

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

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

**24Q560**

**School Name:**

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

**Principal:**

**STEPHANIA VU**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Robert F. Wagner Jr. Secondary School  
for Arts and Technology School Number (DBN): 24Q560

Grades Served: 6-12

School Address: 47-07 30<sup>th</sup> PLACE, LONG ISLAND CITY, NY 11101

Phone Number: 718-472-5671 Fax: 718-472-9117

School Contact Person: STEPHANIA VU Email Address: [SVU@SCHOOLS.NYC.GOV](mailto:SVU@SCHOOLS.NYC.GOV)

Principal: STEPHANIA VU

UFT Chapter Leader: DARA WINKLER

Parents' Association President: JEAN DROPP

SLT Chairperson: STEPHANIA VU

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): JEAN DROPP

Student Representative(s): HORIZA ASHGAR  
KATHERINE ZAPATA

**District Information**

District: 24 Superintendent: JUAN MENDEZ

Superintendent's Office Address: 30-48 LINDEN PLACE, FLUSHING, NEW YORK 11354

Superintendent's Email Address: [JMENDEZ2@SCHOOLS.NYC.GOV](mailto:JMENDEZ2@SCHOOLS.NYC.GOV)

Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

AFFINITY GROUP: NEW  
BFSC: VISIONS Director: ALEXANDRA ANORMALIZA

Director's Office Address: 131 LIVINGSTON STREET, BROOKLYN, NY 11201

Director's Email Address: [AAnorma@schools.nyc.gov](mailto:AAnorma@schools.nyc.gov)

Phone Number: 718-935-5618 Fax: 917-287-9241

## 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)
STEPHANIA VU	*Principal or Designee	
DARA WINKLER	*UFT Chapter Leader or Designee	
JEAN DROPP	*PA/PTA President or Designated Co-President	
MARIA GALLIGNANO	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
HORIZA AZGHAR	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
CATHERINE ZAPATA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
SEBASTIAN SERRA	Member/ STUDENT	
	Member/	
	Member/	
TAMMY ROSE	Member/ PARENT	
MELISSA ROSEN	Member/ PARENT	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CATHY XIONG	Member/ TEACHER	
SAMANTHA RODRIGUEZ	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 Secondary School for Arts and Technology ("Wagner") is a small school in Long Island City, New York. Our school is based upon the belief that all students can learn at high levels. We foster the development of natural curiosity towards creative expression, creative learning and creative service. Our academic program is student-centered, rigorous, and prepares all learners for college and career-readiness.

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

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

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

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

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

Robert F. Wagner, Jr. Secondary School for Arts and Technology consists of 660 students from grade 6 through grade 12. The school population comprises 6% Black, 67% Hispanic, 10% White, and 17% Asian students. The student body includes 6% English language learners and 15% special education students. Boys account for 52.4% of the students enrolled and girls account for 47.6%. The average attendance rate for the school year 2014 - 2015 was 91.7%.

According to the Framework for Great Schools, our school has made great progress in the areas of trust and effective school leadership. The school needs to continue to work on developing strong and community ties since this was a low-rated area. The school will work with the community associate, parent coordinator, Parent Association and School Leadership Team to work on building stronger community and family ties.

At Robert F. Wagner Jr. Secondary School for Arts and Technology we believe that students learn best when they are: 1. Practitioners in the classroom; 2. When they are learning at high levels, and 3. When students are writing across the curriculum. This schoolwide belief is aligned with the Danielson Rubric that we use to evaluate pedagogues, and the school's professional development plan aligns directly with this mission of how all students learn best.

## 24Q560 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	07,08, 09,10, 11,12	Total Enrollment	613	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	7	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	19	# Music	7	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	67.4%	% Attendance Rate		90.4%
% Free Lunch	68.6%	% Reduced Lunch		10.8%
% Limited English Proficient	5.6%	% Students with Disabilities		12.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		6.7%
% Hispanic or Latino	59.9%	% Asian or Native Hawaiian/Pacific Islander		20.8%
% White	12.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.2	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		23.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		10.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	64.2%	Mathematics Performance at levels 3 & 4		71.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		96.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	79.6%	Mathematics Performance at levels 3 & 4		75.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	92.9%	% of 2nd year students who earned 10+ credits		91.9%
% of 3rd year students who earned 10+ credits	91.1%	4 Year Graduation Rate		82.0%
6 Year Graduation Rate	86.7%			
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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	YES			
<b>Accountability Status – High Schools</b>				
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	YES	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	YES			
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	YES	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	YES			
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	YES	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	YES			

## 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.

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

### Part 2 – Annual Goal

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.

By June 2016, we will offer 3 Advanced Placement courses in English Literature, Computer Science, and United States History. This can be measured by seeing how many course syllabuses the school has approved by the College Board in February 2016. This is in line with the Mayor and Chancellor's request for Advanced Placement classes for all.

### 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 Rigorous Instruction and the Common Core 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>Identifying and supporting students who are enrolled in the Advanced Placement course.</p>	<p>Students who have performed well all content area classes who need to be challenged more</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Social Studies Department, Guidance Counselors, parents, students, advisers</p>
<p>Collaborate with the College Board program to create a rigorous syllabus for all AP classes and have the syllabus approved</p>	<p>Give students an understanding of course expectations</p>	<p>August 2015- November 2015</p>	<p>Principal, Assistant Principals, US History Teacher, Social Studies Department, College Board</p>
<p>Communicate to every parent the Advance Placement course offerings, expectations, supports, and implications of taking the course. This can be communicated at PA meetings, Meet and Greet with the Principal, SLT meetings, etc.</p>	<p>All Wagner Parents</p>	<p>September 2015, October 2015, April 2016, June 2016</p>	<p>Principal, Assistant Principals, Parent Coordinator, Community Associate, Guidance Counselors, Teachers</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>Scheduling throughout the day for teaching and tutoring. Students will have an extra elective around their AP classes. Students will have the chance to attend after school tutoring. Small tutoring sessions will be set-up and facilitated. Books will need to be purchased to implement the curriculum as well as maps and other visual geographical teaching material. Guidance counselors can work with College Board to see what waivers are available for students. Programming changes will be made to implement testing and support throughout the year for students. We will also use per session funds for tutoring, funding for books, novels, and maps.</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	X	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
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**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.

There will be multiple check points throughout the year between the teacher, students, parents, guidance and administration. At the beginning of the school year (September 2015) we will look to see that we have the proper supports and expectations in place. We will then monitor students to make sure that they are ready to put in the time to study and do intensive reading for their class. Parent meetings will be held to address the additional load of work and expectations the student may be experiencing. We will also have a midyear check in January 2016 to ensure the students who are still enrolled in the class are making adequate progress. At the end of the year we will once again meet with parents and students to review the schedule for test taking day. Afterwards we will share results with students and share the implications this means when they apply or go to college.

**Part 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.

We looked at our programming structure and students were meeting with their advisers once a day for a few minutes each day. We wanted to create something more structured and robust where teachers would get the opportunity to meet with students for a longer period of time. Students know the adults in the building but to see their teachers as also an adviser, someone who will support them academically and emotionally through the school year.

### 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 September 2015 and February 2016, respectively, all students will be programmed for at least 1 weekly advisory class. In addition, all 6<sup>th</sup> and 9<sup>th</sup> grade students will have CORE class every day to check in with an adult about their academic progress and skills.

### 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>There was a need for students to build a relationship with one adult in the school building and have a small group to meet with consistently.</p>	<p>All students and the majority of staff members</p>	<p>September 2015-June 2016</p>	<p>Principal, assistant principals, grade team leaders, guidance counselors</p>
<p>Grade team leaders were nominated by their colleagues to advise administration on a sustainable and relevant advisory program</p>	<p>Grade team leaders</p>	<p>September 2015-June 2016</p>	<p>Grade Team Leaders, grade teams nominate, Principal, assistant principals, guidance counselors</p>
<p>Students who have IEPs and are English Language Learners get to meet in smaller groups for their advisory to help them hone in on organizational skills, language skills, etc</p>	<p>ELLs and SWDs</p>	<p>September 2015-June 2016</p>	<p>IEP Coordinator, Assistant Principals, at-risk guidance counselor</p>
<p>Advisers are the first line of contact to parents. Anecdotes are logged into Skedula/Pupil Path and there is a way of communicating concerns about students to parents and to other teachers and administration</p>	<p>Staff members, parents, students, administration, and guidance</p>	<p>September 2015-June 2016</p>	<p>Advisers, administrators, guidance counselors, grade team leaders</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>Per session is needed to compensate grade team leaders for their meetings every Friday mornings. New Visions college tracker is utilized to help students with the courses they’ve completed and those they still need to complete. Advisories are embedded into student schedules and accounted for. Advisers are identified for each grade and student. Career Day is sponsored to bring in members of the community and have students familiarize them with all of the job opportunities out there.</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	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

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

**Part 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 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.

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

### Part 2 – Annual Goal

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 November 2016, we will develop and implement a professional develop model that is based on the strengths and needs as designated on teacher, administrative, and evaluative feedback

### Part 3 – Action Plan

<b>Activities/Strategies: 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>• <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>Strategies to promote teacher-parent collaborations to improve student achievement.</b></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>
In October 2015, we will create a shared vision and belief as what professional development is at Wagner and how we assess its effectiveness. We will also develop a rubric according to our shared beliefs and the rubric will be used to assess each PD presentation each Monday afternoon. The results of this assessment will be shared with the presenters.	Teachers, staff members, administrators	October 2015-June 2016	Staff members, researchers, administrators, outside consultants with relevant experience
A professional develop calendar will be created and a draft will be published for staff members to provide feedback on. The assistant principal for academics will meet with each facilitator weeks before to review a viable professional development for staff members	Staff members and administration	October 2015-June 2016	Staff members and administration
At the end of each professional development cycle, teachers will have the opportunity to showcase how they've applied what they've learned to their instruction and present to the staff.	Staff members and administration	Every 6 weeks from October 2015 to June 2016	Staff members and administration

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

We will examine teacher assessment sheets of the PDs to see if they are effective. We will also see what teachers present at the showcase as a ways to assess if this is a successful model. We will also use classroom observations to see if these strategies are being used in the classroom and in planning. We will check-in to see its effectiveness through teacher surveys and MOTP ratings in November 2015, January 2016, and May 2016.

**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.

For the first time during the 2015-2016 school year, the school will be adding a new grade (6<sup>th</sup> grade). Parents and students will have a lot of inquiries about the new school year and starting a new school. The need would be to acquaint our new families with the school. There is also a lot of work to be done at the beginning of the school year to welcome in new students and current students.

**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 September 2015, the school will hold six student and parent orientations for new and returning Wagner students where schedules will be distributed, students will get tours of the building, parents will have the opportunity to meet staff members, and policies will be put in place.

**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) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>In July 2015, we will determine a team who will divide the responsibilities of the week and go over important</p>	<p>All students</p>	<p>July 2015-September 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator, Community Associate, Dean, Teachers,</p>

information that should be shared that week. We will need to ensure that each orientation is grade specific.	and families		College Counselor, parents, students, custodian
In August 2015, we will mail out invitations to the orientation and communicate with families the dates of the orientation. We will also ask community members to join us with any special events or activities our students and families can participate in.	All students and families	August 2015-September 2015	Principal, Assistant Principal, Parent Coordinator, Community Associate, Dean, Teachers, College Counselor, YMCA
In October 2015, all families will be invited to have "Breakfast with the Principal" to have the opportunity to speak with her about school concerns and to see evidence of what students are doing in the school thus far. It will also be a way to for the principal to build relationships with families and members of the community.	All students and families	October 2015	Principal, Assistant Principal, Teachers, students, parents,

**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.											
<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	X	Title I SWP		Title I TA		Title II, Part A	X	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**

<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.
We will monitor progress at the end of July 2015 to see if we are prepared, at the end of August 2015, to see how many attendees we had and if parent concerns were addressed and then again in October 2015 during the parent breakfast to solicit additional feedback.
<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.

## 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.

The school is increasing their college acceptance rates year by year. Because of this increasing rate of students who are getting accepted and going to college, we have the need to hire a full-time college counselor. Last year, the school had a part-time college counselor.

### 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 will partner with College Bound Initiative to hire a full time college counselor who will help the students and their families apply and get accepted into college as well as provide information on college scholarships.

### 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>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>By May 2015, the school will partner with College Bound Initiative (CBI) to select and hire a full-time college counselor.</p>	<p>All students and families</p>	<p>April 2015- May 2015</p>	<p>Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, part-time college counselor, CBI directors</p>
<p>By December 2015, the CBI Counselor will complete 3 college visits and meet with every 12th grade student on their college applications.</p>	<p>Students in grades 9-12 and their teachers</p>	<p>September 2015- December 2015</p>	<p>Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, grade team leaders, CBI counselor, parent coordinator, community associate, Wagner alumni, counselor intern (former Wagner student)</p>
<p>By January 2016, the CBI college counselor will host 2 parent information sessions on applying to college and completing the FAFSA (financial aide).</p>	<p>12th grade Students and their Families</p>	<p>September 2015-January 2016</p>	<p>Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, grade team leaders, CBI counselor, parent coordinator, community associate, Wagner alumni</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>The school has partnered with College Bound Initiative to higher a full-time guidance counselor, funds have been set aside for buses for school trips, per session for CORE teachers to plan advisory lessons, funds for College Trips, as well as any ancillary materials or supplies for College Trips, college applications, and guidance counselor per session for counseling.</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	X	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
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**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.

We will check to see if the progress we are making after each event in December 2015 and January 2016. The final progress update will be in May when students will choose their college of choice.

**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>	Examining reading levels using performance series and past ELA test score data	Leveled-reading books and various reading interventions	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Mathematics</b>	Examining reading levels using performance series and past Math test score data	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Science</b>	Pre-assessment in Science and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>Social Studies</b>	Pre-assessment in Social Studies and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation	Regents Preparatory workbooks, core curriculum books	Small group and tutoring	During the school day if it's a major content area or after school for all content areas
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pre-assessment in core content areas and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation. Examining referrals from guidance counselors or	Therapeutic services include counseling, occupational therapy, physical therapy and speech therapy	Small group and tutoring	During the school day if it's a major content area or after school for all content areas

	teachers to assist students			
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## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our teachers are all highly qualified to teach in their subject area. In the last year, we have only had three new hires based on a retirements and we selected new and experienced teachers who bring a lot of energy and new teaching methods to the profession

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

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
This year we are implementing Skedula’s DDC Exam Generator for teachers to create and assess students appropriately. We have set aside a midterm week during the first week of February for teachers to administer exams and gather data about where their student is in the middle of the school year. This will help to support teachers in getting regular feedback on student performance in CCLS standards-based learning. Additionally, the curriculum and software support students in tracking their own learning and setting/making their own learning

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<p><b>Directions:</b> 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	291,393.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,426,444.00	X	

**<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.

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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



**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: <a href="#">Robert F. Wagner Secondary Sch</a>	DBN: <a href="#">Q560</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>34</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</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:           The rationale for our direct instruction in class as well as our supplemental program is to provide English language development for our current ELL students. Students are broken into different groups depending on their fluency in reading, writing, listening and speaking in the English language. Students get assistance from a licensed ELL teacher during class which may include small group instruction. Students receive language instruction in English and are in classes with students who are fluent in the English language. We have one certified ELL teacher and 4 teachers who are licensed in their content area to provide students with the content and support in English language development skills.

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

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

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

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

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

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

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

## Part C: Professional Development

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

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

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

(2014-2015 Wagner Professional Learning Plan

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

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

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

Wagner Professional Development Cycles

Cycle One

Pathway 1

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

Pathway 2

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

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

Pathway 3

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

Student Self-Assessment (1 Session)

Cycle Two

Pathway 1

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

Exhibition of Student Learning (1 Session)

Pathway 2

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

Pathway 3

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

Access Points for All Learners (2 Sessions)

Each "Session Cycle" will include:

- Targeted Learning Objectives focused on relevant pedagogical development
- Student Work Protocols (connected to PD Pathway theme)

### Part C: Professional Development

- Mid-Cycle and End-of-Cycle Assessment
- Embedded Checks for Understanding
- Specific connections to School-Wide Instructional Vision

Each session will achieve the following outcomes:

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

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

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

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

Septemebr- Parent Choice meeting (ELL Coordinator)

October- Yearlong expectations (Guidance Counselors)

November- Preparing for Regents (Grade Team Leaders)

December- Holiday Potluck (Parent Coordinator)

January- Progress Reports and planning (Guidance)

April- Study Skills (Assistant Principal for Academics)

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

-  
Parent are invited to meetings, both one-on-one and large group parent meetings. Spanish translators are available in all parent meetings. We also hire outside translators to help with heavier parent traffic during parent teacher conferences which are held four times each year (September, November, March,

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</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>24</b>	Borough <b>Queens</b>	School Number <b>560</b>
School Name <b>Robert F Wagner Jr. SSAT</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>Stephania Vu</b>	Assistant Principal <b>Dave Riesenfeld</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Andra Ommen</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Linda Langford</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>655</b>	Total number of ELLs	<b>26</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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" 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>	26	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	11

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>	8	0	0	7		1	11		6	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							1	1		9	6	3	1	0
Chinese											1			0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1			1		1	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)										1				0
<b>Emerging</b> (Low Intermediate)										1				0
<b>Transitioning</b> (High Intermediate)											1			0
<b>Expanding</b> (Advanced)							1	2		8	7	3	2	0
<b>Commanding</b> (Proficient)										3	5	1		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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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											3	7	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									0
7									0
8									0
NYSAA									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)									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	5		1	
Integrated Algebra/CC Algebra	16		4	
Geometry/CC Algebra	9		1	
Algebra 2/Trigonometry Math _____	5		0	
Chemistry	3		0	
Earth Science	6		3	
Living Environment	13		2	
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	9		3	
Geography				
US History and Government	5		1	
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.  
 The school uses the Performance Series as a way to measure student literacy skills in both reading and writing. This data provides insights into an ELLs reading levels which assists us in our instruction. We are also able to see students writing abilities and where we should focus our target instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns shown across grades is helping students move from being a long term ELL to being proficient. We have found that once our students pass the six year mark and are considered long term ELLs, it is more difficult for them to get out of this designation. It also makes it more difficult when students are older.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses the Annual Measurable Achievement Objectives to project the status of the ELL over the course of the year. We are also able to see student achievement in specific content areas. We can also estimate English proficiency and a student's progress towards that.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns that we have seen across performance levels and grades is that students are more likely to gain English proficiency in their earlier high school grades. That is why there has been a push to make sure students get targeted instruction early on. We have created extension courses with the ELL teacher who helps students with targeted instruction on the Common Core shifts which also assists a student's progress towards English proficiency. These classes are smaller in size and grouping can be more productive in having students work with others who are on a similar level as they are or with students who are more advanced than they are. The school using testing

from periodic assessments like beginning of the year MOSL to see how students did at the beginning of the school year compared to a mid-year assessment and then towards the end of the year.

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](#).]

For all our English Language Learners who score below specified levels of performance on the annual English language proficiency assessment we put a plan together to provide support services to the student. We use many indicators or pieces of evidence such as number of years in ENL program, home language and English literacy levels, content area teacher recommendation, etc.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All teachers are receiving training on QTEL and ways to support second language development in most of our students, not just the students who are officially regarded as ENL. We have ELL specific PD's that are offered to our staff to ensure that they are taking our ELL population into consideration when planning for and delivering content.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our programs by expecting and supporting ELL's to pass courses and Regents at the same rate as their non ELL classmates. Our data has shown uneven results and this is an area where we still need to grow.

## Part IV: ELL Identification Process

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

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 initial screening are done within 2 -3 school days of a new admit arriving. Students are given the HLIS and we conduct oral interviews to determine the students initial level of proficiency and proper program placement. We have staff who can accommodate almost every language need when parent/student arrives that don't speak English. Staff members speak Spanish, Chinese, Bengali and Russian. If further support is needed, we use the Department of Education translation services support via phone. If warranted the NYSITEL is administered by our certified ESOL teacher, Andra Ommen.
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).  
SIFE status is determined at the time the HLIS is completed and we look at prior schooling. IN addition to the HLIS we can also find out about prior education in the interview with the student and parent.
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).  
For newly enrolled studnets with IEPs, we gather the Language Proficiency Team which includes the ELL teacher, general education teachers, Special Education teachers, as well as the administrator for English Language Learners to see take a deeper look at the student's metrics and where they are on the English language proficiency scale and how we can use the IEP to further develop the student's language skills.
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.  
Our parent coordinator, Linda Langford, supports our ENL teacher in ensuring that all entitlement letters are distributed and collected. All documents that are collected are stored in the students cummulatvie file and we retain a copy for the school.
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).  
Parents attend a meeting at the beginning of the school year that provides parents with written and the video which explains an ELL parents rights as well as the ELL Policy and Reference Guide are reviewed with parents. Parents can submit their appeals in writing within 45 days to the Principal.
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.

When new ELLs enroll at the school we inform parents of the 3 instructional models available in New York City. We provide parents with a parent orientation where they can view the Parent Orientation video which explains in detail the 3 programs options and this is available in 13 different languages. After watching the video parents are given a Parent Survey and Program Selection form where they can indicate their program choice. The parent must then return this form within 5 school calendar days. We document and include attempts to gather initial parent selection preference.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our ESL certified teacher, Andra Ommen, reaches out to parents via phone to ensure the timely return of the program selection forms. All outreach to parents to gather this form either via phone or mail are documented and records are kept at the school. Once we have the completed form we enter the parent choice information into the ATS EPLC screen.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our certified ESL teacher, Andra Ommen, personally reaches out to parents either via phone or mail to gather the program selection forms from parents. Documentation is kept of all parent outreach.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our parent coordinator, Linda Langford, assists our ESL teacher in mailing out all placement parent notification letters to parents. We retain records of all letters mailed out.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in each child's cumulative file and also a copy of all documentation is kept at the school for a period of at least 7 years.
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.  
During the testing window, all teachers are notified that students will be given the test over a series of days. With plenty of planning, students are pulled out to take the NYSESLAT exam during a period of time that will not impact them negatively in their core academic courses. We use ATS reports to ensure that every student identified as an ELL is included in the NYSESLAT testing procedure and we contact parents/guardians about the exam prior to its administration in order to support student attendance. All sections of the exam are administered by Andra Ommen, a certified ESL instructor with the support of Dave Riesenfeld, our Assistant Principal.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our parent coordinator, Linda Langford, assists our ESL teacher in mailing out all continued entitlement and transitional support parent notification letters to parents. We retain records of all letters mailed out.
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).  
Parents choose to bring their students to our school because of our inclusive model. ESL students are not pulled out of arts electives or other engaging classes in order to meet the compliance needs. We offer a supportive mix of push in and an extra free standing class that allows our ELL students to spend their entire day learning alongside their non ELL peers. Parents always opt for this option as they see it is the best way for their children's academic and social/emotional needs to be met.

## 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.  
Instruction is given by a core content teacher as well as an ELL certified teacher. Students are grouped by levels and paired with students from the general education population. Students travel together for a part of the day but may be in separate classes for their world language class or their art or elective class. Students have blocked periods every other day for their core content classes. Students also meet during their extension classes with an ELL certified teacher to further work on common core shifts and skills.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
In order to meet the linguistic needs of our ELLs and to comply with Part 154 mandates, our students receive at least the minimum number of ELL instruction by a certified teacher per week as per charts 5.1 and 5.2 below. Students are taught in a two-teacher classroom with a general education teacher and an ESL certified teacher. In addition to this push-in model, our struggling students are offered additional language instruction in a structured extension course with an ESL certified teacher.
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.  
Our Common Core standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing, and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage. Teachers create opportunities for our ELLs to listen to English and interact with peers in small groups as well as opportunities for ELLs to participate in classroom projects that support language development. Furthermore, all our English language learners are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are evident in all our classrooms. Our ESL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all subject areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs. Academic language development is fostered by implementing guided reading circles, read alouds, audio books, graphic organizers, and modeled writing.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We ensure that ELLs are appropriately evaluated in their native languages throughout the year by administering the Performance Series, one at the beginning of the year, in the middle and at the end which covers each Content Area to ensure that students are making progress in the various content areas throughout the year. We also meet with parents and students to share this data with them so they too can make sure they understand the progress they are making.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The four modalities of reading, writing, listening and speaking is exemplified in every class. Embedded into our curriculum maps are the four modalities not just for ELL students but for all students. We have discussed during professional developments, why these four modalities are important and how we can create a safe learning environment for all of our students.
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 statusOur instructional plan for SIFE students includes making sure students have access to after school tutoring in specific content areas where they need assistance. ELLs who are new comers are pulled out during the content area English classes to provide them with small group assistance in learning English basic skills such as reading and writing. For ELLs who have been receiving service four to six years, they are placed in a general education class where work is differentiated using a variety of pedagogical strategies that include graphic organizers, leveled reading, outlines, breaking down a text, etc. For long-term

Chart

ELLs, students also work together with their ELI teacher to develop skills that they were weak in on the NYSESLAT test. This teaching is done one-on-one and after school tutoring is also provided to these students. We support our former ELLs by providing checks for students throughout the year to make sure they remain proficient. We monitor student's progress through their independent reading levels and to see how they are progresising in their ELA classes. We also give them additional testing time on all assessments.

- 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.

The school's principal consults with the ELL teacher as well as the child's teacher and any other service providers who are involved with the student, the parent/guardian, and the student. If the decision by this committee determines that the student may have been adversely affected by the determination, the Principal will provide additional support services to the student and may reverse the determination within this same 6-to-12 month period. If the Principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

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

We have implemented a school wide independent reading program where students have been given an assessment to determine their current reading level. This test is called Performance Series. From their, each teacher helps students pick out books that are on their level and confer with students to get them to the next reading level. In addition, a vocabuluary development program called Membene is also used to help ELL students with developing higher level vocabulary so they are able to read higher level books.

- 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 have hired more Special Education teacehrs to help students attain their English proficiency goals on their IEPs. Teachers now work with a co-teacher in the four major content areas to ensure that students who are ELL-SWDs achieve their individual goals and they are receiving the support necessary in their classes.

### 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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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/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

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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

## 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.  
The Title III program at the Robert F. Wagner Jr. Secondary School for Arts and Technology will implement two comprehensive after-school programs designed to increase English proficiency and improve NYSESLAT performance. The first after-school program will target our students to gain English proficiency through an accelerated computer assisted vocabulary development program. The second after-school program will target our Advanced and long-term ELLs to reach proficiency on the NYSESLAT exam with after school tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The effectiveness of our current program is still in progress and we hope to be able to monitor this within the next year to gain a better understanding of how this is helping ELL students achieve proficiency in the English Language.
12. What new programs or improvements will be considered for the upcoming school year?  
The computer assisted vocabulary program will serve our ELL students after school as well as practice at home. Students will work with their specific level program and two ESL certified teachers will guide instruction. This program brings explicit English language instruction to our beginner ESL students. These beginner ELLs are a struggling population at our school and need additional targeted language instruction to supplement the general education curricula.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
After school programs are offered everyday after school which can include a variety of programs from Chess to PSAL to art classes. Students may attend any of these programs after school as there are no sign-ups, usually on prerequisites, and no special materials are supplies needed.
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.  
Membene is a technology based vocabulary program that supports ELLs by providing them with leveled texts that incorporate vocabulary words to help students with the shift in Common Core Standards. We have also purchased a variety of books so that students can access information that is on their level and have hired a librarian to assist students with choosing leveled books. There are also SamrtBoards in every class so that students can see visuals of what they are learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ESL, teachers support students by having material translated for students as well as to ensure students comprehend things in both their native language as well as in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We use different technologies such as vocabulary in the Membene program as well as independent reading books that are low level, high interest to ensure that resources correspond to a variety of ages and grades.
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).  
The preparation program, targets our ELL students to reach proficiency on the NYSESLAT. At the beginning of the school year, Wagner also hosts orientations to help students on every grade level acclimate to the school and to help students prepare for the year ahead. We also have weekly CORE advisory courses where teachers help students with organization skills as well as college and career readiness skills. Guidance counselors, teachers, students, parents and administrators are involved in developing the CORE curriculum.
19. What language electives are offered to ELLs?  
Students may take a Spanish class for their world language elective.
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)?

Paste response to question here:

## 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.)  
All ESL certified teachers will attend two professional development sessions offered by the OELL. Our student data indicates that writing must be of primary focus for our ELL students, therefore, all teachers will attend Writing in the Content Areas for ELLs. Substitutes will be hired/coverages will be assigned while these teachers are attending the PD session. Teachers will check the DELLS website and weekly e-mails for professional development opportunities.
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?  
The school has weekly professional developments as a staff as well as any PDs that are offered by the DELLS department.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We have our CORE advisory classes that meet every day in 6<sup>th</sup> and 9<sup>th</sup> grades when students are transitioning from elementary to middle school and from middle to high school. It is important that students meet with their CORE teachers everyday to check in with an adult who is aware of their academic and social emotional situation and who has an established relationship with the student's family.
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.  
The school offers professional development for 80 minutes each Monday and all ELL teachers are encouraged and attend the PDs offered by the DELLS office.

## 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?  
Parent meeting times are scheduled every Tuesday morning beginning at 7:55 a.m. We use this time to engage our parents, especially those who are parents of ELL students. We also schedule meetings after school as well as Parent Association meetings focused on ELLs. We use this time to discuss individual student goals, language development progress, as well as any assessment results we may have.
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.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Records are kept by the ELL teacher in a binder that has notes about parent meetings and outreach as well as sign in sheets from meetings. Notes are then transmitted to grade teams so that all teachers are aware of the meetings regarding a child's progress.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A
5. How do you evaluate the needs of the parents?  
Parent responses from surveys as well as parent meetings are used to evaluate the needs of parents. Parents are encouraged to attend Parent Association meeting, meet with administrators as well as teachers often to monitor the progress of each student.
6. How do your parental involvement activities address the needs of the parents?  
We involve parents into activities that are schoolwide. We invite parent to Parent Association meetings, to serve on the School Leadership Team, as well as support our school during various fundraisers, sporting events, and holiday events.

## 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.  
N/A



**School Name: Robert F. Wagner SSAT**

**School DBN: 24Q560**

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)
STEPHANIA VU	Principal		10/31/15
DAVID RIESENFELD	Assistant Principal		10/31/15
LINDA LANGFORD	Parent Coordinator		10/31/15
ANDRA OMMEN	ENL/Bilingual Teacher		10/31/15
JEAN DROPP	Parent		10/31/15
LIZ MADANS	Teacher/Subject Area		10/31/15
DARA WINKLER	Teacher/Subject Area		10/31/15
	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: 24Q560**

**School Name: ROBERT F. WAGNER JR. SSAT**

**Superintendent: JUAN MENDEZ**

**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.learnndoe.org/tiu/lac](http://www.learnndoe.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.

Robert F. Wagner Jr Secondary School for Arts and Technology provides numerous services to ensure that all parents have equal opportunity to communicate. All memos and letters that go home are translated in both Spanish and English. In addition, the annual survey and additional school surveys are available in Spanish, English, Arabic, and French. Next, all parent events are staffed with a translators (Spanish), so that non-native speakers (teachers, parents, and students) can communicate effectively. A small, yet vital percentage of parents do not speak English or have limited English proficiency (taken from the Home Language Identification Survey). We have also have translators who are hired to provide translation services to parents and we have purchased a service to equip parents with headphone sets to listen to presentations or meetings in their native language.

The parent coordinator heads all language translation for parents. In addition, several bilingual parents have participated in translation activities in order to ensure spread of information to parents in an effective manner.

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.

Spanish, Hindu, Urdu, and Chinese are preferred languages for both written and oral communication.

## 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.)

August/September- Welcome letter, orientation schedule, lunch forms, blue cards, media consent, neighborhood field trip form, syllabus, supply lists, PSAL qualifications, high school credit accumulation forms, Regents requirements, graduation requirements.  
October- Student discipline code, monthly calendars, newsletters, parent-teacher announcements, after-school schedule, New York State testing dates, fundraisers, PA meeting agenda, CHAMPS letter  
November- National Honor Society letters  
December- January Regents letter, tutoring schedule  
January- Regents schedule  
February- Regents results, holiday schedules  
March- Middle school testing memo  
April- June Regents tutoring schedule  
May- June Regents memo  
June- Graduation memo, summer reading lists, summer work, summer school hours, promotion in doubt

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.

September- Orientation for each grade, curriculum night, College Night  
October- Meet the Principal breakfast, Financial Aid meeting  
November- Parent Teacher Conferences, Breakfast fundraiser  
December- Town Meeting, weekly parent meetings  
January- January Regents meeting  
April- Middle School Testing  
Ongoing- Parent Association meetings, guidance counselor graduation meeting

## 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.

We have translators at every meeting (usually parents volunteer), additionally we work with the Office of Translation through the DOE during weekly parent meetings. We also hire translators through a DOE approved vendor during Parent Teacher Conferences to help with translation. During graduation we have translators who translate the entire ceremony in Spanish.

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.

We will work with the DOE's Office of Translation Unit, Big Word Translation Services, and parent volunteers.

#### **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.)

We have advertised all of the translation services both in person and over the phone to staff members through weekly bulletins for staff called This Week at Wagner.

#### **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

Parent volunteers, student assistance

#### **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)

Parent surveys, feedback sessions, Town meetings, Parent Association meetings, breakfast with the Principal, and general meetings with parents.