

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M167**

**School Name:**

**J.H.S. 167 ROBERT F. WAGNER**

**Principal:**

**JENNIFER REHN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Wagner Middle School School Number (DBN): 02M167  
Grades Served: 6 - 8  
School Address: 220 East 76<sup>th</sup> Street, New York, NY 10021  
Phone Number: 212-535-8610 Fax: 212-472-9385  
School Contact Person: Jennifer Rehn Email Address: [jrehn@schools.nyc.gov](mailto:jrehn@schools.nyc.gov)  
Principal: Jennifer Rehn  
UFT Chapter Leader: Jennifer Dyer  
Parents' Association President: Carrie Karabelas  
SLT Chairperson: Danielle Remsen  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor New York, NY 10001  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)

Phone Number: 646-470-0721

Fax: 917-339-1765

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Rehn	*Principal or Designee	
Jennifer Dyer	*UFT Chapter Leader or Designee	
Carrie Karabelas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lauren Schwalb	Member/Teacher	
Danielle Remsen	Member/ Teacher	
Kathleen Naughton	Member/ Teacher	
David Roth	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beth Miller	Member/ Parent	
Suzanne Maltz	Member/ Parent	
Lauren Segal	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Robert F. Wagner Middle School serves approximately 1,340 students from diverse populations. Our student population is extremely diverse (different socioeconomic backgrounds, ethnicity, languages, and cultures are represented). We follow the "house model", and the Assistant Principal and Guidance Counselor for each grade "loop" with students. Wagner has an extensive After School Program, including academic offerings, sports teams, intramurals, arts, music and drama programs. Throughout the year, we have several student celebrations including: Spring Arts Fair, concerts, publishing parties, Science Fair, ARISTA, Student of the Month, Math & Science Day and the Senior Awards Ceremony. Wagner is celebrating over 56 years as a public, neighborhood middle school. It is the largest public middle school in Manhattan.

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

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

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

The Elements of the Framework for Great Schools in which we made the most progress for the 2014 - 2015 school year were Collaborative Teachers and Effective School Leadership. Teacher led study groups, Grade Team Leaders and Lead Teachers were established. This enabled staff to participate in differentiated professional development, resulting in the development of a Wagner professional learning website, and specific protocols for our school community. At the leadership level, we established protocols for reviewing data sets monthly, and then collaborated with instructional leaders in the building to establish protocols for reviewing data at the department level. These data protocols included reflections on strengths and weaknesses, and establishing next steps for instructions.

In the 2015 - 2016 school year, we are going to work on the following elements of the Framework for Great Schools: Strong Family and Community Ties, and Supportive Environment. Our work around Strong Family and Community Ties develop greater parent involvement in our school community. Our work around Supportive Environment will include: review of school data, implementation of Restorative Justice, and use of school data to create a proactive approach to student culture and discipline within the school.

We will continue our work around data by focusing our data conversations around instructional next steps at the lesson plan level to impact student achievement, giving special consideration to our special populations, including students with disabilities and English Language Learners.

## 02M167 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1368	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	23	# SETSS	N/A	# Integrated Collaborative Teaching
				50
Types and Number of Special Classes (2014-15)				
# Visual Arts	24	# Music	15	# Drama
# Foreign Language	27	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	3.4%	% Attendance Rate		95.8%
% Free Lunch	40.2%	% Reduced Lunch		7.1%
% Limited English Proficient	4.6%	% Students with Disabilities		17.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		8.3%
% Hispanic or Latino	23.1%	% Asian or Native Hawaiian/Pacific Islander		28.1%
% White	38.6%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.14	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.2%	% Teaching Out of Certification (2013-14)		2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		4.33
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.3%	Mathematics Performance at levels 3 & 4		58.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		81.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014 – 2015 school year, teacher teams began to utilize centralized data systems per department to track student performance data on common assessments. The need for the tracking system was realized after a review of our 2013 – 2014 school year, Quality Review (2.2), where we determined the need to further define our data systems in order to provide a more frequent picture of our student performance at the individual level.

During the 2014 – 2015 school year, teacher teams were required to participate in grade level department analysis conversations at least three times in the year (beginning, middle, and end of school year), in order to analyze student data and design appropriate instructional next steps. Building on this work, in 2015 – 2016 teachers will continue to review trends in data on a more frequent basis, in order to support ALL students as they work towards mastery of the common core learning standards. Teachers will begin to focus on the individual student work samples and the supporting tasks, in order to uncover the gaps in understanding, and develop a plan of action to support students in filling the gaps.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

A minimum of once per month teacher teams will analyze information on student learning outcomes, produced from the administration of common core aligned performance tasks, in order to make adjustments to instructional decisions at both the team and the classroom level that will support all students in meeting the Common Core State Standards. This work will result in an increase in the proficiency level in Mathematics and English Language Arts by 5% on the 2016 New York State Assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher teams will participate in summer planning to revise/ create common assessments and tasks, create answer documents to use with central data system (DDC Mathematics &amp; Science), and plan beginning of the year professional development to support productive data analysis.</p>	<p>Teachers  (By Department)</p>	<p>July - August 2015</p>	<p>Department Assistant Principals</p>
<p>Provide teacher teams with professional development support to review data systems and data analysis tools provided within each system (DDC Mathematics &amp; Science)</p>	<p>Lead Teachers, School Leadership</p>	<p>September 2015 – ongoing as needed</p>	<p>Department Assistant Principals</p>
<p>Teacher teams determine calendar for student work analysis meetings and focus of analysis for each session</p>	<p>Lead Teachers, Teacher Teams</p>	<p>September 2015</p>	<p>Department Assistant Principals</p>
<p>Provide teacher teams with professional development that supports the review and analysis of student work and data samples</p>	<p>Lead Teachers, School Leadership</p>	<p>October 2015 – ongoing as needed</p>	<p>Department Assistant Principals</p>
<p>Provide teacher teams with professional development to support teachers with surfacing gaps in knowledge and identifying appropriate instructional supports for students</p>	<p>Lead Teachers, School Leadership</p>	<p>October 2015 – ongoing as needed</p>	<p>Department Assistant Principals</p>
<p>Teacher teams will revise protocols for data analysis and looking at student work</p>	<p>Lead Teachers, Teacher Teams</p>	<p>October 2015 – Ongoing as Needed</p>	<p>Department Assistant Principals</p>
<p>Teacher teams participate in grade level student work analysis meetings to analyze student performance data, work samples, and tasks, in order to determine gaps in understanding and design instructional next steps for all students including English Language Learners and Students with Disabilities.</p>	<p>Teacher Teams</p>	<p>Beginning October 2015, minimum of 2 additional times</p>	<p>Department Assistant Principals</p>
<p>Teacher teams participate in whole department student work analysis meetings to determine trends and make instructional shifts across grade levels.</p>	<p>Teacher Teams</p>	<p>Beginning October 2015, minimum of 2 additional times</p>	<p>Department Assistant Principals</p>
<p>Teachers will share results of common grade level assessments with families</p>	<p>Teacher Teams</p>	<p>January 2016 and June 2016</p>	<p>Department Assistant Principals and Principal</p>

Teacher teams and administrators will reflect on the analysis process in order to make changes for the 2016 – 2017 school year	Teachers, School Leadership	Ongoing (For each unit task/ assessment)	Department Assistant Principals and Principal
Wagner will host content based workshops throughout the school year for families	Families	October 2015 – April 2016	Grade Team Leaders, Lead Teachers, Department, Assistant Principals and Principal

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher created common core aligned assessment / tasks
- Funding for Summer teacher team planning
- Once a week Common Planning time for teacher teams to meet
- Lead Teachers/ Grade Team Leaders to facilitate analysis meetings
- Scanners/ Printers/ Paper/ Computers for creating Data Driven Classrooms (DDC) answer documents and scanning assessments
- Outside Professional Development with a focus on Analyzing Data, Surfacing Gaps in Understanding, Designing Instructional Supports for ALL Students

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By November 2015, beginning of year assessments will have been administered to all students in Mathematics, Science, Social Studies, and English Language Arts/Humanities (MOSL, Diagnostic, On Demand Writing).
- By November 2015, teacher teams will have participated in one student data analysis meeting and designed appropriate instructional strategies to support groups of students based on information gathered from meetings.
- By February 2016, teacher teams will have participated in at least three student data analysis meetings and appropriate instructional strategies to support groups of students based on information gathered from the meetings will have been designed.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In order to develop our supportive environment goal, we reviewed our school survey, suspension, attendance, and achievement data to determine ways to meet the needs of our school. Our school survey data indicates that students would welcome the opportunity to be involved in giving feedback in the school culture at Wagner Middle School.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, School Leadership and Staff will develop a framework for school culture that provides clear paths of proactive supports at the classroom, grade level, and school level for students and staff in order to ensure that students feel safe and supported at school as evidenced by an improvement in our school survey results in the positive responses from students at our school from 84% to 87%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School Leadership will examine current school protocols in collaboration with the Dean for classroom and school management to refine protocols to meet</p>	<p>School Leadership, Dean</p>	<p>June – August 2015</p>	<p>Principal</p>

the needs of all students in accordance with the revised Chancellor's Regulations on Discipline.			
School leadership will share refined protocols for discipline with school staff.	All School Staff	September 2015	Principal
School Leadership in collaboration with teachers and guidance will develop criteria for participation in school mentoring program.	School leadership, teachers, guidance	June 2015-September 2015	Assistant Principal for Special Education
Guidance and school leadership will pilot mentoring program with targeted population.	Guidance and School Leadership	October 2015-June 2016	Guidance
Team (guidance, administrator, teachers) will engage in professional development on Restorative Justice in order to pilot work with students with specified infractions.	Guidance, administrator, teachers	July 13 - 17, 2015	Office of Safety and Youth Development
Team will engage in continued professional learning around Restorative Justice with outside partnerships to be determined	Guidance, administrator, teachers	September 2015 - June 2016	Assistant Principal for Special Education
Peer mediation team will implement Restorative Justice during weekly scheduled time	Students recommended for Restorative Justice	October 2015 - June 2016	Lead Special Education Teachers, Guidance
PPT team will develop series of professional learning experiences in collaboration with outside facilitators to support all staff in understanding strategies to meet the socio-emotional needs of their students	All school staff	October 2015 - June 2016	PPT Team
Grade level assistant principals and guidance counselors will provide opportunities for student feedback and ideas on ways to improve students feelings of safety and support at school	All students	September 2015 - June 2016	Assistant Principals
During Professional Learning time, a study group will be facilitated around socio-emotional learning and supporting students behaviorally	Teachers	October 2015 - June 2016	Assistant Principal for Special Education
Special Education teachers will pilot advisory curriculum for students receiving 12:1:1 services	Special Education Students	September 2015 - June 2016	Guidance and Special Education Teachers

#### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Mentoring program
- Professional development on Restorative Justice offered by the Office of Safety and Youth Development
- Peer Mediation Team and time for the team to implement Restorative Justice
- PPT team and time for the team to meet
- Facilitator of Socio-emotional Learning and Supporting Students Behaviorally Study Group
- Creation of advisory curriculum by guidance staff for students receiving 12:1:1 services

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> <li>• Staff and students will complete a school culture survey three times per year (September, December, May) as a means of monitoring progress towards increasing feelings of safety and support on our school survey.</li> <li>• School leadership team will review school discipline data each trimester to identify trends and impact of proactive supports leading to overall reduction of disciplinary infractions by February 2016.</li> <li>• Guidance and Assistant Principals will review student achievement and discipline data for students engaged in the mentoring program six times per year in order to improve student performance by February 2016.</li> </ul>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Upon review of the Framework for Great Schools the Capacity Framework Element – Collaborative Teachers places an emphasis on teachers having the opportunity to participate in professional development within a school culture of respect and dedication to improving pedagogy. Wagner Middle School teachers selected study groups facilitated by teacher leaders based on school wide goals and teacher interest. The end result was an online resource for all staff to view the work from each study group. All participants completed a survey in order to assess the quality of the professional development utilizing study groups, teacher commitment to study groups for the next school year, and impact on student learning and improved teacher practice and instruction. Wagner Middle School’s School Based Professional Development Committee will work as a collaborative team to plan specific guidelines for study group implementation for 2015 - 2016.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, staff will engage in professional learning that includes intervisitation, peer feedback and professional literature through participating in differentiated study groups facilitated by their peers. The impact of this work will be evidenced by additions to the Wagner Professional Learning website, classroom observations and student work.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
School Based Staff Development Committee will meet with Principal to consider professional learning structures.	Teachers & School Leadership	June - September 2015	School Based Staff Development Committee, Principal
Teachers participate in self-selected study groups led by their colleagues. The choice includes a yearlong study or two study groups of different topics for the duration of the school year. The study group includes professional learning via conversations, inter-visitations including debrief of visit, assessment of impact on student learning, reading of professional text, watching professional videos, and assessment on improved teacher instruction.	Teachers	October – May 2016	Lead teachers, Grade Team Leaders, Teacher Facilitators, School Leadership
Participants in each study group will add to existing Google webpage to add resources available to all staff	Teachers	October-April 2016	Lead teachers, Grade Team Leaders, Teacher Facilitators, School Leadership
Study group facilitators will implement shared practices for professional learning using the protocols developed by the National School Reform Initiative.	Study Group Facilitators	October-April 2016	Lead teachers, Grade Team Leaders, Teacher Facilitators, School Leadership
In addition to the creation of an ELL study group and Co-teaching study group, all facilitators provide time for teachers to plan with special populations in mind through looking at student work and peer collaboration.	Teachers	October-April 2016	Lead teachers, Grade Team Leaders, Teacher Facilitators, School Leadership

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Lead teachers and Grade Team Leaders to facilitate study groups</li> <li>• Time for Study Group facilitators to plan study group</li> <li>• Use of Wednesday morning Professional Learning time</li> </ul>
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Staff will complete an effectiveness study group survey after each study group rotation as a means of monitoring progress towards improved classroom instruction and pedagogical practices.
- Principal and Assistant Principals will review Advance data to identify trends and impact of study groups as it relates to teacher ratings and classroom instruction.
- Study group participants will utilize the resources shared on previous year Google webpage
- Study group participants at the end of each rotation will add to the Google webpage based on their work in each study group
- Study groups will begin October 14, 2015 and end mid-April

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers at Wagner Middle School have common content-based assessments and rubrics and protocols for reviewing this data regularly.

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

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

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Instructional leadership will use a monthly meeting protocol to review selected student data points to assess impact of school practices and make adjustments including but not limited to instructional student data, Advance teacher data, discipline data, attendance data, and school cultural data as evidenced by Instructional Cabinet Data Meeting Notes.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Establish a schedule detailing the data points that will be reviewed monthly during instructional cabinet meetings</p>	<p>Assistant Principals &amp; Principal</p>	<p>August 2015</p>	<p>Principal</p>
<p>Beginning in October 2015, review data points monthly during weekly instructional cabinet meetings with a special focus on the data impact on ELLs and SWDs.</p>	<p>Assistant Principals &amp; Principal</p>	<p>October 2015 &amp; continuing monthly</p>	<p>Principal</p>
<p>Invite relevant stakeholders to the monthly data meeting, as appropriate</p>	<p>Lead Teachers, Grade Team Leaders, Dean, Parent Coordinator, Guidance Counselors</p>	<p>October 2015 &amp; continuing monthly</p>	<p>Principal</p>
<p>Revise or create school wide plans for improving teacher and student performance</p>	<p>Assistant Principals &amp; Principal</p>	<p>October 2015 – June 2016</p>	<p>Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule Adjustments – Instructional Cabinet meeting time</p> <p>Participation of Administration – Assistant Principals and Principals (voluntary)</p> <p>Teacher Per Session</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016:

- Monthly meeting protocol implemented and data protocol meetings will occur – October, November, December & January
- Adjustments will be made as needed to school wide plans

By March 2016:

- Monthly meeting protocol implemented and data protocol meetings will occur – January, February & March
- Adjustments will be made as needed to school wide plans

By June 2016:

- Monthly meeting protocol implemented and data protocol meetings will occur – April, May & Jun
- Adjustments will be made as needed to school wide plans

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Wagner Middle School hosts many events throughout the year for parents to participate in that are educational and social in nature, as well as events that encourage the support of parents in the vision and mission of our school. Some of these events are concerts, coffee chats, potluck dinners, workshops and Parents Association meetings with guest speakers. Based on the 2013 – 2014 Learning Environment Survey, 33% of our parents indicated they attended 1 - 2 Parents Association meetings, while 50% indicated they never attended. 12% of our parents indicated they disagreed/strongly disagreed that Wagner makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. Our 2014 - 2015 Learning Environment Survey indicated 76% of positive responses for Strong Family-Community Ties.

Wagner’s priority is to increase attendance and participation rates for parents in the school community, and to retain those numbers throughout the school year. During the Spring Parent Teacher Conference, a survey was distributed to families asking for feedback regarding school events, workshops and celebrations including: best time of day, best day of week, interest, etc.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Wagner Middle School will host a variety of Workshops, Celebrations and Events based on feedback from families as evidenced by an increase from 76% to the citywide average of 79% for Strong Family-Community Ties on our School Learning Environment Survey.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Revisit results from family survey distributed at Spring Parent Teacher Conferences</p>	<p>Wagner Families</p>	<p>July 2015</p>	<p>Principal, Parent Coordinator</p>
<p>Explore different means of communicating Family events with Wagner Middle School Community to increase attendance</p>	<p>Wagner Families</p>	<p>August 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator</p>
<p>Meet with Lead Teachers and Grade Team Leaders to plan and organize school events and celebrations based on family survey results for all students, including SWD and ELLs</p>	<p>Wagner Families</p>	<p>August 2015</p>	<p>Principal, Assistant Principals, Parent Coordinator</p>
<p>Host School Events and Celebrations for families providing a feedback form at each event</p>	<p>Wagner Families</p>	<p>Beginning September 2015</p>	<p>Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> <li>• Planning time for Lead Teachers, Grade Team Leaders, Parent Coordinator and Administration</li> <li>• Participation in events and celebrations by school staff</li> <li>• Purchasing of materials needed for events and celebrations</li> <li>• School Messenger, eChalk, postage</li> </ul>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By September 2015:

- Calendar of events and celebrations will be published for Wagner Middle School families

December 2015:

- School will host at minimum 3 events/celebrations for families
- Make adjustments and improvements to family events from feedback evaluations

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA test scores, NYSESLAT scores  Teacher recommendations  Grades	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• Strategies for Success</li> <li>• After School</li> <li>ESL Program</li> <li>• Saturday</li> <li>Academy</li> <li>• Wilson Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• After school</li> <li>• After school</li> <li>• Saturdays</li> <li>• During the school day</li> </ul>
<b>Mathematics</b>	Math test scores,  Teacher recommendations  Grades	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• Strategies for Success</li> <li>• After School ESL Program</li> <li>• Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• After school</li> <li>• After school</li> <li>• Saturdays</li> </ul>
<b>Science</b>	Teacher recommendations  Grades	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• After school at risk science support</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After School</li> <li>• After School</li> </ul>
<b>Social Studies</b>	Teacher recommendations  Grades	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• After school at risk social studies support</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School</b>	PPT referral, Teacher recommendations, parent requests	<ul style="list-style-type: none"> <li>• Mandated counseling</li> <li>• Need-based counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-to-one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

<i>Psychologist, Social Worker, etc.)</i>		<ul style="list-style-type: none"> <li>• Attendance Outreach</li> <li>• Homework Help</li> <li>• Study skills group</li> <li>• Behavioral support/monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one</li> <li>• One-to-one</li> <li>• Small group</li> <li>• Small group</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>
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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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

**Parent Involvement Policy (PIP)**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

### **School-Parent Compact (SPC)**

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

#### **1. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **2. 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;

## **3. 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>JHS 167 Wagner Middle School</u>	DBN: <u>02M167</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

- Classes are taught in English and will meet from 3:30 – 5:30 in our ESL and/or ESL/ELA classroom on Mondays and Thursdays. Approximately 25-30 ELLS across grade 6, 7, and 8 will attend this program consistently (attendance expected to fluctuate based on school calendar, activities, and family engagements). This group will include beginners, intermediate, and advanced students with a variety of home languages. We hope to group students based on NYSESLAT and/or ELA levels. During this time the students will receive small-group ESL/ELA instruction under a curriculum supporting the four modalities of language acquisition (listening, speaking, reading, and writing). The ELA and ESL teacher will co-plan instruction in order to facilitate small group instruction, model reading and writing strategies, and model proficient discussion partners. The ELA and ESL teacher will co-plan and chaperone relevant academic trips. The ELA teacher is present to work with students on Thursdays, as well as, on trips. The ESL teacher and ELA teacher will determine specific language and content objectives for each session and utilize small group instruction, team teaching, and parallel teaching to meet the student needs in heterogenous and homogeneous groupings. Students will also utilize Ipads to access complex text, take notes on complex texts, and use enhanced digital features to enhance and amplify content and vocabulary for better understanding. The teacher of this program is our ESL/ELA certified teacher. There will also be a part time ELA teacher supporting this activity. Students will be led in a Reading/Writing-centered curriculum, through the lens of studying New York City's rich cultural and historical neighborhoods. Students will learn about various neighborhoods through the unique histories and cultures they represent. They will also visit these neighborhoods, and take photos for their culminating NYC guide books. This English program (with minor support in Spanish and Chinese from our ESL teacher) will enhance their English acquisition and focus specifically on Wagner's goal of improving ELLs/Former ELLs academic language acquisition. This designed curriculum infuses History/Social Studies with engaging complex texts and writing to inform. Additionally this topic will help students explore their cultural identity and build community to learn about one another and their new home.

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

- In addition to the Mondays and Tuesdays, we will also provide four Saturday sessions to extend the experiential learning aspect of our title III program.

- The materials purchased for the program are included below:

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

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

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

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

This is New York, Sasek, Miroslav.

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

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

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

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

Vila, Laura. Building Manhattan.

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

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

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

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

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

Notebooks for sketching and observations

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

Drafting on Voice thread, ipads and voice thread

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

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

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

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

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

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

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

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

May 18 th Culminating Celebration. ipads, note books.

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

- Students will read, watch, and listen to various texts about the history and makeup of New York City neighborhoods (Chinatown, Harlem, Upper East Side-Germantown)

## Part B: Direct Instruction Supplemental Program Information

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

## Part C: Professional Development

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

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

Begin description here: \_

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

-  
To address this need, we created a study group for content teachers of Ells including our ESL teacher . Our ELL Consultant, Fay Pallen, supports the facilitation of this group and teachers work together through text based discusssion and inquiry to design best practices. Eight Teachers voluntered for the study group based on the volume of ELLs/Former ELLs with in their classes and their co teaching partnership with the ESL teacher at Wagner. Math, Science, Social Studies and Math teachers are represented as well as all three grades. The study group will meet every Wednesday for 50 minutes. During these meetings the ESL teacher will participate with content teachers to address the NEW Language Arts Progressions in their instructional approach by focusing on the guiding principles that 1.Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways and 2. Students' development of academic language and academic content knowledge are inter-related processes. To further this investigation and application of ELL support in the content areas, teachers will read excerpts from "Building Academic Language" by Jeff Zweirs. Through these professional readings the teachers in the study group hope to bring the focus of teaching academic language in the content areas to the forefront of our work with our

## Part C: Professional Development

ELLs/Former ELLs. Teachers will be given the opportunity to collaborate and apply these strategies to their current units and lesson plans.

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

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

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

ELS standards, language development progressions and language domains

-  
Oct 22: Wednesday 8:05-8:55

Getting to know your ELL students

Introducing the Can Do descriptors from the WIDA consortium

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

Topic: Ways to modify for your ELLs

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

Text: Building Academic Language

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

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

Text: Building Academic Language

Topic: Content Variations of Academic Language: Language of Math

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

Text: Building Academic Language

Topic: Content Variations of Academic Language: Language of Science

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

Text: Building Academic Language

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

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

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

-  
Dec 3rd Wednesday 8:05-8:55

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

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

Looking at an ELL modified Lesson plan.

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

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

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

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

### Part C: Professional Development

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

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

-

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

Sharing out our modified plans: Glow and Grows

-

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

Sharing out our modified plans: Glow and Grows

-

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

Text: Building Academic Language

Topic: Academic Listening and Speaking in small groups and Pairs

-

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

Text: Building Academic Language

Topic: Language for Reading Complex texts

-

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

Text: Building Academic Language

Topic: Language for Creating Complex texts

-

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

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

-

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

Concluding thoughts and next steps.

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### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Parents of our Ells will be invited to join any of our field trips to the neighborhoods we investigate. They will aslo be invited to join our "cooking days" when we share our cultural identities through food. Through out the year our ESL teacher, Ms. Elizabeth Nevins, will offer three specific workshops. In the Fall we will host a High School workshop to help Ells navigate the NYC High School application process for ELLs with the support of the 8 th grade guidance counselor. In the Spring we will hold a workshop on ELL accomodations and Preparation for City and State Assessments

### Part D: Parental Engagement Activities

(Including all NYS assessments and NYSESLAT). At the end of the year we will host a workshop on Goal Setting for the summer as well as possible ESL summer programs in NYC to help maintain literacy skills over the summer.

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

- Preparation for City and State Tests: 3/11/15 5:00-7:00

- Goal Setting for ELLs: 5/20/15 5:00-7:00

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$9580.86</u>	<u>The teachers below will be utilized to teach the twice per week after school program, as well as, facilitate the Saturday trips for the students in the Title III program will extend the learning objectives of our curriculum.</u> <u>One teacher will facilitate three parent meetings as listed in parent activities.</u> <u>One Teacher (\$51.51) x 2 hour parent meetings x 3 parent meetings = 309.06</u> <u>Two Teachers (51.51) x 4 hours x 5 Saturday sessions = 20 X 51.51= 2,060.40</u> <u>One ESL teacher (51.51) x 2 hour after school bi-weekly sessions x 46 = (46 x 2 hours) x 51.51 = 4738.92</u> <u>One ELA teacher x 2 hour weekly sessions x 24 sessions = 24 x 2 hours x 51.51 = 2472.48</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$19.95</u>	<u>Professional texts will be purchased for use in planning of and inquiry during the study group for Title III professional development.</u> <u>Professional Texts for use during planning/PD sessions:</u> <u>Building Academic Language by Jeff Zweirs 19.95</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> </ul>	<u>1225</u>	<u>Theme books about New York City history and culture in various genres and levels. These books will be used as mentor texts and entry points to</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		<p><u>build unit vocabulary, academic vocabulary and background knowledge. Books will be used as read alouds and in shared reading and guided reading small groups groups.</u></p> <p><u>Ringgold: Tar Beach, \$6.99</u>  <u>Fly Over Brooklyn by Myron Uhlberg \$7.95</u>  <u>Sky Scrape/City Scape: Poems of City Life selected by Jane Yolen \$14.95</u>  <u>The Adventures of Taxi Dog, by Sal and Debra Barracca: \$5.99</u>  <u>All of a kind Family (series) \$9.68 x 6= 77.44</u>  <u>What Zeesie Saw on Delancey Street by Elsa Okon Rael \$6.99 X5= \$34.95</u>  <u>This is New York, Sasek, Miroslav. \$14.00</u>  <u>Subway Ride by Heather Lynn Miller \$8.00 x4 = \$32.00</u>  <u>How Little Lori Visited Times Square. Stanley, Ed. \$12.95</u>  <u>Grand Central Terminal: Gateway to New York City. \$13.95</u>  <u>Vila, Laura. Building Manhattan. \$14.00</u>  <u>Types of Maps. Wade, Mary Dodson. \$6.99x 6=\$41.94</u>  <u>My Subway Ride, Paul Dubois Jacobs \$12.22</u>  <u>Me on the Map. Sweeney, Joan. \$ 6.99x 6= 41.94</u>  <u>McCarthy, Meghan. City Hawk: The Story of Pale Male. \$6.99x6=41.94</u>  <u>The Name Jar by Yangsook Choi, \$7.99x2=\$15.98</u>  <u>Everybody Cooks Rice: Series \$6.95x4=27.80</u>  <u>The Story of the Statue of Liberty, Maestro, Betsy. \$6.99x 2=13.98</u>  <u>A Walk in NY , Salvatore Rubbino. \$12.50</u>  <u>Scholastic Guided Reading Sets H-K: 725</u>  <u>Laminating paper for projects</u></p>

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Bare books</u> <u>Apps for digital story telling</u> <u>Notebooks</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>\$375</u>	<u>Through the title III after school and Saturday program, students will take trips to study New York City. These trips admissions and travel costs below.</u> <u>Admission to Museums: MOCA \$5 per student x 25 students = \$125</u> <u>Museum of the City of NY \$10 per student x 25 students = \$250</u>
Other	_____	_____
<b>TOTAL</b>	<b><u>11,200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Jennifer Rehn Losquadro</b>	Assistant Principal <b>Courtney Delaney</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Elizabeth Nevins</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Christine Dragone, ELA</b>	Parent <b>Sheila Gonzalez-Liffey</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sheila Gonzalez-Liffey</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1389</b>	Total number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	56	<b>Newcomers</b> (ELLs receiving service 0-3 years)	39	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	39	1	4	12	0	8	5	0	2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							7	3	11					0
Chinese							3	5	3					0
Russian							2		1					0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	1						0
Other							8	7	3					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							3	1	3					0
<b>Emerging</b> (Low Intermediate)							2	2	3					0
<b>Transitioning</b> (High Intermediate)							3	2	3					0
<b>Expanding</b> (Advanced)							14	11	10					0
<b>Commanding</b> (Proficient)							20	17	13					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							2	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							20	17	13					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1			0
7	6	3			0
8	9	1			0
NYSAA			1		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2	3	1	2	1	1	2	2	0
7		1		2	2	4	2	2	0
8	1	7	1	2		2	1		0
NYSAA					1				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)					1				0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We currently assess early literacy skills of our ELLs using Fountas and Pinnell running records. This assessment indicates that many of our beginning ELLs are struggling with development of phonics skills in English. Additionally, our ELLs and former ELLs are still not reading at grade level according to our assessments. Although they might be able to decode the words in the texts, as the texts become more complex they are struggling to understand non-context embedded vocabulary that is crucial to understanding. This data will inform our school's instructional program in a few ways. We will have our beginning ELLs receive stand alone ESL services with direct, multisensory phonics instruction. Additionally, we will target vocabulary development among all of our ELLs through push-in services where students are explicitly taught content vocabulary embedded in context. Vocabulary development will also focus on Tier II words with an emphasis on function words and complex sentence structures that students meet in text. The strategy of deconstruct/reconstruct will be employed to enable students to comprehend informational text. In addition to building vocabulary, ELLs will also be explicitly taught how to determine word meaning to build understanding through differentiated word study. ELLs will have their reading levels periodically assessed at least three times per year to monitor their progress on early literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our 6th grade has the highest number ELLs in general with the greatest number of Expanding and Commanding students. As students move up the grades, the number of ELLs is decreasing because of students becoming proficient on the NYSESLAT. Our school has more Expanding and Commanding students than the lower levels of proficiency. 7th grade has the fewest students demonstrating proficiencies outside the Expanding and Commanding domain. Test scores at the XXXXX level of student reveal. This indicates that we should be aligning our instructional resources to target this particular population.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data reveals that our school is exceeding our AMAO each year by 10-15%. Additionally, this tool reveals that although we are meeting these objectives, we still have students that are at risk of not making progress based on proficiency on the ELA in combination with attendance. We will use this tool to further target students in after school programs and through AIS.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELLs are demonstrating greater achievement on tests taken in their native language as opposed to English. There is a greater proficiency on the Math State exam than on the ELA state exam. Currently, we are reviewing ELL student performance on ELA GRADE LEVEL PERFORMANCE ASSESSMENTS. On these assessments, there is a major focus on reading and writing to show understanding. The data is still being evaluated as the assessments data is still being collected for the fall. In reviewing last years data on these assesments, at least 50% of ELLs moved at least one rubric level on the grade level performance assessment over the school year. Given the vast amount of assessments students are currently asked to take, we are not administering ELL Periodic assessments. We review prior NYSESLAT scores, NYSITELL scores, and NYS Tests in conjunction with classroom level performance assessments to assess student development in the multiple modalities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not Applicable

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

The ENL Teachers, Ms. Nevins, Ms. Dragone, Ms. Gray, and Ms. Le communicate students' new language development to subject area teachers during weekly department meetings and grade level meetings. This enables subject area teachers to differentiae class instruction to meet the language learners needs. In addition the push in model is employed and a number of teachers are dually certified in a a subject area and ENL. We currently have students that have limited language development in their native language. We are working to develop language through access to books in their native language and peers speaking their native language. As we develop the native language, we are hooking the development of English into this through making explicit connections and relationships between the native language and the new language. For native Spanish speakers, students have the opportunity to take Spanish as a foreign language elective at Wagner in the 7th and 8th grade year. For languages other than Spanish, we provide texts in a variety of languages and we try to group students with other students speaking the same language in their classes. Additionally, many parents choose to continue the development of the native language through classes outside of the school day. Throughout professional learning time we provide our staff with an understanding of the second language development during department, grade level, and study group collaborations by reviewing data from ATS and classroom level data points. We review this data during departmental meetings and weekly grade level common planning meetings.

7. For dual language programs, answer the following:

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

Not Applicable.

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

We evaluate the success of our ELL programs by meeting AYP for ELLs, making progress on local measures such as Fountas and Pinnell Running Records and School-Wide Content Based Performance Assessments. We also review our unit level assessments and projects to determine how our ELLs are performing in comparison with their peers. WE TRACK THIS ON A SCHOOL WIDE SPREADSHEET WHICH RECORDS STUDENT PROGRESS ON THESE ASSESSMENTS AND ENSURE THAT OUR ELLS ARE IDENTIFIED ON THAT SHEET. Additionally, we evaluate the efficacy of the program by reviewing our NYSESLAT pass rate.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All students enrolled in our school are greeted by our pupil accounting secretary, Ms. Pabon. As part of the intake process, Ms. Pabon notifies one of our ENL teachers, Ms. Nevins or Ms. Dragone and/or the ENL Assistant Principal, Ms. Delaney, who meets with families to complete the HLIS. The HLIS is administered in the families language of preference. Families are able to utilize the Welcome Poster and Language ID guide to indicate language of preference. Over the phone translation services are utilized for our low-incidence languages. We can provide on staff translation for the following languages via the pedagogical staff member listed: French (Ms. Pine), Spanish (Ms. Roit), and Chinese (Ms. Hsieh). After the HLIS is administered, the ENL pedagogue continued to evaluate the students eligibility to take the NYSITELL through a student interview, a review of available student work, and Individualized Education Plan as relevant. When a student is determined to be eligible for the NYSITELL, the NYSITELL is administered to the student within 10 days of enrollment and a proficiency level is determined. If the student is a Spanish speaker, the SPANISH LAB is administered. Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language). During enrollment, families watch the parent choice video in their native language as applicable and complete the program choice form in their native language. Parents are provided with time to ask any questions about the programs. These forms are reviewed and students are placed in the program of choice. The ELPC screen is completed within 10 days of admission for each student. Students are placed into appropriate leveled-groupings according to status within ten days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the completion of the HLIS by one of our ENL teachers, Ms. Dragone, Ms. Nevins, or Ms. Delaney, the pedagogue ascertains whether there have been possible disruptions of two years or more to the formal education of the student. In order to fully determine student SIFE status, the oral interview is administered in the native language of the student. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. Initial classroom assessments are also reviewed to determine student attainment of student behaviors, literacy, and numeracy. The SIFE status is determined within 30 days of enrollment and an initial SIFE status is indicated on the BNDC screen. This status is evaluated for the year following enrollment in order to make a final determinations.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The language proficiency team reviews evidence of the student’s English language development. The LPT members include:  
Courtney Delaney, Assistant Principal for Special Education and ENL  
Elizabeth Nevins, ENL Coordinator

The student’s parent or guardian

Qualified Interpreter or Translator of the language or mode of communication the parent or guardian best understands

During the enrollment process, the HLIS is reviewed and families are asked if their child has an IEP or has received supports for their learning in their previous school. Additionally, the pedagogue identifies if there have been any gaps in formal education to indicate possible SIFE status. Students with IEPs are referred to the LPT for additional review. The LPT recommends the student take the NYSITELL or not. If the student is recommended to take the NYSITELL, the student takes the assessment to determine ELL status and continues the identification process as with all students. If the student is not recommended to take the NYSITELL, the LPT’s recommendation is sent to the principal, Jennifer Rehn-Losquadro for review. Upon review if principal determines student should take the NYSITELL, the student takes the assessment to determine ELL status and continues the identification process as with all students. Upon review if principal determines student should not take the NYSITELL, the determination is sent to the superintendent and parent or guardian is informed within 3 days of this decision. If the superintendent determines the student should take the NYSITELL, the student takes the assessment to determine ELL status and the identification process continues as with all students. If the superintendent determines the student should not take the NYSITELL, the parent is notified and the ELL identification process terminates. The timeline to accept or reject LPT recommendations is 20 days from enrollment. The student must begin receiving services within 20 school days of enrollment if determined to be eligible for services through the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

ONCE THE NYSITELL EXAMS ARE SCORED AND SCANNED, THE ENL TEACHERS (MS. DRAGONE AND MS. NEVINS) REVIEW THE LIST TO DETERMINE WHAT KIND OF LETTER A FAMILY MUST RECEIVE. THE ENL TEACHERS THEN PRINT THE CORRECT ENTITLEMENT OR

NON-ENTITLEMENT LETTERS, MEET WITH THE STUDENTS TO EXPLAIN THE CONTENTS OF THE LETTERS, AND SEND THE STUDENTS HOME WITH THE LETTER AND NECESSARY TRANSLATED COPIES TO BE SIGNED AND RETURNED BY THE FAMILIES. THE ENL TEACHER COLLECTS THESE RETURNED LETTERS TO KEEP ON FILE.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

THE ENL TEACHERS PROVIDE CORRESPONDENCE IN THE FAMILIES PREFERRED LANGUAGE OF COMMUNICATION WITHIN FIVE DAYS OF ELL DETERMINATION. WITHIN THE ENTITLEMENT AND NON-ENTITLEMENT LETTERS, PARENTS ARE INFORMED THAT THEY HAVE A RIGHT TO APPEAL THEIR STUDENT'S ELL STATUS WITHIN 45 DAYS OF ENROLLMENT. COPIES OF THESE LETTERS ARE KEPT IN STUDENT CUMULATIVE RECORDS AND THE BINDER OF ENL RECORDS IN THE MAIN OFFICE.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

On the day of enrollment at the school, our ENL teachers, Ms. Nevins, Ms. Dragone, and/or Ms. Delaney, inform parents of all three programs of service through watching the parent video in their language of preference. For families that are unable to watch the video on the first day, the families are scheduled to come in to meet at a time that is convenient for them. These meetings are supported by phone translation or staff member translation as required. In addition, Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year often coinciding with Open House/Curriculum Night as this is our most significant time for enrollment of new ELLs. There are also informational meetings held during parent engagement time on Thursday mornings from 8:00-8:55. At this time parents meet with the ESL teachers, Ms. Nevins, MS. Dragone and MS. Le. Parents are shown the DOE informational video that describes English Language Learning program options in their Native Language. Parents are walked through the Parent Survey, as well as other informational materials in their native language. There is a lengthy Question and Answer session to clarify information.

IN ADDITION TO THIS INITIAL CONFERENCE, THERE ARE THREE OTHER PARENTS WORKSHOPS TARGETED FOR PARENTS OF ENL STUDENTS OFFERED THROUGHOUT THE YEAR. Multiple one-on-one meetings are scheduled by parents and/or our ESL teacher to address students/parents who arrive between these larger scheduled meetings. If we have families that have previously chosen TBE/DL and a bilingual program becomes available we would outreach via notice home, phone calls, and a family meeting to make the families aware of the offering dictated by new enrollment patterns through parent choice.

If a family does not submit a completed parent survey, then a bilingual program is the default placement.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

In order to ensure that entitlement letters are distributed, the ENL Assistant Principal, Courtney Delaney reviews the RLER, ELPC, and RLAT to determine eligibility of the students. After this review, entitlement letters, program selection forms, and other notices are distributed and collected by our ENL teacher, Ms. Nevins. FOR NEWLY ENROLLED ENL STUDENTS, THE ENL TEACHERS WILL MEET WITH FAMILIES ONE ON ONE TO REVIEW THE PARENT SURVEY AND PROGRAM SELECTION FORMS. DURING THIS MEETING, FAMILIES COMPLETE THESE FORMS AND LEAVE THEM WITH THE ENL TEACHERS TO FILE APPROPRIATELY.

Ms. Nevins also distributes continued entitlement letters to students. Forms are translated and sent home with students every fall to provide spring NYSESLAT results to those already enrolled and additional communication is done for new students who test into (or test commanding) on the NYSITELL. We also rely heavily on the Department of Education's Over-the-Phone-Translation services to allow for personalized conversations. For families that struggle to return these items, we also have these on hand during our fall and spring meetings described above. These records are stored in the student cumulative record and an additional copy is stored in A BINDER OF ENL RECORDS IN THE MAIN OFFICE.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. IN ORDER TO AVOID THESE FORMS BEING LOST OR NOT RETURNED, WE ENSURE THAT FAMILIES COMPLETE THEM ON SITE. IF FOR SOME REASON THEY CANNOT, WHEN THEY GO HOME, THE ENL TEACHER KEEPS A RECORD OF THIS AND WILL CALL OR EMAIL TO ENSURE THEIR TIMELY RETURN. Certified mail of these forms is utilized as necessary.

9. Describe how your school ensures that placement parent notification letters are distributed. AFTER PARENTS RETURN THE PROGRAM SURVEYS, THE APPROPRIATE LETTERS ARE DISTRIBUTED THROUGH THE STUDENT. THE ENL TEACHER WILL CALL THE STUDENT TO RECEIVE THE LETTER, EXPLAIN WHAT THE LETTER SAYS, ENSURE THE STUDENT HAS THE

APPROPRIATE AND NECESSARY TRANSLATED COPIES AVAILABLE AND THEN THE ENL TEACHER WILL REACH OUT TO FAMILIES IN NEED OF INTERPRETATION SERVICES AS NECESSARY. Certified mail of these letters is utilized as necessary.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
THE ENL TEACHERS COLLECT ALL ELL DOCUMENTATION FOR EACH CHILD, INCLUDING HILS, PARENT SURVEY, PROGRAM SELECTION AND ENTITLEMENT LETTERS. ONCE THESE FORMS ARE SIGNED AND RETURNED, THE ENL TEACHER MAKES A COPY, KEEPS ONE ON FILE IN THE ENL BINDER IN THE MAIN OFFICE, AND PLACES THE ORIGINAL NECESSARY DOCUMENTATION IN THE STUDENTS' CUMULATIVE FOLDER.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In preparing to administer the NYSESLAT to all ELLs, the ENL Assistant Principal, Courtney Delaney, regularly review the ATS reports (RLER, RLAT, ELPC) available to us as well as our internal data systems to be sure that all students are being tested with appropriate accommodations as indicated on their IEPs. Additionally, we collaborate to develop a testing schedule that meets the needs of the students and the staff to ensure that students are tested during an ideal window. The four modalities are scheduled for each student. Finally, we test the students during this window and allow plenty of time before the deadline to ensure that all ELLs have been tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
AT THE START OF THE SCHOOL YEAR, THE ENL TEACHER RUNS ATS REPORTS TO DETERMINE STUDENT ENTITLEMENT BASED ON LAST YEAR'S NYSESLAT SCORES. USING THAT REPORT, THE ENL TEACHER GENERATES THE APPROPRIATE LETTERS, USING THE FORMS PROVIDED BY THE DEPARTMENT OF EDUCATION. THE ENL TEACHER WILL THEN CALL THE STUDENT TO RECEIVE THE LETTER, EXPLAIN WHAT THE LETTER SAYS, ENSURE THE STUDENT HAS THE APPROPRIATE AND NECESSARY TRANSLATED COPIES AVAILABLE AND THEN THE ENL TEACHER WILL REACH OUT TO FAMILIES IN NEED OF INTERPRETATION SERVICES AS NECESSARY.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The majority of Wagner Middle School ELL services are a combination of Standalone and Integrated ENL depending on students proficiency. Thus far, we align fully with the current climate of parent choice. In the past ten years, 100% of our parent surveys show a selection of the ENL program that Wagner is well known for within District Two. Our parents have requested instruction in English. Some families choose to supplement their child's education through enrollment in native language schools in the evenings and on the weekends. To date we have not achieved a critical volume to justify the implementation of a bilingual or dual language program. ELLs are typically 5% of our total population; with well over ten languages consistently represented within our population. Due to our low numbers in a diversity of languages, bilingual instruction is not feasible. ANY parent who requests bilingual instruction is provided with the information on where bilingual programs are available and assisted by our prent coordinator and one of our ENL teachers. Additionally, our ELL CPS is informed and the student is provided with ENL services based on proficiency level while awaiting possible bilingual placements.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

WE USE A COMBINATION OF STANDALONE ENL AND INTEGRATED ENL TO SUPPORT OUR ELLS AT WAGNER. IN 6TH GRADE OUR STUDENTS ARE ENROLLED IN A VARIETY OF GENERAL EDUCATION CLASSES. ALL STUDENTS ARE GROUPED HETEROGENEOUSLY IN GENERAL EDUCATION CLASSES. THE ENTERING AND EMERGING 6TH GRADE STUDENTS ARE SEEN 8 TIMES PER WEEK (FOUR TIMES A WEEK INSTRUCTION IS STAND ALONE AND FOUR TIMES THE INSTRUCTION IS INTEGRATED) AND ARE PREDOMINATELY IN ONE CLASS. 6TH GRADE TRANSITIONAL AND EXPANDING ELLS ARE SERVICED THROUGH INTEGRATED ENL BY MS. NEVINS, WHO IS DUALY CERTIFIED IN ELA AND ESL. 7TH AND 8TH GRADE STUDENTS ALSO RECEIVE A COMBINATION OF SERVICES INCLUDING STAND ALONE ENL AND INTEGRATED ENL DEPENDING ON THEIR PROFICIENCY LEVEL BY MS. DRAGONE , WHO IS DUALY CERTIFIED IN ELA AND ESL. ADDITIONALLY ONE 8 TH GRADE teacher, MS. GRAY AND ONE 7TH GRADE TEACHER, MS. LE ELA TEACHER ARE DUALY CERTIFIED IN ELA AND ESL. IN 7 th AND 8 TH GRADE ELLS AND FORMER ELLS ARE CLUSTERED BY PROFICIENCY LEVELS IN GENERAL EDUCATION CLASSES TO ALLOW FOR MORE FLEXIBLE SERVICES BY ENL PROVIDERS.

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have four ESL certified teachers providing ENL services to our students, Ms. Le, Ms. Gray, Ms. Dragone and Ms. Nevins. These teachers are also dually certified in ELA. All of our students receive the appropriate number of mandated ESL minutes as per CR Part 154. Additionally, we ensure that THE MAJORITY OF OUR students are receiving a minimum of 180 minutes of ELA instruction by arranging for co-taught ELA classes and ensuring that STANDALONE services do not occur during ELA periods. We also have a special education provider, Ms. Walsh, finalizing her certification in ESL in order to provide specialized services to our ELLS with IEPs.

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

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

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

In order to appropriately evaluate all students in their native language, we ensure that all state exams are ordered in students' native language when available. We also hire translators for low-incidence languages. We also assess all native spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language where appropriate. Where possible students are provided with content based glossaries and the use of dictionaries on all assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We review the data from the NYSESLAT to determine baselines for performance in the four modalities. As the four modalities are an integral part of the Common Core Standards they are a crucial part of our ENL and Content Area curriculums. In our ENL and content area curriculums, there are planned assessments in the four modalities for each unit. Our ESL providers, Ms.

Nevins, Ms. Dragone, Ms. Gray, AND MS. LE use a speaking and listening rubric aligned to the Common Core State Standards to assess all classroom talk. Student reading is assessed through Fountas and Pinnell running records and Grade Level Performance Assessments. Classroom writing development is assessed rubric based writing assessments and Grade Level Performance Assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Wagner Middle School differentiates based on ELL subgroups as necessary. Newcomers are placed together whenever possible to ensure comfort in speaking (both native language and English). We have a very small number of SIFE students, which allows us to arrange individualized supports (i.e.; placement in ICT classes, assigning to a smaller grouping for AIS with specific staff, and/or meeting ENL needs through push in/pull out models). SIFE and beginner students are also supported with explicit, direct instruction in learning beginning literacy skills.

Long term ELLs benefit from all teaching practices within ENL. Our Title III program offers all ELLs the opportunity to engage in interdisciplinary work that supports their development of both content knowledge and skills in the four modalities through field trips, non fiction reading, and developing presentations to share their new knowledge with staff and family members. Many of our long-term ELLs are students with disabilities. Students with disabilities receive all benefits of Wagner's extensive ENL program and teaching as well as their IEP modifications and extensions. The ENL teachers collaborate closely with the special service providers to ensure the students are receiving appropriate language acquisition supports.

This year we have continued the implementation of our push-in co-teaching model in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade which allows the ENL teacher to team teach and plan with a content area teacher. Included in these co-taught classes are DEVELOPING, LONG TERM AND FORMER ELLs as well. We continue to see the benefits of not pulling these students out eight times a week, but instead infusing their ENL needed-skills in their already present ELA/Humanities lessons.

Our former ELLs continue to receive the support of an ENL provider in these co-taught classrooms AS WELL AS THROUGH INTEGRATED ENL INSTRUCTION FOR HALF A UNIT OF STUDY PER WEEK. The ENL providers also closely collaborate with the content area teachers in all areas to develop appropriate supports for former ELLs.

ALL ELLS AND FORMER ELLS ARE ENTITLED TO TESTING ACCOMMODATIONS OF EXTENDED TIME, USE OF DICTIONARIES AND GLOSSARIES, AND TESTS IN NATIVE LANGUAGE OR THE USE OF A TRANSLATOR ON EXAMS. ACCOMMODATIONS ARE FACILITATED BY ENL PROVIDERS, MS. NEVINS, MS. DRAGONE, AND MS. LE AND OVERSEEN BY THE ENL ASSISTANT PRINCIPAL, MS. DELANEY.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student) of the re-identification, the principal, Ms. Rehn-Losquadro, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal, Ms. Rehn-Losquadro will consult with the ENL provider, Ms. Nevins, the parent/guardian, and the student. IWE WILL CLOSELY MONITOR THE STUDENT'S PROGRESS THROUGH THE USE OF SKEDULA/PUPILPATH (OUR ONLINE GRADING SYSTEM), WEEKLY TEACHER MEETINGS AND PERFORMANCE ON REGULAR CLASSROOM ASSESSMENTS. ADDITIONALLY, IF A STUDENT IS RE-IDENTIFIED IT WILL NOT CHANGE THEIR CLASS PLACEMENT, AND THEREFORE THEY WILL BE IN THE CO-TAUGHT ELA/ENL CLASSES WHERE THEIR PROGRESS CAN BE MONITORED. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, then additional support services are provided to the student as defined in CR Part 154-2.3(j) The principal may reverse the determination within this same 6-to-12 month period. If the decision is to reverse the ELL status, she will consult with the superintendent. Final decision notification are provided in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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

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

We regularly assess the strengths and weaknesses of our ELL-SWDs to provide them with pull-out and push in services in the least restrictive environment. The majority of our ELL-SWDs are serviced in our ICT classrooms, which is the most appropriate setting at this time. ELL-SWDs are provided with services as per their IEPs. Students are provided with ICT services based on their response to intervention and qualification for special education services through the special education evaluation process. We also provide flexible scheduling in all of our grades to allow students to receive services across the continuum in math and ELA. We also work to include our ELL-SWDs in all ELL programming including Title III. Where possible, we work to have our ELL-SWDs serviced by a dually certified provider in ENL and Special Education. However, where this is not possible, our ENL providers collaborate with the special education teacher to ensure appropriate delivery of services.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

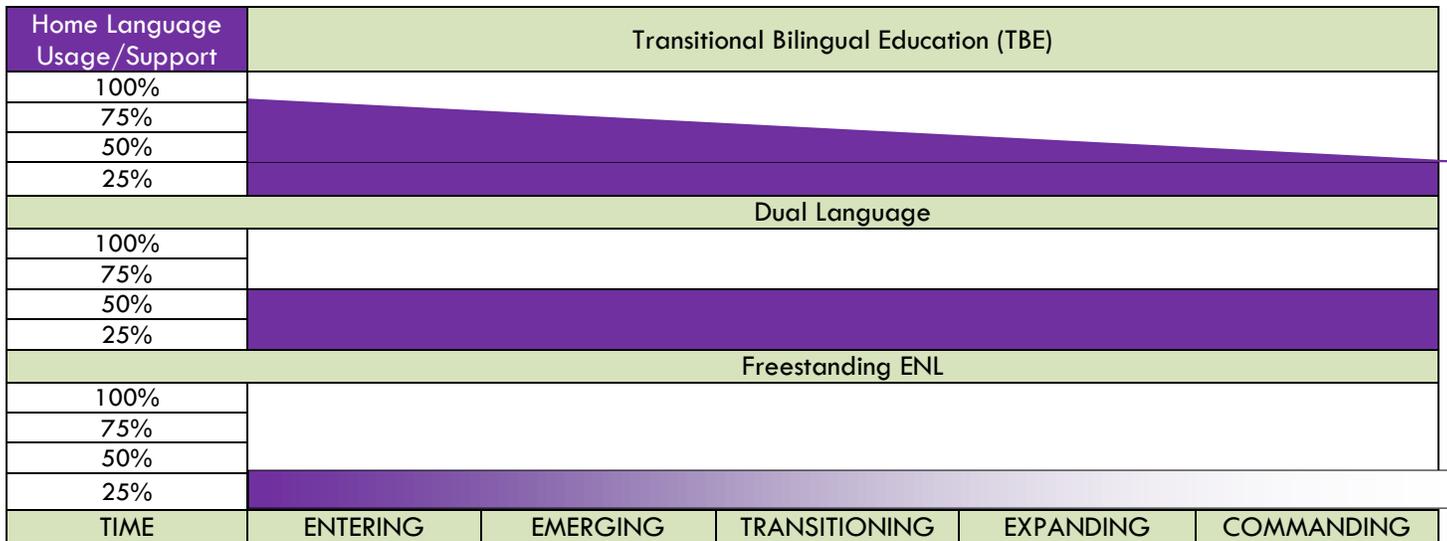


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our interventions are provided in Math and ELA through at-risk services, in the classroom supports and through Saturday Academies. As a classroom support, ELLs receive small group reading instruction using a multi-sensory phonics program. Additionally, ELLs can receive small group reading and writing intervention through our ELA curriculum that includes additional independent reading time, individual comprehension conferences, writing about reading using text evidence, and rubrics based teacher feedback about reading and writing.

In our classrooms, ELLs are targeted for weekly small group instruction in ELA, Math, Science, and Social Studies based on teacher data. Saturday Academy is focused on developing math and literacy skills in alignment with the Common Core State Standards. All ELLs are eligible based on test scores and teacher nomination. Finally, during the school day, ELLs that are evaluated by our pupil personell team are eligible to receive at risk services from a special education service provider, speech provider, counselor, or occupational therapist. These services are currently provided in English, but we are able to get services for students in native languages based on IEP mandates. These may be push-in or pull-out services as part of an intervention plan. All of these intervention services are in addition to the curriculum embedded supports already in place for ELLs.

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

Our current program is doing a good jobs of exiting ELLs based on proficiency numbers on the NYSESLAT. Our program is also effective at continuing to provide services to former ELLs. However, we are still working to improve our ability to service all of our ELLs through push-in services in the content areas by fostering genuine collaboration. Currently, this programming is available in ELA classes, but we would like to begin this work in Science and Social Studies where the opportunity to provide access to content is so rich. We would also like to make adjustments to our ENL pull-out curriculum to target newcomers without the worry of missing content area classes. Through staff wide data sharing and collaboration, all staff members are aware that they are teachers of ELLs. We currently use NYSESLAT data, baseline assessment performance, and NYS Exam Scores to determine effectiveness of our program.

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

We are spending the 2015-2016 school year reviewing our curriculum and schedules to create a strategic, ENL class for newcomers for the 2016-2017 school year that is planned into the school-wide schedule so that newcomers do not need to miss critical content to attend ENL and fall further behind. We are working to develop this program as our newcomer population is increasing year after year and this is our population with the biggest needs.

Additionally, we are continuing to develop our push-in curriculum and hope to include co-teaching in the content areas for the 2016-2017 school year based on requests through informal teacher feedback and review of student performance in the content areas. In collaboration with our general education colleagues, we also hope to develop a research-based approach to supporting Former ELLs in a way that enhances their curriculum access and achievement.

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

None at this time.

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

All students, including ELLs have access to attending our after school programs. Our after school program includes a wide range of athletic, artistic, and academic programs. Some current after school programs are disection club, math counts, mock trial, and intramural ping pon. Notices for upcoming programs are posted on our website, which is translatable into many languages. Additionally, there are scholarships provided for these programs. ELLs also have access to all of our enrichment programs when qualified, such as honors math and honors science: Finally, all ELLs are able to take advantage of our band program and all grade level field trips and opportunities. Our Title III program provides an after school opportunity to develop skills in the four modelities through an interdisciplinary project. For example, the project for the 2014-2015 year was to STUDY THE CULTURES AND FOODS OF NEW YORK CITY. STUDENTS USED IPADS TO READ ABOUT THESE TOPICS, CREATED RECIPES AND COOKED, EXPLAINING THEIR DISHES AND HISTORY.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We utilize smartboards in all classrooms to provide visuals, multi-media representations of content, and models for students during instruction. We also utilize iPads to provide language based centers and support development of literacy skills for newcomers. Additionally, students are provided with graphic organizers, accountable talk supports, and small group instruction. We have developed a guided reading library that includes non-fiction and fiction texts at a variety of levels. Our classroom libraries also include a few texts in the variety of languages in our school community.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All ELLs have equal access to appropriate services, supports, and resources. We have aligned an ENL provider with each grade level to ensure that students are services with their age-appropriate peers regardless of proficiency level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Ms. Nevins offers an emerging ELL pull out group where beginning language skills are taught in addition to the skills of being a new student in a new school. For example, Ms. Nevins provided school tours to our new ELLs to help them get acquainted with our school building and important places to know. Additionally, she provided scaffolded supports for learning crucial english at the beginning of the year, such as, May I go to the bathroom?
19. What language electives are offered to ELLs?  
**Spanish**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not Applicable**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Our ENL teachers and content area teachers meet weekly on Wednesdays from 8:05-8:55 to engage in a professional learning study group. During this time, they examine professional texts, debrief intervisitations, develop shared planning practices, and reflect on next steps for instruction.

Every other week, ENL teachers meet with ELL consultant, Ms. Pallen, to determine shared instructional practices and evaluate efficacy of current compliance and instructional organization to best serve students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

WAGNER HAS A WEEKLEY PROFESSIONAL STUDY GROUP OFFERED TO TEACHERS OF ELLS ACROSS THE CONTENT AREAS. DURING THIS PROFESSIONAL DEVELOPMENT TEACHERS LEARN ENL STRATEGIES AND METHODOLOGIES TO INCORPORATE INTO THEIR LESSON PLANNING. TEACHERS ARE GIVEN THE OPPORTUNITY TO EXAMINE THE ACADEMIC LANGUAGE NECESSARY FOR SUCCESS IN THEIR CONTENT AND CREATE ACCESS POINTS FOR ENL STUDENTS. TEACHERS FOLLOW A PROTOCOL FOR SUPPORTING ELL STUDENTS AND THROUGH INTERVISTIATIONS SHARE BEST PRACTICES AND NEXT STEPS. WE USE ZWEIRS BUILDING ACADEMIC LANGUAGE AS A TOUCH STONE TEXT TO GUIDE OUR LEARNING AND GROWTH. ADDITIONALLY, TEACHERS ARE INVITED TO PARTICIPATE AS OUTSIDE ELL WORKSHOPS BECOME AVAILABLE THROUGH THE DEPARTMENT OF ENGLISH LANGUAGE LEARNERS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Ms. Nevins works in close collaboration with the staff to support student transition to Middle School by attending weekly common planning time meetings with staff as needed. She also works directly with students through pull out and push in services to support with reading schedules, understanding how classes change, and developing the language skills to negotiate the social environment of middle school. In addition, the majority of our 6th grade staff is certified K-6 Elementary, thus offering many transitional supports. Sixth graders are most often offered smaller classes, homeroom grouping, "house" grouping, weekly advisory, proactive lessons and assemblies on topics such as organization, homework help, study skills, bullying, library skills, etc. Our Guidance Counselors work with Ms. Nevins to determine approaches for students newly enrolled and transitioning from elementary to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Ms. Nevins, Ms. Le, and Ms. Dragone are provided bi-weekly support from our ENL consultant, Ms. Pallen. She works on developing ENL curriculum and strategies for supporting newcomers and content access for all ELLs and former ELLs. Ms. Pallen also works bi-weekly with Ms. Delaney, assistant principal, to develop long term goals and materials for ELLs and Former ELLs at Wagner. Secretaries at Wagner have been provided with the opportunity to attend PD for secretaries provided through the office of ELLs. The secretaries also work closely with the Assistant Principal of ELLs, Ms. Delaney to understand record keeping and procedures for enrollment and language access at school. Guidance staff also meets regularly with Ms. Delaney to determine trends for servicing ELLs and families of ELLs at Wagner through supporting transition and language access.

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

To support our staff with the initiative of supporting our ELLs and "former ELLs" (testing Proficient on the NYSESLAT within the last two academic years), with the hopeful result of a rise in ELA scores for this population, a concentrated Professional Development has

been designed. Our continued work with ENL consultant, Ms. Pallen includes meeting with the staff members teaching the largest volume of ELL/former ELL students and offering specific techniques. This consultant will also work with Ms. Nevins and her content area co-teachers to develop planning that best meets the needs of ELLs at Wagner. These techniques will then be turn-keyed at grade level Department Meetings to allow other staff this knowledge as well.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Our school currently has a system through google docs of noting individual parent meetings and collaborations for all students at Wagner. Our ENL team has developed as spreadsheet to track all of the annual ELL individual meetings. We are happy to provide this meeting to coincide with other large parent events such as curriculum night or parent teacher meetings, as well as schedule these meetings for weekly parent engagement time. Our first approach is to contact families via phone using translation to set up a meeting and if we are struggling to reach a family to contact the family via letter to set this time up. Records of this outreach are also kept in the spreadsheet.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Wagner benefits from a very active Parent Association and typically school wide events are well attended from our parents. Title III parent meetings and ESL Parent Teacher conferences in years past were attended by approximately 40% of our ELL families, with nearly all families in touch with the ESL Provider throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? When the DOE translation services are unable to meet our needs, we reach out to LIS translation services for support. We also have several ties to organization providing support specifically to our Asian families (ELLs and non ELLs) including past referrals to APEX and the Charles B. Wang Community Health Center and most recently to Kumon Learning Center.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

We have a diversity of family workshops this year that include

#### **D. Additional Information**

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

**Paste response here:**

School Name: Wagner Middle School

School DBN: 02m167

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Rehn Losquadro	Principal		10/28/15
Courtney Delaney	Assistant Principal		10/28/15
Sheila Gonzalez-Liffey	Parent Coordinator		10/28/15
Elizabeth Nevins	ENL/Bilingual Teacher		10/28/15
Sheila Gonzalez-Liffey	Parent		10/28/15
Christine Dragone	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **02m167** School Name: **Wagner Middle School**  
Superintendent: **Bonnie Laboy**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our assessment of written translation needs is based on our Home Language Surveys, new student registrations, meetings with parents (including our Parent Association meetings and Parent Teacher Conferences), meetings with our parent coordinator, and information offered by our ENL teachers, Ms. Nevins and Ms. Dragone . We also look at student records including emergency contact cards and reports on ATS that indicate home language. We have a spreadsheet of ELLs/FELLS by class that indicate home language and parental preference for communication. In addition to this spreadsheet, we utilize ATS reports to review the language needs of the school and upload these reports to google docs for regular review.

Our findings gave us an indication that we have small volume needs for translations in Russian, Portuguese, Korean, Italian, Serbo-Croatian, Twi, Albanian, Macedonian, Arabic, Danish, Begali, Thai, Japanese, Hungarian, Hebrew, German, and Turkish. The majority of our translation needs continue to revolve around Chinese (Cantonese and Mandarin) and Spanish translation and the volume in these two languages has grown in recent years.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of our new ENL students are coming from families with visas to work in the United States, and therefore their families have indicated a preference for communication with the school in English, in

both written and oral communication. This information was provided to us by the Home Language Survey and family emergency contact cards.

We also have families who have indicated that they prefer their communications in the following languages:

- Spanish
- Chinese

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At the start of the school year, on the first day of school, families receive a welcome packet which includes translated documents including:

- A family handbook translated into Spanish and Chinese
- Emergency contact cards translated into Spanish and Chinese

These documents are submitted for translation in July.

Additionally, our school's website ([www.wagner167.org](http://www.wagner167.org)) has a language tab where families can select to have the website and its contents translated into their home language. During the ENL parent orientation and at meetings throughout the year, our ENL teachers have demonstrated this function for families. The school's website includes a daily school calendar of events, as well as information about parent teacher conferences, New York State testing, after-school programs and announcements from school leadership.

Throughout the year there are several other documents that are translated and distributed to families.

These include

- High school directories (Spanish, Russian and Arabic)
- Opening of School Communication from School Leadership

The High School directories arrive to us in June already translated. The opening of school communications are translated in July.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We meet formally with parents in the following ways:

- Initial meetings with parents of ENL students for intake and registration (upon student arrival throughout the year)

- Curriculum Night (September)
- Parent Orientation for new ENL students (September)
- Parent Workshops (Monthly occurrence)
- Parent Teacher Conferences (Once per trimester)
- High School Workshops (October - December)
- IEP meetings for families of students with disabilities (on-going throughout the year)

In addition we communicate with parents in the following informal ways:

- Inviting them to parent engagement time on Thursday mornings
- Phone calls from the guidance staff and/or teachers

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

During the initial intake meeting with parents of our ENL students, staff will provide families with numbers for the translation unit, as well as a demonstration of how to translate the school's website.

For communication with families regarding ENL programs, we will utilize the materials already translated by the DOE in the high incidence languages available.

-We will request information for major grade level events in advance in order to send the documents to the translation unit and ensure a timely return. We will also use the already developed templates provided by the translation and interpretation unit for DOE notices.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In order to meet the interpretation needs indicated in Part B, we will utilize in-house school staff when available. Additionally, we will call the translation unit to use interpretation services when preferred language is not English, nor is there available in-house staff to translate. We will again utilize outside vendors for parent-teacher conferences for families with low incidence languages.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The ENL department will provide information during professional learning time on how to use translation services and other-the-phone interpretation services. During this meeting, the Language Palm Card will

also be distributed to staff members. During weekly teacher team meetings, ENL staff are available to support teachers in the use of translation services.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will place copies of all the above required documents in the main office, at the security desk and in the parent coordinator's office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will create a survey to distribute to families in conjunction with the Learning Environment Survey that will be translated and elicit about the quality and availability of services. Additionally, we will use our grade level coffee chats as a time to gather feedback and best practices on the quality and availability of services.