

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R460
School Name: SUSAN E. WAGNER HIGH SCHOOL
Principal: GARY M. GIORDANO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 31R460
School Type: High School Grades Served: 9-12
School Address: 1200 Manor Road
Phone Number: 718-698-4200 Fax: 718-698-5218
School Contact Person: Gary M. Giordano Email Address: ggiorda@schools.nyc.gov
Principal: Gary M. Giordano
UFT Chapter Leader: Peter Nacionales
Parents' Association President: Patrick D'Emic
SLT Chairperson: Chet Cutick
Student Representative(s): Joselyn Matamoros, Antonio Oliveri, Yark Beyan,

District Information

District: 31 Superintendent: Aimee Horowitz
Superintendent's Office Address: 713 Ocean Terrace, SI NY 10301
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 405 Network Leader: Michael Mehmet

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)
Gary M. Giordano	*Principal or Designee	
Peter Nacionales	*UFT Chapter Leader or Designee	
Patrick D'Emic	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Antonio Oliveri Yark Beyan Jocelyn Matamoros	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Linda Bunnicelli	CSA Member	
Chet Cutick	UFT Member	
Jennifer D'Alessio	UFT Member	
Adam Kulak	UFT Member	
Bill Nicoli	Parent	
Staci Pepe	Parent	
Christine LoPresti	Parent	
Veronica Marcinek	Parent	
Mia Hernandez	Parent	
	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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: 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

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

7. **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.
8. **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.
9. **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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **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.

As a large comprehensive high school, Susan E. Wagner High School is able to offer its students with a wide range of required and elective courses, as well as extracurricular team and club activities. Within this setting, all students belong to one of fifteen learning centers designed to pique student interest and improve academic performance. Each learning center serves as a small learning community with an exclusively assigned teacher-coordinator, guidance counselor and assistant principal. Additionally, the school prides itself in its latest initiative, *The University at Susan E. Wagner*. Our University Program offers eligible students the opportunity to take many of our 22 courses, which total 66 credits of college credits (and this list grows each year). Additionally, the program offers SAT/ACT preparation and the opportunity for students to take high school courses that have received College Preparatory certification. Our college level coursework includes: Advanced Placement, College Now, College and University Partnerships

As a zoned, comprehensive high school of over 3,400 students getting to know each student and creating an environment conducive to learning where students feel safe and supported can be challenging at times. Although the benefits of attending a large school include affording students a greater variety of clubs, activities, internships and work programs, there is also the risk of students "slipping through the cracks". To prevent this, our carefully designed learning centers meet the needs of all students, from high achieving students to our most at-risk. Our Scholar's Academy for example, is tailored for those students with outstanding academic ability. It provides students with a course sequence that emphasizes inquiry, critical thinking, and research skills. This learning center guides students through a comprehensive and challenging exploration of culture and heritage using the resources of NYC as an extension to our school. Likewise, we have several learning centers designed to meet the needs of our most at-risk students. The Academy of Language and Culture for example is tailored to meet the needs of our ELL's, where the Exploration Academy and Vocational Prep Learning Centers are both designed with supports for SWD's. Additional learning centers such as any one of our three Performing Arts Learning Centers, or our Media Arts Academy pique students' talents and build upon them during their four year sequence. Through the careful creation of learning centers we are able to identify student strengths, (and weaknesses) and connect them to a path that offers both support and challenge as they progress through high school.

As a school community, we have observed several areas of growth, especially during this time of shifting to the Common Core Learning Standards. Examples of such areas include, a school-wide writing policy, coupled with the Wagner High School Interdisciplinary Writing Venture, which provides teachers with a consistent protocol for teaching essay writing within the content areas; the utilization of differentiated non-fiction leveled reading through the use of Achieve 3000 as a school-wide approach to providing scaffolded non-fiction resources to students to support learning; a school-wide implementation of Mock Regents exams which simulate the testing experience for students, through a practice exam which is later followed by item analysis for further Regents preparation; and an increased, resourceful approach to expanding the use of technology where by all teachers are trained on the use of the Smartboard, computer labs contain state-of-the-art computers and programs, Turning Point Technology clickers, and Plickers are both utilized for instant assessment throughout the lesson, as well as mobile laptop and iPad labs for our ESL and SWD populations. Still, as the school continues to move forward, emphasis is needed in the area of student engagement through the use of questioning and discussion. Throughout the school, teachers are focusing on facilitating student-to-student interaction through the use of Accountable Talk to increase student inquiry and promote critical thinking skills.

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

1. 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).
2. 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.

After a review of observations from the 2013-2014 and Fall 2014 term school years, it has been determined a need for consistent, transparent expectations and instructional strategies is warranted to formalize the use of questioning and discussion techniques in the content areas in order to promote a higher sense of critical thinking skills in our students. Greater emphasis on rigorous instruction in all settings with all student populations will be expected to accomplish this task.

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.

To develop a shared understanding of instructional excellence (and rigor) utilizing Advance to increase student engagement and deepen student understanding by developing rigorous questioning, discussion and assessment techniques that foster student to student questioning and discussion as well as student engagement in learning as evidenced by teacher to student and student to student interactions and by activities that are aligned with instructional outcomes designed to challenge student thinking resulting in most students actively participating in every observed lesson. This is a school-wide goal to be accomplished in all settings with all student populations. By the end of the 2014-2015 school year, 100% of teacher observations will be conducted with focus on student-to-student interactions through the use of questioning and discussion occurring, at a minimum, two times per lesson.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ol style="list-style-type: none"> 1. Wagner High School’s professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration addresses the instructional expectations included in Advance, through Advance component study. It also organizes teachers into inquiry teams based on the areas that they have identified in their own professional goals that were established in September 2014 as part of their Individual Planning Conferences 	All teachers	September 2014-June 2015	Administrators, lead teachers, team leaders

(IPCs). Teachers will plan further as part of subject course and grade level teams to address CCLS alignment in units of study and daily lesson plans. During this time, teachers will look at student work, following a protocol to address gaps in learning. Specific workshops such as, “The Art of Questioning” and “Effective Lesson Planning”, as well as workshops on UDL, DI, Rigor and a series of Best Practices will be integrated into the Monday professional learning community sessions, and introduced through our Principal’s Institute, After- School Teacher Workshop Series.			
2. Use of accountable talk stems during class instruction will now be incorporated into the class work portion of grade. Tangible and visual cues providing students with sentence starters and questions to promote discussion.	All teachers All students	September 2014-June 2015	Administrators, teachers
3. All students and parents sign a school wide subject class contract for each class at the start of each term. This contract outlines the expectations of students using accountable talk. The contract further details how discussion is incorporated into the class work portion of the students’ overall grade.	All teachers All students	September 2014-June 2015	Administrators, teachers
4. Utilizing ARIS self-learn videos (through January 2015) as well as additional resources made available through the Teaching Channel, teachers self-assess their own effectiveness and comfort level based on the Advance components. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement	All teachers	September 2014-June 2015	Administrators, teachers

Part 4 – Resources Needed

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

1. Executive Leadership Institute Training
2. Professional Development opportunities provided through Community First Network 405
3. Assistant Principal and Principal meetings
4. Common planning periods strategically organized school-wide to encourage subject specific collaboration to increase discussion strategies.

Part 5 – Budget and Resource Alignment

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

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

CIE Funds

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:

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

1. Before the end of the first term, 75 % of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 3b, 3c and 3d. A movement of teachers' ratings within components 3b, 3c and 3d from developing to effective, and effective to highly effective, will be expected in 75% of all teachers rated within those areas.

2. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and High School Reorganization Day to enhance their teaching practice.

Part 6b. Complete in February 2015.

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

Additional best practices conducted by highly effective teachers will be planned as well as scheduled inter-visitations for teachers who continue to struggle.

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

3. 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).
4. 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.

After review of Advance components 2a and 2d, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior well, taking into account the needs of each student and respect their students’ dignity. After reviewing the High School Quality Snapshot, it has been determined that 80% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria and 89% of students feel that our school offers a variety of programs, classes and activities to keep them interested in school- representing a 17% increase over the city average. Additionally, 95% of our parents are satisfied with the education their children have received. The priority is now to ensure students become more connected (greater than 89%) to our school by cultivating the student-to-teacher relationships in the building.

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.

To further build upon an environment that is supportive to all learners, all students will be able to identify a “go-to” adult in the building who will connect the academic and personal behaviors needed to successfully complete high school to those behaviors needed to persevere through college to earn a college degree. This will be completed in conjunction with the assessment of students’ academic and personal behaviors that support academic readiness by examining student work through the use of a school-wide portfolio system in all departments. All students will be surveyed during the fall term to ensure 100% of the student body feels connected to at least one adult in the building as a person they can go to for guidance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. The Learning Center is a pivotal place for disseminating information to students about getting to the next level. As each learning center has a teacher coordinator, a guidance counselor, an Assistant Principal- there are several venues for receiving	All students	September 2014-June 2015	Assistant Principals, Guidance Counselors,

<p>information. Students know to turn to the trusted staff members within the learning centers for academic and/or social emotional support.</p> <p>Examples of partnerships and steps we take to prepare students toward college and career readiness include College Now, CPCC courses such as Psychology and Forensics and Advanced Placement courses. Each Learning Center has established partnerships with Community Based Organizations, and the University of Susan E. Wagner High School offers students the opportunity to earn college credits while attending high school.</p> <p>A designated Transition Linkage Coordinator for all students entering high school with IEP. Transition services begin at age 14, and continue throughout the high school career.</p>			Learning Center Coordinators
<p>4. Specific Learning Centers such as our Leadership Academy, Academy of Language and Culture, Exploration Academy, and Vocational Prep are designed with tailored supports for at-risk students. ELL's and Students with Disabilities supports such as non-traditional classroom setups, peer group sessions, small class size, interdisciplinary learning and community based work sites aid in connecting these students to the high school experience.</p>	SWD, ELL's, At-risk students	September 2014-June 2015	Assistant Principals, Guidance Counselors
<p>5. Additionally, our college and career advisor works very closely with all guidance staff and Learning Center staff to offer advice in preparing students for the next level. Financial Aid Night-Naviance- College and Career Office and Center (in the library) daily for student access during lunch periods. PTA meetings are designed with specific presentations delivered by administrators, teachers and counselors to engage parents in their children's high school experiences to increase and support the school-to-school relationship.</p>	All students Parents	September 2014-June 2015	College and Career Guidance Counselor
<p>6. All members of the Susan E. Wagner High School community will be brought together at a minimum of 4 times per year so parents, staff and students may cultivate relationships, learn about new initiatives together and celebrate strengths and accomplishments.</p>	Administrators, Teachers, Parents	September 2014- June 2015	Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Designated College and Career Guidance Counselor, Learning Center Coordinators 2. Professional Development opportunities provided through Community First Network 405 3. Continued subscription to online support systems for students such as Pupilpath and Naviance 4. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses

Part 5 – Budget and Resource Alignment

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

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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:

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

Students will be surveyed through Naviance prior to the Fall term regarding the connection they have to their “go to” adult. 100% of all teachers will utilize the online grade book, Pupilpath to keep students, parents and all teachers of students informed of both academic and personal behaviors in and outside of the classroom.

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

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

Additional professional learning opportunities for teachers to incorporate academic and personal behaviors into daily lessons to increase student achievement.

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

5. 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).
6. 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.

To maintain alignment with the 2014-2015 NYCDOE Citywide Instructional Expectations, all content areas: ELA, Math, Social Studies, Science and all ancillary subjects will align to the Common Core Learning Standards. All curricula will be revised to include Literacy Standards, as it currently reflects both NYS Learning Standards and an introduction to CCLS. As evident by a small amount of time dedicated to literacy based learning in the content areas. In order to better prepare students for college readiness a greater emphasis on literacy (reading and writing) is required.

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.

Build teacher team capacity by the sharing of best practices among department members weekly, and school wide at least once per term, to foster a culture of collaborative and professional learning to align 75% of current curriculum to the Common Core Learning Standards with focus on literacy. Additionally, all will participate in the Wagner High School Interdisciplinary Writing Venture which establishes a protocol for writing in all content areas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust 			
<p>11. Teachers in the subjects areas noted above will participate in weekly CCLS meetings during the school wide professional learning communities meetings.</p> <p>Department team members will examine student work from the 2014-2015 school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units.</p> <p>Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments.</p>	All teachers	September 2014- June 2015	Administrators, teachers

All teachers will utilize the writing protocols included in the Interdisciplinary Writing Venture.			
12. Teachers will incorporate the tenets of the Universal Design for Learning and tailored differentiated instruction and include multiple entry points for students to ensure student engagement in the learning process.	SWD ELL's	September 2014- June 2015	Administrators, teachers
13. Our school website is a vehicle to share CCLS literature, ventures and initiatives with our parents.	All teachers Parents	September 2014- June 2015	Administrators, teachers
14. Back-to-school nights with staff and parents are utilized to educate parents on the CCLS shifts, and to establish the parent-school connection in helping students achieve at high levels during this shift in curriculum	All teachers Parents	September 2014- June 2015	Administrators, teachers

Part 4 – Resources Needed

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

1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses
2. Professional Development opportunities provided through Children First Network 405
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend.
4. Purchase of NYC DOE Common Core approved Exemplar Task and Text sets for Science (grade 9 and 10) and Social Studies (grades 11 and 12).

Part 5 – Budget and Resource Alignment

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

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

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:

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

Observations of teachers will show teachers' plans exhibit the qualities exhibited above, including copies of performance tasks, rubrics and student work- all of which will be examined weekly.

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
18.	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

7. 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).
8. 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.

After reviewing the 2013-2014 NYC School Survey Report and student assessment data, leadership must continue to work with teacher teams to align curriculum on both vertical and horizontal plains- to ensure students are learning content and are prepared for the next grade level in accordance with Common Core Learning Standards and College and Career Readiness, as evident through the ELA Common Core and Algebra Common Core pass rates.

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.

School leadership in collaboration with teacher team leaders will plan both vertically and horizontally throughout the year to align curriculum to the Common Core Learning Standards. Weekly meetings through our Professional Learning Communities will take place in conjunction with common planning time built into each school day to align curricular and develop rigorous instructional plans. By the end of the 2014-2015 school year, 100% of curriculum will be examined for evidence of rigor and alignment to the Common Core Learning Standards with supports built in to support SWD’s and ELL’s.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust 			
<p>19. Teacher teams will complete item analysis from ELA and Algebra Common Core exams, from 8th grade data and high school regent data to identify gaps and align curriculum.</p> <p>Teacher teams will identify published curricula from Engage NY to print for use in the classroom, and will meet with vendors on purchasing newly identified, approved CCLS text to support</p>	Teacher teams, administrators	September 2014- June 2015	Teacher teams, administrators

instruction.			
20. Teacher teams will develop supports needed for students with disabilities and English language learners to absorb new rigorous material. PD will be offered on DI, UDL and rigor to assist teachers working with subgroups.	SWD's, ELL's	September 2014- June 2015	Teacher teams, administrators
21. Teachers will post the shifts occurring in ELA and Math due to Common Core Learning Standards on the school's website, and will educate parents about the impact of said shifts during parent conferences four times yearly.	Teacher teams, administrators, parents	September 2014- June 2015	Teacher teams, administrators
22. Administrators will guide teachers through the curriculum selection process to encourage a shared responsibility among all staff members in preparing students.	Administrators, teachers		

Part 4 – Resources Needed

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

1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses
2. Professional Development opportunities provided through Children's First Network 405
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.

Part 5 – Budget and Resource Alignment

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

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

CIE funding

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:

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

By the end of Marking Period 1, both ELA and Math will have adopted, selected and printed modules from Engage NY for instructional use in the classroom, as it relates to the gaps present in student data. Additionally, teachers will analyze data from baseline assessment, diagnostic testing and routine classroom exams to measure growth and progress.

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

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

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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

9. 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).
10. 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.

After reviewing the 2013-2014 NYC School Survey Report a greater emphasis is needed to move students to the next level with regard to college and career readiness. To do this we must build upon our current means of collaboration and shared decision making with our school community. To achieve this goal, a great emphasis on parent involvement and facilitated conversations across content area teachers on specific student progress and academic and personal behaviors is warranted.

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.

Teachers will dedicate professional learning time each Tuesday to parent outreach whereby 100% of teachers will update online grade books at minimum weekly and take time each week to participate in parent outreach through anecdotal logs and/or phone calls, parent meetings, or “kid talk” sessions with guidance staff.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust 			
27. Guidance counselors will identify one at-risk child in their caseload each week (in addition to the outreach made by Guidance during the school day) and facilitate a “kid talk” session that includes teachers from across the child’s program to discuss strengths, weaknesses, work habits and academic successes in an effort to assist the student holistically to succeed.	All students	September 2014- June 2015	Guidance staff, administrators, teachers
28. Teachers will dedicate their time on Tuesday during Professional Learning to update online grade book not only with grades, but pending assignments and anecdotal logs about student academic and personal behaviors.	At-risk students	September 2014- June 2015	Teachers

29. Teachers will make specific parent outreach of students who are absent more than three times, not completing assignments or not doing well on class exams in an effort to improve credit accumulation.	At-risk students	September 2014- June 2015	Teachers
30. Administrators, guidance staff, teacher and parents will participate in kid-talk Tuesday sessions to create a seamless circle of support for students to increase student success in high school	All students	September 2014-June 2015	Administrators Guidance staff Teachers

Part 4 – Resources Needed

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

- Continued subscription to online support systems for students such as Pupilpath and Phone Messenger.

Part 5 – Budget and Resource Alignment

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

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

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.

Assistant Principals monitor Pupilpath each week to ensure teacher usage of the program. Daily cut calls will be made to students attending school but cutting classes; teachers will log outreach to parents weekly and will be monitored by assistant principals.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	8 th grade ELA Cut Scores	<ul style="list-style-type: none"> • Achieve 3000 • Light Sail • Small Group and one-to- one tutoring • Regents tutoring • Peer Tutoring • Read Aloud • Writing across all content areas with focus on argumentative writing • Learning Style Survey • Differentiated programming based on the 8th grade cut scores, for examples Remedial courses, ICTS etc. • Liberty Partnership • Mock Regents 	<ul style="list-style-type: none"> • Achieve 3000– twice per week – specific classes during day • Small Group and One-to-One tutoring - provided during the day and after school • Regents Tutoring – small group during the days, after school and on weekend by teachers • Peer Tutoring - small group and one-to-one • Read Aloud - used on ninth grade at-risk classes • Writing Process - used in whole and small groups with English classes by teachers • Regents Preparation - used in every English class in whole and small groups • Daily Writing - conducted in all English classes • Learning Styles Survey - administered to all students in English and shared across all subject areas 	<ul style="list-style-type: none"> • Achieve 3000 – provided to specific at-risk students during the day • Small Group Tutoring – provided during the school day and after school • Regents Tutoring – small group during the day, after school and on weekend by teachers • Peer Tutoring – available during all lunch period • Read Aloud – used during the school day in freshmen English R classes • Writing Process - used during the day in English writing lessons • Regents Preparation – used during the day in English classes and after school in tutoring • Daily Writing – provided in every English class during the day • Learning Style Survey – provided during the school day.
Mathematics	8 th grade Math Cut Scores	<ul style="list-style-type: none"> • ALEKS • Regent Prep 	<ul style="list-style-type: none"> • Teacher - small group • Teacher directed 	<ul style="list-style-type: none"> • Teachers are available through Circular Six

		<ul style="list-style-type: none"> • Regents Review in all classes • Math jeopardy • Math Bingo • Flashback Friday • Mock Regents 	<ul style="list-style-type: none"> • small group • Tutoring with teacher small group • Teacher delivery - small group • Peer one-to-one 	<ul style="list-style-type: none"> • assignments during the school day • NHS students are available during all lunch periods • Additional three hour sessions occur after school and on weekends. • A math teacher is available after school in the library ever day
Science	8 th grade ELA Cut Scores	<ul style="list-style-type: none"> • Small Group Instruction • Regents Prep • Brain Pop • Regents specific Tutoring 1:1 • Peer Review • Regents Review in all classes • Mock Regents 	<ul style="list-style-type: none"> • Teacher - small group • Teacher directed small group • Tutoring with teacher small group • Teacher delivery - small group • Peer one-to-one 	<ul style="list-style-type: none"> • During school day • After school • NHS tutoring most periods during • Afterschool Regents Intensive Tutoring sessions
Social Studies	8 th grade ELA Cut Scores	<ul style="list-style-type: none"> • Hochman writing strategies implemented in ESL and 15:1 ISS classes • Test taking strategies • Exposure to primary source documents • Organizational strategies • Mock Regents 	<ul style="list-style-type: none"> • Teacher - small group • Teacher directed small group • Tutoring with teacher small group • Teacher delivery - small group • Peer one-to-one 	<ul style="list-style-type: none"> • Before school – period 1 all term • During school – Circular 5 all periods of the day • NHS tutoring most periods • After School – 2 days per week Special Ed and General Ed • After school - Regents Intensive 2 days before for 3 hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> • Crisis intervention • Suicide prevention • bereavement counseling • diploma requirements • college and career counseling • respect for all • attendance initiatives • “Why Try” and “Overcoming Obstacles” • Monthly PPT and 	<ul style="list-style-type: none"> • Class presentations • One-to-one / groups (small) • Assemblies • Website (on-line applications) • Home visits • Student mentoring • Daily parent conferences/outreach • Parental presentations / workshops 	<ul style="list-style-type: none"> • During the school day • Evening presentations • After school • Weekends

		<p>SIT meetings</p> <ul style="list-style-type: none"> • Guidance and crisis counseling services • Assist students in learning how to deal with various personal issues including school, friends, family and current events • College and career interviews • specific school psychologist case load for identified targeted at-risk students as well as referrals from PPT • Clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students 		
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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.				
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X Non-Title I

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.
N/A

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).
N/A

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.

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. Susan E. Wagner High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Susan E. Wagner High School will support parents and families of Title I students by:

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 460
School Name Susan E. Wagner High School		

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	3488	Total number of ELLs	127	ELLs as share of total student population (%)	3.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE										9	9	9	9	36
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	9	9	9	9	36

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	50		6	28		16	40		32	118

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	
Total	50	0	6	28	0	16	40	0	32	118
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										10	2	2	2	16
Intermediate(I)										11	7	8	9	35
Advanced (A)										20	21	8	10	59
Total	0	41	30	18	21	110								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	0	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										2	2	3	3
	A										12	10	4	2
	P										15	10	6	7
READING/ WRITING	B										7	4	0	1
	I										10	14	6	8
	A										12	4	5	5
	P										0	0	2	0

NYS ELA

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

NYS Math

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

NYS Science

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

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	26		2	
Integrated Algebra	28		7	
Geometry	14		5	
Algebra 2/Trigonometry	2		0	
Math _____				
Biology				
Chemistry	2		2	
Earth Science	19		2	
Living Environment	23		10	
Physics				
Global History and Geography	20		6	
US History and Government	34		7	
Foreign Language		6		6
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Susan E. Wagner High School uses several different assessments to evaluate student literacy. Acuity tests and performance assessments help to yield quality data on student literacy skills, and programs like Achieve3000 help to monitor improvements in literacy on an ongoing basis. Assessing student literacy is more than simply right and wrong responses on an assessment. Our ESL teachers look for

patterns in writing passages and reading comprehension in order to see what the individual student's needs are. Once placed into the appropriate level of ESL within our school, the student is then monitored in accordance to parameters the teacher must follow. Common Core-aligned materials allow our ESL teachers to use common ground across all subject areas when assessing students, and adjustments are made as students show improvement in proficiency or lack thereof. All student data is shared with content area teachers to inform instruction of ELL students.

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

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

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

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. ELL students are consistently in need of assistance with reading and writing modalities, and academic intervention services are listed above. ELL students, while eligible to take Regents examinations in their native language where available, tend to take the Regents in English because they learned the material in English and do not want to create confusion. Of those students who opt to take the examinations in an alternate language, results vary. Native language test takers, however, do not fare any better as a group than ELL students who opt for the examination in English.

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

School administrators collaborate to bring ESL and content area teachers together to coordinate key themes and relevant vocabulary for ELL students. For example, the Assistant Principal of Foreign Languages/ESL will work with the Assistant Principal of Science or science teachers to have collaborative meetings with ESL teachers to discuss vocabulary that is seen in the science class that can be reinforced in the ESL class.

C. ELL students at Susan E. Wagner High School use native language support in the form of bilingual glossaries and/or alternate placement paraprofessionals in their pursuit of passing grades. As a school, we notice that placing students in groups of common

native languages helps with English growth, and students are responsive to changes in coursework when they are part of a team. Students also use native language support in the classroom, but generally opt to take periodic assessments/Regents examinations in English. The most common reason for this is because the students learn the materials for these exams in English and, thus, are more comfortable.

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

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

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

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

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

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

7. For dual language programs, answer the following:

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

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

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

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

Part IV: ELL Identification Process

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

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

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

Lenoura Abdulai - Albanian
Jandark Abdelmalak - Arabic
Vivian Gobran - Arabic
Violette Samaan - Arabic
Melanie Kang - Chinese (Mandarin)
Gesner Eugene - Creole
Laila Boulos - Egyptian
Vivian Gobran - Egyptian
Violette Samaan - Egyptian
Gesner Eugene - French
Vivian Gobran - Greek
Mary Agu - Ibo
Madeline Lombardi - Italian
Paola Gambino - Italian
Stefania Blandi - Italian
Daria Corzani - Italian
Dina Violante - Italian
Jee Ra - Korean
Song Ho Rimassa - Korean
Moo Joon Park - Korean
Leunora Abdulai - Macedonian
Edyta Daniel - Polish

Alice Karazim - Polish
Edtya Daniel - Russian
Olga Virata - Russian
Leunora Abdulai - Serbian
Ajantha Fernando - Sinhalese
Stefania Blandi - Spanish
Amparo Caruso - Spanish
Rebecca Morales - Spanish
Maurita Tituana - Spanish
Ivelisse Sanabria - Spanish

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

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

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

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

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

If the parents elect to stay at Susan E. Wagner High School, the student will take the LAB-R/NYSITELL, if they have not done so already; most of these parent orientations are done on the day of registration because of the difficulty of bringing parents back into the school for an orientation on a separate day. When the student takes the LAB-R/NYSITELL, they take the exam with Madeline Lombardi or Paola Gambino, licensed ESL teachers at Susan E. Wagner High School. The LAB-R/NYSITELL is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ESL services, Mr. Martinez will make any necessary program changes to provide the student with their mandated hours of ESL instruction. Testing with the LAB-

R/NYSITELL must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Mr. Martinez will provide with a program according to their grade level. An Entitlement Letter will be sent to the parent so that they are aware of the LAB-R/NYSITELL results, and the parent will also be kept abreast of any changes that are made to their child's program, such as class changes or the opening a new bilingual program. Letters are copied and placed into the student's file, and a checklist of all parents who have returned the Entitlement Letters acknowledging their receipt and understanding of their child's placement into the ESL program at Susan E. Wagner High School is created. Similarly, Continued Entitlement Letters are treated in this manner for students who have not yet passed the NYSESLAT (to be explained later in this section).

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

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The family orientation is done with a trained pedagogue and parents watch the Parent Orientation Video explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Susan E. Wagner High School has staff members that speak several languages.

Among the paperwork that must be completed, parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered is their preference for their child. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL (the program currently offered at Susan E. Wagner High School), the trained pedagogue explains that Susan E. Wagner High School

will open a bilingual program for their language once there are 20 students who speak said language in one grade (for example, 20 Spanish-speaking students in the 9th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE)).

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

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

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

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3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

Entitlement Letters. The RLAT (NYSESLAT Score Report) is also used to specify a student's score on the NYSESLAT.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Susan E. Wagner High School only offers ESL, and therefore, all students receive ESL instruction. When necessary, interpreters are used to communicate with parents on all school correspondence. Most letters generated by the school are translated for high-incidence languages.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
At Susan E. Wagner High School, parents choose ESL as their program of choice more than 95% of the time (95.8%). Susan E. Wagner High School does have a Freestanding ESL program, and is thus aligned with parental choice. Parents who choose a program other than ESL are given the opportunity to transfer schools if they wish to have their choice, but all opt to remain at Susan E. Wagner High School. Parents are briefed on the mandate to open the program of their choice if 20 or more parents of students in the same grade choose the same program.

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])?

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

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)?

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

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

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

An example of a Beginner ELL program is as follows:

Period	Class
2nd	Gym
3rd	Global History ESL
4th	ESL
5th	Algebra ESL
6th	Lunch
7th	Living Environment ESL
8th	ESL

9th ESL

An example of an Intermediate ELL program is as follows:

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

An example of an Advanced ELL program is as follows:

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

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

Novellas - Of Mice and Men

Old Man and the Sea

Plays - Inherit the Wind

A Raisin in the Sun

Short Stories - The Necklace

The Lottery

The Pearl

Novels - Flowers for Algernon

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

Understanding Global History

Understanding U.S. History

Globe Biology

Visions

Multicultural Workshop

Grammar in Context

Weaving it all Together

NYSESLAT Review texts

ELA Regents Review texts

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

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

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

Standards.

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

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

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

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

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

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

Like SIFE students, newcomers and long-term ELLs have access to after-school programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ESL room and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom.

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

Former ELL students who have passed the NYSESLAT have access to all ESL-formatted content area courses for two years after

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

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

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

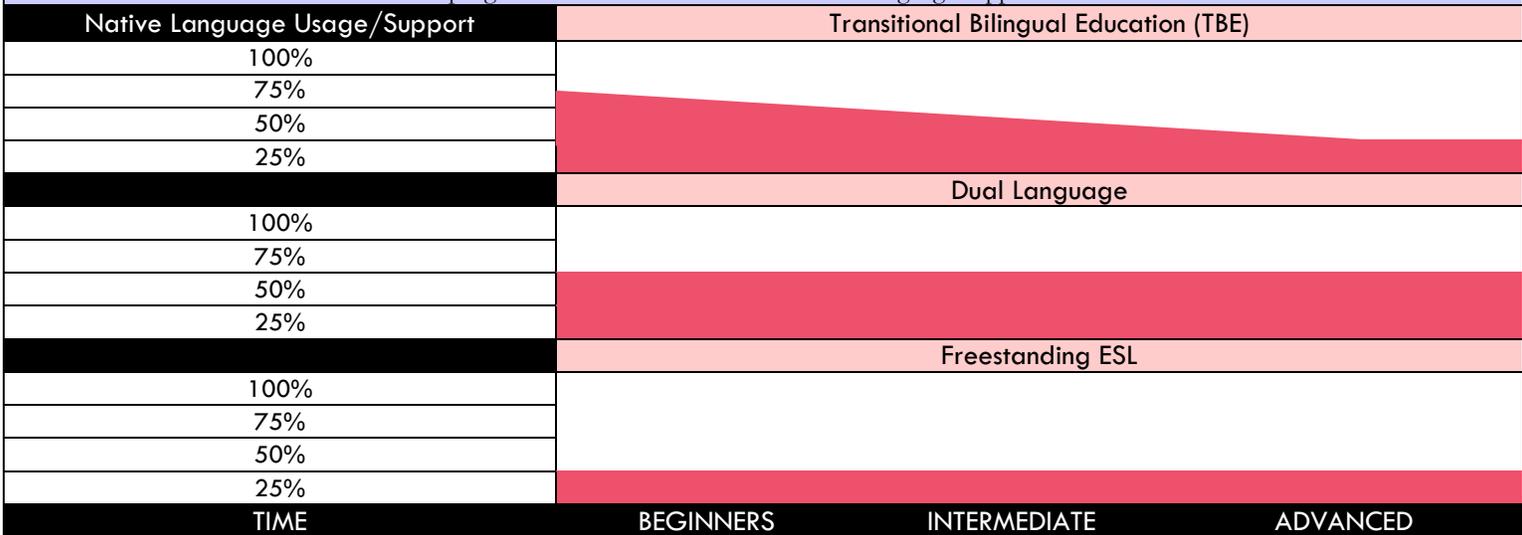
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs have access to after-school programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ESL classroom and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. These classes are held once a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students, for example, will find themselves reading a passage aloud to work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and would be required to physically write answers in an attempt to assess and build comprehension and writing skills (beneficial for both exams). The feedback they are given by the ESL teacher is helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In the last two years, Susan E. Wagner High School ELLs have experienced their greatest performances on the NYSESLAT. In 2012, SWDs accounted for 17 "Proficient" scores on the NYSESLAT, substantially more than the typical one to two that are seen each year. Overall, 80% of Susan E. Wagner High School's students saw improvement on the NYSESLAT. In 2013, two-thirds of ELL students improved on the NYSESLAT, and one-third passed outright. Students are also improving by more than one proficiency level (Beginner to Advanced, for example). Susan E. Wagner High School judges its success by the success of our ELLs, and they have proven themselves to be diligent about English proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- Susan E. Wagner High School is considering a Saturday program for ELL parents and students. Students will have the opportunity to further develop their English skills through rudimentary skills (Beginners) and Common Core-aligned curriculum (Intermediate/Advanced). We are also considering a guidance class within the Saturday program to enable both ELL students and parents to understand college and career readiness in line with the Common Core State Standards.
12. What programs/services for ELLs will be discontinued and why?
- The afterschool tutoring will be modified from 2-3x/week to once a week due to Title III funding decreases.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Interventions such as the aforementioned after-school NYSESLAT preparation and ELA Regents Exam preparation are geared toward ELL students to support them with the skills necessary to pass these exams. Through our Extended Day Program students have the opportunity to take classes during the week after school. There are tutoring opportunities for students to work on studying for the English Regents and/or NYSESLAT. Our transitional ELL students who have already passed the NYSESLAT have the opportunity to take these classes for two years after scoring "Proficient" on the NYSESLAT. They also receive the mandated Regents accommodations for ELL students for these two years after passing the NYSESLAT. All current and former ELL students can also choose to take elective classes in Spanish, Italian, or French at Susan E. Wagner High School, with the understanding that they are mandated to take at least one year of a Foreign Language to satisfy graduation requirements.
- Students are made aware of their academic options through their guidance counselor, Mr. Martinez. School-wide announcements are made through morning announcements, as well as information the school's website, wagnerhigh.net, and other student information sites, like Naviance (www.naviance.com) and PupilPath (www.pupilpath.com).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL teachers use SMARTboards consistently to aid with instruction. The SMARTboards also allow for translations to occur due to internet access in the classroom. Empower3000 is another technological aid that is used in the computer labs at the school in order to monitor literacy levels and facilitate improvement.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language supports are always a consideration for our ELL students. Our library holds many works that are available in several languages so students may be able to use them as needed. Students are also encouraged to seek online resources for their needs, and computers are available for student use in the school library. SMARTboards are frequently used during class time. Furthermore, the advent of resources like Google Translate allows students to find translations for materials they have as they type an entry into the computer. Susan E. Wagner High School also ensures that correspondence is sent to families in their preferred

language to bridge the gap between school and home and encourage parental involvement.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
At the beginning of each academic year, Susan E. Wagner High School holds its Student Orientation. There are breakout sessions within the orientation to allow for ELLs and their parents to meet and greet the ESL teachers, Guidance Counselor, and Assistant Principal. They are able to ask questions about the program, and about the school in general. They take guided tours and participate in various "ice breaker" activities in order to become more familiar with the Susan E. Wagner High School community.

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

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

19. For schools with dual language programs:
- 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)?

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

C. Professional Development and Support for School Staff

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

Professional development at Susan E. Wagner High School will involve school-wide workshops, as well as departmental conferences. ESL content teachers have the opportunity to share ideas with each other regarding optimal learning, while non-ESL teachers can be educated on what to expect in the event they are assigned ELL students in the future. The LAB/BESIS Coordinator, who is also a Guidance Counselor, shares data with the school to invite ideas from the entire school community to maintain good statistics.

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

Every Monday, Susan E. Wagner High School sets time for the entire school to meet for Professional Development opportunities and case conferencing between disciplines. Meeting times for the ELL professional development are from 2:15pm-3:00pm. All instructionally-based professional development meetings are led by the two ESL teachers on staff, Mrs. Lombardi and Mrs. Gambino. Guidance-related meetings are led by the ELL Guidance Counselor, Eusebio Martinez. All meetings are facilitated by the ELL Coordinator, Daria Dempsey-Corzani and/or the ESL Assistant Principal, Michael Ambrosino. Meetings are also held during teacher preparation periods in an attempt to facilitate communication between ESL teachers and other content area teachers, administrators, and other school professionals.

ELL Professional Development dates are as follows (projected):

October 7, 2013
November 4, 2013
December 2, 2013
January 6, 2014
February 10, 2014
March 3, 2014
April 7, 2014
May 5, 2014
June 2, 2014

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

As it pertains to the Common Core Learning Standards, ESL teachers are kept abreast of all professional development opportunities and training on CCLS procedures through their departments Assistant Principals and OELL correspondence, if available. ESL teachers also take the initiative of perusing online resources on CCLS procedures and professional development opportunities for their edification.

In making the transition from middle school to high school, older ELLs involve themselves in the experiences of freshman ELLs to soothe any inherent anxiety with their transition. Older ELL students are also encouraged to participate in peer tutoring and student teaching opportunities in an effort to assist younger ELLs with any struggles they have in high school.

Obtaining the 7.5 hours for ELL training is no easy task at a school of Susan E. Wagner High School's size, but attempts are consistently made to meet such ends. Full faculty meetings are geared toward professional development, and ELL matters comprise all or part of these meetings at least once per year. Attendance is taken with sign-in sheets for the entire faculty. Most of the professional development that occurs, however, is on a smaller scale with individual teachers, special education providers, and

paraprofessionals. During these meetings, attendance is gathered as well.

D. Parental Involvement

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Susan E. Wagner High School</u>		School DBN: <u>31R460</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary Giordano	Principal		11/15/13
Michael Ambrosino	Assistant Principal		11/15/13
Debbi Rabinowitz	Parent Coordinator		11/15/13
Madeline Lombardi	ESL Teacher		11/15/13
	Parent		1/1/01
Paola Gambino/ESL	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Eusebio Martinez	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Daria Dempsey	Other <u>ELL Coordinator</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 Network: Children First 405

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

Part A: Needs Assessment Findings

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

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

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

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

Lenoura Abdulai - Albanian

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 72
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: RATIONALE: Title III will allow Susan E. Wagner high School to supplement mandated instruction with after school classes during both the 2014-2015 and 2015 -2016 school years. Classes will focus on necessary skills (Reading, Writing, Listening, Speaking) needed for assessments such as New York State Regents exams and the New York State English as a Second Language Achievement Test (NYSESLAT). The classes will use similar methodology as in day school, and will place particular focus on meeting the individual needs of each student/groups based on lacking areas. Students will have the opportunity to build necessary English proficiency skills in all modalities (reading, writing, listening, speaking).

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

Title III funds will fund the purchase of National Geographic Learning Inside (Levels A-D) Selection Readings & Close Readings, software that will improve the reading and writing comprehension skills of ELLs . This software will also expand ELL students' vocabulary. The software allows students to listen to the text as they read along.

To help ELL students prepare for the English Regents examinations, we will be ordering instructional materials to support ELL students after school. The Getting Ready for the English Regents Essays series from Attanasio & Associates will be used to help ELL students strengthen their abilities to perform for the reading and writing components of the English Regents examination. Students will spend time reading from the provided texts and producing written pieces to illustrate comprehension. Title III funds will also allow the ESL Learning Center to expand its library with the purchase of two ESL/ELL grades 9-12 Classroom library sets.

The rationale for this approach is to target problem areas individually at a time where students are away from their typical line of study. Day classes address the needs of students, but the emphasis is on the overall skill set of ELLs and assignments are given in the context of a class; classwork, homework, and exams are based on class materials and review what is being taught. The after school classes focus the attention on more social and professional areas of growth and prepare the students by targeting specific

Part B: Direct Instruction Supplemental Program Information

areas of weakness (mostly reading and/or writing) and improving them in efforts to build skills appropriate to be succeed, and be college and career ready.

English Language Learners of all levels are encouraged to attend these courses, and are placed in groups according to their area of weakness, as evidenced by class assessments and NYSITELL and NYSESLAT results when applicable. All classes will emphasize strengthening English modalities where students exhibit weaknesses.

We are hopeful that success of the program can lead to Susan E. Wagner High School offering the program twice weekly from 3pm-5pm to allow for further scaffolding and differentiated instruction.

The program is taught by two fully certified ESL teachers, Nicole Broecker and Madeline Lombardi. The class is taught entirely in English. Students are allowed to use bilingual glossaries for assistance, but all work is expected to be completed in English.

Part C: Professional Development

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

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

Begin description here: Professional development for the ESL teachers will be provided by various workshops offered by Department of English Language Learners and Student Support. Madeline Lombardi will receive training from the Center of Applied Linguistics in the month of December 2014 for three days. The three day institute will address academic literacy in the content areas and research-based vocabulary instruction for ELLs. Madeline will turn key the professional development back into Susan E. Wagner High School.

The Assistant Principal of Foreign Languages/ ESL will provide PD for the ESL teachers on the CCLS for ELLs, and how to effectively prepare ELLs for Regents and RCT exams. The Foreign Language Department will provide additional native language support, as applicable, for students who need further assistance.

In addition, professional development is ongoing, and weekly meetings will be conducted for the teachers to obtain relevant materials for the courses. The ESL Grade Advisor is Stefania Blandi and the Assistant Principal of Foreign Languages/ ESL is Michael Ambrosino.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Title III funds will allow Susan E. Wagner High School to host the parents of ELL students once a month, on a Saturday, to the school to review what the ELL students have learned in the course. This will occur through ESL lessons for the parents of ELLs, in addition to providing parents with language skills necessary to be active members of their communities. The program will be opened to all parents within Susan E. Wagner High School and the surrounding community. The course will run from 9am-12pm, on the first Saturday of the month, beginning December 6, 2014 through June, 2016.

The topics covered in these courses will be identical to those learned by the ELL students; all courses will be taught by Nicole Broecker and Madeline Lombardi, certified ESL teachers.

Parent notification will be sent through mail and email (if applicable). Information for the courses will be presented on the school website, and phone calls will be made to parents of ELL students already in the program through the Guidance office. All notifications will be translated for parent comprehension and phone correspondence will be interpreted in the parent's home language. Translators will be made available by the New York City Department of Education as needed. The ESL Parent Orientation Toolkit NYC will be made available to all parents.

Part E: Budget

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

Allocation Amount: \$ _____

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)	3254.32	Teacher per session for ESL lessons (After School and Saturday) -76 hours
<ul style="list-style-type: none"> • Per session • Per diem 	3254.32	Teacher per session for direct instruction to address NYSESLAT modality improvement goals and Regents exam review- 76 hours
	3254.32	Grade Advisor per session for ELL guidance, parent outreach, and compliance-76 hours
Purchased services	_____	_____
<ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$594.00 \$792.00 \$100.00	-Getting Ready for the English Regents Essays (2 Class sets of 35 each, 2 Teacher’s Manuals) -ESL/ELL grades 9-12 Classroom Library (2 sets) -ESL Parent Orientation Toolkit NYC (2)
Educational Software (Object Code 199)	\$506.00 \$1676.00	National Geographic Inside Levels A-D Selection of Readings& close readings (2 of each of 5 levels) -BrainPOP ESL software (classroom access version)
Travel	_____	_____
Other	_____	_____
TOTAL	\$13,330.96	_____