ELL teacher during class which may include small group instruction. Students receive language instruction in English and are in classes with students who are fluent in the English language. We have one certified ELL teacher and 4 teachers who are licensed in their content area to provide students with the content and support in English language development skills.

The grades are 9-12. There are 3 groups. There are 12 students in 9th grade, 11 students in 10th grade, 5 students in 11th grade, and 5 students in 12th grade. The subjects being offered are math, English/ESL, science and social studies. The numbers of teachers are 3 teachers and there is one certified ELL teacher. The program begins the week of October 01 and ends the week of June 01. There are 30 sessions. The days of the program are Tuesdays and Thursdays from 3:10-4:10 p.m. The schedule for the program is once a week and each teacher is designated to incorporate academic vocabulary into lessons. The teachers push-in and there is also small group instruction and the ESL teacher pushes in to each group for 20 minutes.

Different materials are used for students such as visuals, bilingual dictionaries, books that are on student's reading levels, sentence strips, personalized journals, audio books, and more. We want to make sure that we are using all the resource materials we possibly can to make sure students are comprehending content level material.

The literacy based program, Grammar in Use, serves all students in their classroom. The interactive program is engaging and will increase student's English Language Acquisition based on Common Core Learning Standards. The program is aligned with Common Core State Standards because the reading and writing selections are mostly non-fiction. Data-driven instruction will be used to track our students's literacy growth along the four modalities: reading, writing, listening and speaking. This program brings explicit English language instruction and enriches English skills for intermediate/advanced students. The afterschool program will prepare the students to advance to the next level or become proficient on the NYSESLAT test. It also covers skills that will be assessed on mandated assessments.

The rationale is to assist students in their English language development skills.

### Part B: Direct Instruction Supplemental Program Information

All ELL students will participate in this and there will be three groups.

Subjects offered: Math, English, Science, and Social Studies

3 teachers and an ELL certified teacher. The ESL teacher will work and push-in with students. Students will work with high interest, low-level books, content material that has been scaffolded or includes visuals for students. The program begins October 01 to June 01 and includes 30 sessions on Monday and Wednesday from 3:00-4:00 PM.

### Part C: Professional Development

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

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

Begin description here: Our rationale is to provide our teachers with professional development throughout the year. We consistently look for professional development opportunities provided by the City, New Visions, our school support organization, as well as outside opportunities. We also have Monday PD meetings that we try to provide all teachers with development in meeting the needs of all learners, including English Language Learners.

(2014-2015 Wagner Professional Learning Plan)

Wagner professional development is a collaborative process of improvement that exposes pedagogues to promising methods and theories. Through a collaborative discourse, teachers share, learn, and critically reflect on articulated needs. The ultimate purpose of Wagner professional development is to build a learning process that increases achievement for every learner.

The Professional Development Plan is comprised of weekly sessions designed as "Inquiry Cycles" that are focused on articulated needs (from teachers) and identified gaps (from quality review). Each cycle will:

- Be developed and facilitated by Wagner teachers and administrators and New Visions coaches or systems managers (when necessary).
- Be chosen by teacher participants based on (a) professional interest/need, (b) feedback from supervisory cycles, and (c) data from student work or assessment.
- Follow a six-week format with 5 PD Sessions and 1 "Show What You Know" Full Faculty Debrief, where participants will have some structured time to share the work done throughout the cycle.

Wagner Professional Development Cycles

## Part C: Professional Development

### Cycle One

#### Pathway 1

Inquiry Based Teaching (2 Sessions) Student Conferencing (1 Session) Research Tasks(2 Sessions)

#### Pathway 2

Unit Planning(1 Session) Planning with DOK in Mind (1 Session)

Structures for Student Engagement (1 Session) Formative Assessment (2 Sessions)

#### Pathway 3

Data Driven Instruction (2 Sessions) Formative Assessment (2 Sessions)

Student Self-Assessment (1 Session)

### Cycle Two

#### Pathway 1

Project-Based Learning (3 sessions) Classroom Structures, & Organization (1 Session)

Exhibition of Student Learning (1 Session)

#### Pathway 2

Close Reading & Complex Text (3 Sessions) Questioning Techniques (2 sessions)

#### Pathway 3

Effective Co-Teaching (SWDs) (2 Sessions) ELL Strategies (1 Session)

Access Points for All Learners (2 Sessions)

Each "Session Cycle" will include:

- Targeted Learning Objectives focused on relevant pedagogical development
- Student Work Protocols (connected to PD Pathway theme)
- Mid-Cycle and End-of-Cycle Assessment
- Embedded Checks for Understanding
- Specific connections to School-Wide Instructional Vision

Each session will achieve the following outcomes:

### Part C: Professional Development

- Specific products generated from participation in PD
- Data gathered from used protocols (tuning, student work, school-wide data)
- The focus of supervisory work on evidence of PD experiences in lesson plans.
- Feedback (PD Assessment Tools, Individual Presenters' Surveys, etc.) for each session. This could be generated from a Google Form.

As teacher facilitators prepare these experiences, they will have opportunities to work with Dave on the structure, content, or facilitative aspects of the PD planning and implementation process. Remember, this is meant to be a supported process that will both improve the teaching and learning and contribute positively to the collaborative process of professional learning at Wagner.

### Part D: Parental Engagement Activities

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

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

Begin description here: We try to involve our parents in everything we do and believe that the more the parent is involved and knowledgeable of what is happening at the school, the more successful the student will be. Everything the school backpacks home is translated into the home language. We have also brought in translators during parent teacher conferences so that our parents feel comfortable speaking with our teachers regarding their child's progress. We also have translators at our Parent Association Meeting (if needed) as well as our School Leadership Team Meeting (if needed). Parents receive announcements from the school by having fliers back packed home, we also mail things home, and we make phone calls home by our advisors, guidance counselors, assistant principal, and principal. We call in parents for one-on-one meetings to review the progress of their child and individual needs.

Tentative schedule for parent workshops (all times are 6:00-8:00 p.m. and all will take place the second Tuesday of each month):

Septemebr- Parent Choice meeting (ELL Coordinator)

October- Yearlong expectations (Guidance Counselors)

November- Preparing for Regents (Grade Team Leaders)

December- Holiday Potluck (Parent Coordinator)

January- Progress Reports and planning (Guidance)

April- Study Skills (Assistant Principal for Academics)

June- Preparing for the following year (Assistant Principal for Academics)

**Part D: Parental Engagement Activities**

Parent are invited to meetings, both one-on-one and large group parent meetings. Spanish translators are available in all parent meetings. We also hire outside translators to help with heavier parent traffic during parent teacher conferences which are held four times each year (September, November, March, and May). Other meetings that are held in the school to involve parents and have the ELL students achieve mastery are: High School Selection Orientation (8th grade), High School Orientation (9-12), Curriculum Night, Parent Conference Night, Parent Orientation for ELL's, PTA meetings and NY State assessment (English Language Arts, mathematics, science, NYSESLAT and high school regents) Orientation. This meeting are approximately one hour each. Each meeting discussed the logistics of each test and what the possible outcomes are for the students. The rationale for this meeting is for parents to gain a better understanding of the annual testing their child would encounter and what the outcomes mean for their educational future. The OELL also hold conferences and workshops for parents. They will be notified of these activities through our automated call system and flyers sent or backpacked home.

**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>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

**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.
<b>TOTAL</b>	_____	_____

**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>24</b>	Borough <b>Queens</b>	School Number <b>560</b>
School Name <b>Robert F Wagner Jr SS Arts &amp; Tech</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>Ann Seifullah</b>	Assistant Principal <b>David Riesenfeld</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Andra Ommen</b>	Guidance Counselor <b>Samina Najar</b>
Teacher/Subject Area <b>Steve Lynch</b>	Parent <b>Robert Sofia</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Linda Langford</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</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>1</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>1</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>635</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>5.20%</b>
--	------------	----------------------	-----------	---	--------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										14	0	0	0	14
Discrete ESL class										14	8	6	5	33
<b>Total</b>	0	0	0	0	0	0	0	0	0	28	8	6	5	47

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	14	1	0	6	1	1	14	1	2	34

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>	14	1	0	6	1	1	14	1	2	34
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	6	4	5	25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean										1				1
Punjabi										1				1
Polish														0
Albanian														0
Other										2	1	2		5
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>33</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)										0	0	0	0	0
Intermediate(I)										2	2	0	0	4
Advanced (A)										11	6	5	4	26
Total	<b>0</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>30</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>										0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	1		0	
Integrated Algebra	8		4	
Geometry	6		2	
Algebra 2/Trigonometry	1		0	
Math _____				
Biology				
Chemistry	1		0	
Earth Science	0		0	
Living Environment	6		3	
Physics	0		0	
Global History and				
Geography	6		3	
US History and	1		0	
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Based on our past Regents results and low class pass rates, we have implemented a required class for all ELL students that takes place during "zero" period -- this is free-standing class that does not pull them from any of their regular coursework. This course uses the digital platform READING HORIZONS to assess student's literacy on a daily basis and respond with individualized literacy support,

teaching and programming. We piloted this program with 10 of our ELL students last year and every one of them increased a level or tested out of ESL all together. This year, all of our students who are ELLs are receiving this program daily.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Nearly all of our students are Advanced. Generally, students come to us as intermediate or advanced students. The intermediate students move to advanced levels by 10<sup>th</sup> or 11<sup>th</sup> grade and test out by the time they are in 12<sup>th</sup> grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Analysis of our NYSESLAT data reveals that most of our students are at the advanced level in reading/writing and listening/speaking. We used this data to inform our decision that keeping ELL students with their peers throughout the entire instructional day is essential. For added support, they have a push-in teacher during history class (to support with literacy and difficult vocabulary). Additionally, they get nearly 2 hours of additional instruction in the morning through our "zero period" intervention. This is targeted, individual, literacy instruction in a blending learning (teacher and computer learning tool) environment.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?ELLs are generally scoring lower than their peers in English tests and Periodic Assessments. we do not give any tests in native languages (therefore, there is no data regarding the comparison). The patterns reveal that students are improving their reading comprehension at a faster rate than they are improving their writing skills. We are using this data to plan targeted, small group instruction during classes where ESL teacher is present so that ELL students can receive support in grade-level writing tasks.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All teachers are receiving training on QTEL and ways to support second language development in most of our students, not just the students who are officially regarded as ELL.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs by expecting and supporting our ELL students to pass courses and Regents at the same rate as their non-ELL classmates. Our data has shown uneven results and this is an area where we still need to grow.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All initial screenings are done within 2 - 3 school days of a new admit arriving. Students are given the HLIS and we conduct oral interviews to determine the students initial level of proficiency and proper program placement. We have staff who can accommodate almost every language need when parent/student arrives that doesn't speak English. Staff members speak Spanish, Chinese, Bengali, and Russian. If further support is needed, then we use the Department of Education translation services support via

phone. The LAB-R is administered, delivered and assessed by Andra Ommen, who is a certified ESL instructor.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Our certified ESL instructor, Andra Ommen, contacts all families with the help of translators during the initial weeks of school. Parents/guardians are sent literature in their home language which is followed up by a phone call from Andra Ommen. All parents/guardians are given multiple opportunities to understand all three program choices.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our parent coordinator, Linda Langford, supports our ESL teacher in ensuring that all entitlement letters are distributed and collected. All documents that are collected are stored with student records in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
We have a small number of ELL students in our school. Therefore, we usually program during the summer for a class at every grade level to be available for "push in" and also for a free-standing ESL class to do reading/writing support. This program fits the needs of students. If a parent were to ask for a different program offering we would modify our program to meet the request.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
During the testing window, all teachers are notified that students will be given the test over a series of days. With plenty of planning, students are pulled out to take NYSESLAT exam during a period of time that will not impact them negatively in their core academic courses. We use ATS reports to ensure that every student identified as an ELL is included in the NYSESLAT testing procedure and we contact parents/guardians about the exam to support student attendance. All sections of the exam are administered by Andra Ommen, a certified ESL instructor with the support of Dave Riesenfeld, our Asst Principal of Academics.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*  
Parents choose to bring their students to our school because of our inclusive model. ESL students are not pulled out of arts electives or other engaging classes in order to meet the compliance needs. We offer a supportive mix of push-in and an extra free-standing class that allows our ELL students to spend their entire day learning alongside their non-ELL peers. Parents always opt for this option as they see it is the best way for their children's academic and social/emotional needs to be met.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

use a mix of push-in co-teaching with one free-standing class that happens in the morning ("zero period") before regular classes begin. Push-in classes are heterogenous. Free-standing class is heterogenous and ungraded for all ELL students.

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

We have only 33 ELL students in our school, grades 9 - 12 and they are all Advanced or Intermediate. Intermediate students have one push-in class (for a total of 180 minutes) as well as a free-standing class (180 minutes) in order to meet the 360 minute requirement. Advanced students receive the free-standing class (180 minutes) to meet the requirement.

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

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

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

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

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

Paste response to question here:

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

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

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

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

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

Our students do not use a block schedule, therefore there is much flexibility in offering ELL-SWD students the opportunity to attain their IEP goals (through ICT and SETSS) while also receiving support in ESL during push-in and free-standing ESL classes. We do not

have self-contained classrooms, we only offer ICT and SETTS services to SWDs. Therefore, all instruction is received their their non-disabled peers.

**Courses Taught in Languages Other than English **

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

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

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

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

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

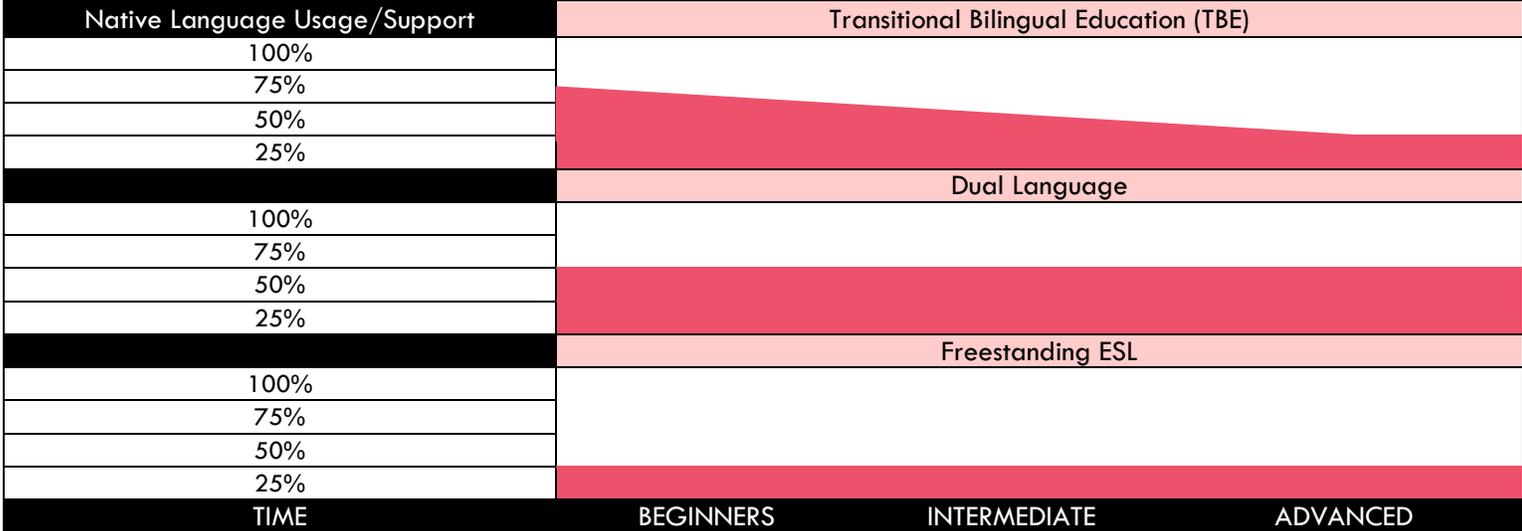
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.  
All of our instruction is offered in English, as our entire ELL population is identified as either Advanced or Intermediate. We provide targeted intervention through the use of READING HORIZONS online literacy program. Students receive daily instruction in their free-standing ESL class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Last year, half of our students in grades 9 - 10 tested out of needing ESL services by passing the NYSESLAT exam. Sim
11. What new programs or improvements will be considered for the upcoming school year?  
We are hoping to train more of our teachers using the QTEL models, as well as acquiring another staff member that is dual-certified in a content area and ESL. This way we will have more than one staff member who is responsible for watching the progress of all 33 ESL students.
12. What programs/services for ELLs will be discontinued and why?  
None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Nearly all of our school communications are translated into multiple languages so that parent/guardians have access to information and can support their children accordingly. Our ELL students get to take all of the classes that their native-English speaking peers do: visual arts, technology, theater, sports, student government. We have ELL students represented in every area of our school. Our free-standing ESL class is offered during "zero period" so that it doesn't interfere with ELLs regular coursework offering.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Reading Horizons
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Our ESL support is largely ungraded -- all students are receiving the same type of instructional delivery that is differentiated by their language level, not their grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
We offer an orientation for all new students and their parents. We offer Spanish translation for this meeting.
18. What language electives are offered to ELLs?  
Foreign Language - Spanish.
19. For schools with dual language programs:
- 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)?

N/A

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

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

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

### D. Parental Involvement

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

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

### E. Additional Information

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

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

## Part VI: LAP Assurances

<b>School Name: <u>Robert F Wagner Jr SS Arts &amp; T</u></b>			<b>School DBN: <u>560</u></b>
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Ann Seifullah	Principal		11/15/13
David Riesenfeld	Assistant Principal		11/15/13
Linda Langford	Parent Coordinator		11/15/13
Andra Ommen	ESL Teacher		11/15/13
Robert Sofia	Parent		11/15/13
Steve Lynch	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **24Q560** School Name: **Robert F Wagner Jr SS - Arts & Tech**

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

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

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

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

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