

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

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

**31R460**

**School Name:**

**SUSAN E. WAGNER HIGH SCHOOL**

**Principal:**

**GARY M. GIORDANO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Susan E. Wagner High School School Number (DBN): 31R460  
Grades Served: 9-12  
School Address: 1200 Manor Road  
Phone Number: 718-698-4200 Fax: 718-698-5213  
School Contact Person: Susan Barone Email Address: Sbarone3@schools.nyc.gov  
Principal: Gary M. Giordano  
UFT Chapter Leader: Lillian Palladino  
Parents' Association President: Patrick D'Emic  
SLT Chairperson: Chet Cutick  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Mia Hernandez  
Student Representative(s): Yaari Magenheim  
Richard Thomas

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, New York 10314  
Superintendent's Email Address: alodico@schools.nyc.gov  
Phone Number: 7188 420-567 Fax: 718 420-5677

**Borough Field Support Center (BFSC)**

BFSC: 31 Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace, Staten Island, New York 10301  
Director's Email Address: Kmoran2@schools.nyc.gov  
Phone Number: 718 556-8367 Fax: 718 556-8375

## 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)
Gary M. Giordano	*Principal or Designee	
Lillian Palladino	*UFT Chapter Leader or Designee	
Patrick D’Emic	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mia Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Yarri Magenheim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Richard Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Bunnicelli	Assistant Principal	
Jennifer D’Alessio	Teacher	
Michael Grippo	Guidance Counselor	
Staci Pepe	Parent	
Veronica Marcinek	Parent	
Christine LoPresti	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Claudia Tedeschi Sheiman	Parent	
Damian Perera	Student	
Chet Cutick	Teacher	
	Member/	
	Member/	
	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.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** 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.

As a large comprehensive high school, Susan E. Wagner High School is able to offer its students with a wide range of required and elective courses, as well as extracurricular team and club activities. Within this setting, all students belong to one of fifteen learning centers designed to pique student interest and improve academic performance. Each learning center serves as a small learning community with an exclusively assigned teacher-coordinator, guidance counselor and assistant principal.

It is the mission of Susan E. Wagner High School to create a unified community of students, parents and educators, which will provide a rigorous instructional program in a supportive atmosphere. This community will strive to stimulate in each child a thirst for knowledge, which will result in the acquisition of the skills and competencies necessary to be successful and to be lifelong learners. It is our desire that all students will experience the social, emotional, and intellectual growth necessary to become socially conscious citizens with a respect for all peoples of our society. Additionally, the school prides itself in its latest initiative, The University at Susan E. Wagner . Our University Program offers eligible students the opportunity to take many of our 22 courses, which total 66 credits of college credits (and this list grows each year). Additionally, the program offers SAT/ACT preparation and the opportunity for students to take high school courses that have received College Preparatory certification. Our college level coursework includes: Advanced Placement, College Now, College and University Partnerships.

During the 2014-2015 school year, Wagner High School made great strides with the elements of the Framework for Great Schools . Two specific areas of celebration are creating a supportive environment where students feel safe, supported and challenged by their teachers and peers, and creating instruction which is customized, inclusive, motivating and aligned to the Common Core. High standards are set in every classroom and students are actively engaged in the task at hand. High expectations for learning are communicated and embraced by all members of our school community, from our parents, students, teachers and school leaders. This in particular was an area of celebration on our most recent Quality Review.

### 31R460 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3368	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	107	# SETSS	11	# Integrated Collaborative Teaching	87
Types and Number of Special Classes (2014-15)					
# Visual Arts	34	# Music	33	# Drama	6
# Foreign Language	115	# Dance	N/A	# CTE	5
School Composition (2013-14)					
% Title I Population	2.2%	% Attendance Rate			89.4%
% Free Lunch	46.2%	% Reduced Lunch			10.7%
% Limited English Proficient	3.3%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			11.4%
% Hispanic or Latino	25.9%	% Asian or Native Hawaiian/Pacific Islander			13.4%
% White	48.7%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)			13
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			12
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.7%	% Teaching Out of Certification (2013-14)			13.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			8.16
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.8%	Mathematics Performance at levels 3 & 4			63.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.1%	% of 2nd year students who earned 10+ credits			87.3%
% of 3rd year students who earned 10+ credits	82.6%	4 Year Graduation Rate			83.6%
6 Year Graduation Rate	80.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in 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	N/A			

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		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.

After a review of observations it has been determined a need for consistent, transparent expectations and instructional strategies is warranted to formalize the use of questioning and discussion techniques in the content areas in order to promote a higher sense of critical thinking skills in our students. There must be a greater amount of student to student interactions through the use of questioning and discussion, as evident by a minimum of three student to student interactions throughout classroom discussions.

### 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.

To show evidence of increased student engagement and deeper understanding, there will be a 25% increase in teachers reaching Highly Effective in Advance Component 3B (Using Questioning and Discussion) by June of 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Wagner High School’s professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration addresses the instructional expectations included in Advance, through “best practices” sessions. It also organizes teachers into inquiry teams based on the areas that they have identified in their own professional goals that were established in September 2015 as part of their Individual Planning Conferences (IPCs). Teachers will plan further as part of subject course and grade level teams to address Common Core Learning Standards (CCLS) alignment in units of study and daily lesson plans. During this time, teachers will look at student work, following a protocol to address gaps in learning.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, teachers</p>
<p>2. Utilizing resources from Engage NY as well as additional resources made available through the Teaching Channel, teachers self-assess their own effectiveness and comfort level based on the Advance components.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, teachers</p>
<p>3. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement. During each lesson, the expectation will be set that actionable feedback to students be delivered.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, 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>
<ol style="list-style-type: none"> <li>1. Executive Leadership Institute Training</li> <li>2. Professional Development opportunities provided through Borough Field Support Office and NYCDOE</li> <li>3. Assistant Principal and Principal meetings</li> </ol>

4. 500 Prep Period Coverage Allotments for 20 curriculum leaders to be covered for various planning meetings throughout the school day.

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

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

1. Before the end of the first term, 75 % of all observations will have been scheduled and conducted. A review of Advance components will be conducted at this time to measure progress of Components 3b, 3c and 3d.
2. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and High School Reorganization Day to enhance their teaching practice.

**Part 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.

After review of Advance components 2a and 2d, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior well, taking into account the needs of each student and respect their students’ dignity. Additionally, our 2015 Quality Review celebrated our ability to establish a culture for learning that communicates high expectations to staff, students and families. However, there is still a need to reduce the number of school wide Principal's suspensions, especially with regard to Students with Disabilities. To further build upon an environment that is supportive to all learners, all students will be able to identify a “go-to” adult in the building who will connect the academic and personal behaviors needed to successfully complete high school to those behaviors needed to persevere through college to earn a college degree.

**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.

Through June of 2016, all discipline infractions will be monitored infusing de-escalation training, and Positive Behavior Supports and suspensions will be reduced by 25%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. The learning center is a pivotal place for disseminating information to students about getting to the next level. As each learning center has a teacher coordinator, a guidance counselor,</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals, Guidance Counselors, Learning Center</p>

an Assistant Principal, dean, family worker- there are several venues for receiving information. Students know to turn to the trusted staff members within the learning centers for academic and/or social emotional support.			Coordinators, Deans, Family Workers
2. This will be completed in conjunction with the assessment of students' academic and personal behaviors that support academic readiness by examining student work through the use of a school-wide portfolio system in all departments. Additionally this year, we will implement a new online system, Kid Connect which will be integrated in our advisory program. Kid Talk sessions will be expanded to include guidance counselors, teachers, learning center coordinators, deans, parents and students. Family workers will be assigned to grades and will loop. Sports team dinners will be combined based on season and specific sport to create a more festive celebratory venue for student athletes.	All students	September 2015-June 2016	Assistant Principals, Guidance Counselors, Learning Center coordinators, Deans, Family Workers
3. Additionally, our college and career advisor works very closely with all guidance staff and learning center staff to offer advice in preparing students for the next level. Financial Aid night- Naviance- College and Career office and center (in the library) daily for student access during lunch periods.	All students	September 2015-June 2016	College and Career Guidance Counselor
4. A designated Transition Linkage Coordinator for all students entering high school with IEP. Transition services begin at age 14, and continue throughout the high school career	SWD	September 2015- June 2016	Assistant Principals, Special Education Transition Linkage Coordinator

#### **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.											
<ol style="list-style-type: none"> <li>1. Designated College and Career Guidance Counselor, Learning Center Coordinators</li> <li>2. Professional Development opportunities provided NYCDOE Borough Field Support Office</li> <li>3. Continued subscription to online support systems for students such as Pupilpath (\$8500) and Naviance (\$12,000) <ol style="list-style-type: none"> <li>4. New subscription to Kid Connect (\$5000)</li> <li>5. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses</li> </ol> </li> </ol>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Students will be surveyed through Naviance prior to the Fall term regarding the connection they have to their "go to" adult. 100% of all teachers will utilize the online gradebook, Pupilpath to keep students, parents and all teachers of students informed of both academic and personal behaviors in and outside of the classroom
<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 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.

To maintain alignment with the 2015-2016 New York City Department Of Education's Framework for Great Schools, the following content areas: English Language Arts, Math, Social Studies, Science and all ancillary subjects will align to the Common Core Learning Standards (CCLS). All curricula will be revised to include Literacy Standards, as it currently reflects both New York State Learning Standards and an introduction to CCLS.

### 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.

Build teacher team capacity by the sharing of best practices among department members weekly, daily common planning time, monthly Learning Center conferences, and school wide at least once per term, to foster a culture of collaborative and professional learning to align 80% of ELA, Math, Social Studies and Science curriculum to the Common Core Learning Standards.

### 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>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
1. Teachers in the subjects areas noted above will participate in weekly Common Core Learning Standards (CCLS) meetings which will include best practices during the school wide professional learning communities meetings and focus on the design of	All Teachers	September 2015- June 2016	Administrators, teachers

assessment and alignment of assessment to common core curriculum.			
2. Department team members will examine student work from the 2014-2015 school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units	All Teachers	September 2015- June 2016	Administrators, teachers
3. Teachers will incorporate the tenets of the Universal Design for Learning and tailored differentiated instruction and include multiple entry points for students to ensure student engagement in the learning process.	All Teachers	September 2015- June 2016	Administrators, teachers
4. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments.	All Teachers	September 2015- June 2016	Administrators, teachers

#### **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.											
1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses 2. Professional Development opportunities provided through NYC DOE Borough Field Support office 3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend. 4. Purchase of newly opted in (2015) NYC DOE Common Core approved ELA HMH Curriculum using NYSTL Funds for all students in all grades 9-12 (price to be determined- 80% of NYSTL funds dedicated to ELA HMH) 4. \$5000 CIE fund set aside for the printing of Engage NY Materials for all Math classes 5. 400 per session hours for curricula alignment to CCLS											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Observations of teachers will show teachers’ lesson plans, unit plans and curriculum maps exhibit the qualities noted above, including copies of performance tasks, rubrics and student work- all of which will be examined weekly.
<b>Part 5b.</b> 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.

After reviewing the 2014-2015 New York City Department of Education School Snapshot, student assessment data and our 2015 Quality Review, leadership must continue to work with teacher teams to align curriculum on both vertical and horizontal plains- to ensure students are learning content and are prepared for the next grade level in accordance with Common Core Learning Standards and College and Career Readiness by encouraging additional professional development opportunities to all teachers. Weekly meetings through our Professional Learning Communities will take place in conjunction with common planning time built into each school day to align curricular and develop rigorous instructional plans, as well as a menu of outside professional development opportunities for teachers to participate in.

### **Part 2 – Annual Goal**

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

By June of 2016, school leadership will increase the number of opportunities for professional development for teachers by 20%.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</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>
1. A calendar of monthly professional development opportunities will be reviewed by leadership and shared with teacher teams.	Teacher teams, administrators	September 2015- June 2016	Teacher teams, administrators
2. Teacher teams will identify published curricula from Engage NY to print for use in the classroom (Math), and will receive PD to support newly purchased and approved HMH ELA Curriculum and attend professional development to ensure a smooth roll out.	Teacher teams, administrators	September 2015- June 2016	Teacher teams, administrators
3. Teacher teams will develop supports needed for students with disabilities and English language learners (ENL) to absorb new rigorous material by attending professional development.	Teacher teams, administrators	September 2015- June 2016	Teacher teams, administrators

**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.											
1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses 2. Professional Development opportunities provided through the NYC DOE Borough Field Support Office 3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
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By the end of Term 1, teachers will turn key best practices they have learned through various professional development opportunities to their department colleagues. Additionally, teachers will be surveyed for additional professional development needs.

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

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

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

**Part 1 – Needs Assessment**

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

After careful review of credit accumulation, attendance and cut reports, a focus is needed on moving students to the next level. To achieve this goal, a great emphasis on parent involvement and facilitated conversations across content area teachers on specific student progress and academic and personal behaviors is warranted.

**Part 2 – Annual Goal**

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.

Teachers will dedicate professional learning time each Tuesday to parent outreach whereby 100% of teachers will update online gradebooks at minimum weekly and take time each week to participate in parent outreach through anecdotal logs and/or phone calls, parent meetings, or “kid talk” sessions with guidance staff and utilize the new program Kid Connect as a method of communicating with both students and parents about relevant topics to academic success and social emotional growth.

**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>Guidance counselors will identify one at-risk child in their caseload each week (in addition to the outreach made by Guidance during the school day) and facilitate a “kid talk” session that includes teachers from across the child’s program to discuss</p>	<p>At- risk students</p>	<p>September 2015- June 2016</p>	<p>Guidance staff, administrators, teachers, deans</p>

strengths, weaknesses, work habits and academic successes in an effort to assist the student holistically to succeed.			
Teachers will dedicate their time on Tuesday during Professional Learning to update online grade book not only with grades, but pending assignments and anecdotal logs about student academic and personal behaviors.	At- risk students	September 2015- June 2016	Teachers
Teachers will make specific parent outreach of students who are absent more than three times, not completing assignments or not doing well on class exams in an effort to improve credit accumulation.	At- risk students	September 2015- June 2016	Teachers
Staff will receiving training on, and utilize the new program Kid Connect to use as vehicle of communicating with families about academic success and social emotional growth.	All students	September 2015- June 2016	Teachers, Administrators

**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.											
Continued subscription to online support systems for students such as Pupil path and Phone Messenger Newly purchased Kid connect program											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<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.
Assistant Principals monitor Pupil path each week to ensure teacher usage of the program. Daily cut calls will be made to students attending school but cutting classes; teachers will log outreach to parents weekly and will be monitored by assistant principals. Kid Talk session logs, in addition to file maker logs and ilog will be monitored to ensure follow through during each situation discussed.
<b>Part 5b.</b> 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>	8 <sup>th</sup> grade ELA Cut Scores	Achieve 3000 • Small Group and one-to- one tutoring • Regents tutoring • Peer Tutoring • Read Aloud • Writing across all content areas with focus on argumentative writing • Learning Style Survey • Differentiated programming based on the 8 <sup>th</sup> grade cut scores, for examples Remedial courses, ICTS etc. • Liberty Partnership • Mock Regents	<ul style="list-style-type: none"> <li>• Achieve 3000– twice per week – specific classes during day</li> <li>• Small Group and One-to-One tutoring - provided during the day and after school</li> <li>• Regents Tutoring – small group during the days, after school and on weekend by teachers</li> <li>• Peer Tutoring - small group and one-to-one</li> <li>• Read Aloud - used on ninth grade at-risk classes</li> <li>• Writing Process - used in whole and small groups with English classes by teachers</li> <li>• Regents Preparation - used in every English class in whole and small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve 3000 – provided to specific at-risk students during the day</li> <li>• Small Group Tutoring – provided during the school day and after school</li> <li>• Regents Tutoring – small group during the day, after school and on weekend by teachers</li> <li>• Peer Tutoring – available during all lunch period</li> <li>• Read Aloud – used during the school day in freshmen English R classes</li> <li>• Writing Process - used during the day in English writing lessons</li> <li>• Regents Preparation – used during the day in English classes and after school in tutoring</li> <li>• Daily Writing – provided in every</li> </ul>

			<ul style="list-style-type: none"> <li>• Daily Writing - conducted in all English classes</li> <li>• Learning Styles Survey – administered to all students in English and shared across all subject areas</li> </ul>	<p>English class during the day</p> <ul style="list-style-type: none"> <li>• Learning Style Survey – provided during the school day .</li> </ul>
<b>Mathematics</b>	8 <sup>th</sup> grade Math Cut Scores	<ul style="list-style-type: none"> <li>• ALEKS</li> <li>• Regent Prep</li> <li>• Regents Review in all classes</li> <li>• Math jeopardy</li> <li>• Math Bingo</li> <li>• Flashback Friday</li> <li>• Mock Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - small group</li> <li>• Teacher directed small group</li> <li>• Tutoring with teacher small group</li> <li>• Teacher delivery - small group <ul style="list-style-type: none"> <li>• Peer one-to-one</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are available through Circular Six assignments during the school day</li> <li>• NHS students are available during all lunch periods</li> <li>• Additional three hour sessions occur after school and on weekends.</li> <li>• A math teacher is available after school in the library every day</li> </ul>
<b>Science</b>	8 <sup>th</sup> grade ELA Cut Scores	<ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Regents Prep</li> <li>• Brain Pop</li> <li>• Regents specific Tutoring 1:1</li> <li>• Peer Review</li> <li>• Regents Review in all classes</li> <li>• Mock Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - small group</li> <li>• Teacher directed small group</li> <li>• Tutoring with teacher small group</li> <li>• Teacher delivery - small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• After school <ul style="list-style-type: none"> <li>• NHS tutoring most periods during</li> <li>• After school Regents Intensive Tutoring sessions</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Peer one-to-one</li> </ul>	
<b>Social Studies</b>	8 <sup>th</sup> grade ELA Cut Scores	<ul style="list-style-type: none"> <li>• Hochman writing strategies implemented in ESL and 15:1 ISS classes</li> <li>• Test taking strategies</li> <li>• Exposure to primary source documents</li> <li>• Organizational strategies</li> <li>• Mock Regents</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - small group</li> <li>• Teacher directed small group</li> <li>• Tutoring with teacher small group</li> <li>• Teacher delivery - small group <ul style="list-style-type: none"> <li>• Peer one-to-one</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Before school – period 1 all term</li> <li>• During school – Circular 5 all periods of the day</li> <li>• NHS tutoring most periods</li> <li>• After School – 2 days per week Special Ed and General Ed <ul style="list-style-type: none"> <li>• After school - Regents Intensive 2 days before for 3 hours</li> </ul> </li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> <li>• Crisis intervention</li> <li>• Suicide prevention</li> <li>• Bereavement counseling</li> <li>• Diploma requirements</li> <li>• College and career counseling</li> <li>• Respect for all</li> <li>• Attendance initiatives</li> <li>• “Why Try” and “Overcoming Obstacles”</li> <li>• Monthly PPT and SLT meetings</li> <li>• Guidance and crisis counseling services</li> <li>• Assist students in learning how to deal with various personal issues including school, friends, family and current events</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• One-to-one / groups (small)</li> <li>• Assemblies</li> <li>• Website (on-line applications)</li> <li>• Home visits</li> <li>• Student mentoring</li> <li>• Daily parent conferences / outreach</li> <li>• Parental presentations/ workshops</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Evening presentations</li> <li>• After school <ul style="list-style-type: none"> <li>• Weekends</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• College and career interviews</li><li>• Specific school psychologist case load for identified targeted at-risk students as well as referrals from PPT</li><li>• Clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students</li></ul>		
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Not Applicable

#### **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).
Not Applicable

### Part 3: TA Schools Only

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

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

#### **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).
Not Applicable

**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.).

Not Applicable

**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.

Not Applicable

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

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

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)**

**Susan E. Wagner High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

The rationale for this approach is to target problem areas individually at a time where students are away from their typical line of study. Day classes address the needs of students, but the emphasis is on the overall skill set of ELLs and assignments are given in the context of a class; classwork, homework, and exams are based on class materials and review what is being taught. The after school classes focus the attention on more social and professional areas of growth and prepare the students by targeting specific areas of weakness (mostly reading and/or writing) and improving them in efforts to build skills appropriate to be succeed, and be college and career ready.

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

We are hopeful that success of the program can lead to Susan E. Wagner High School offering the program twice weekly from 3pm-5pm to allow for further scaffolding and differentiated instruction. The program is taught by two fully certified ESL teachers, Nicole Broecker and Madeline Lombardi. The class is taught entirely in English. Students are allowed to use bilingual glossaries for assistance, but all work is expected to be completed in English.

### Part C: Professional Development

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>3254.32</u> <u>3254.32</u> <u>3254.32</u>	<u>Teacher per session for ESL lessons (After School and Saturday) -76 hours</u> <u>Teacher per session for direct instruction to address NYSESLAT modality improvement goals and Regents exam review- 76 hours</u> <u>Grade Advisor per session for ELL guidance, parent outreach, and compliance-76 hours</u>
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>	<u>\$594.00</u> <u>\$792.00</u> <u>\$100.00</u>	<u>-Getting Ready for the English Regents Essays (2 Class sets of 35 each, 2 Teacher’s Manuals)</u> <u>-ESL/ELL grades 9-12 Classroom Library (2 sets)</u> <u>-ESL Parent Orientation Toolkit NYC (2)</u>
Educational Software (Object Code 199)	<u>\$506.00</u> <u>\$1676.00</u>	<u>National Geographic Inside Levels A-D Selection of Readings&amp; close readings (2 of each of 5 levels)</u> <u>-BrainPOP ESL software (classroom access version)</u>
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$13,330.96</u></b>	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>460</b>
School Name <b>Susan E Wagner High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Gary M. Giordano</b>	Assistant Principal <b>Michael Ambrosino</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Madeline Lombardi/ENL</b>	School Counselor <b>Lisa DeCarlo and Adam Kulak</b>
Teacher/Subject Area <b>Nicole Broecker/ENL</b>	Parent <b>Madeline Lombardi</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Debbi Rabinowitz</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title)

### 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>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>3407</b>	Total number of ELLs	<b>75</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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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>	66	<b>Newcomers</b> (ELLs receiving service 0-3 years)	39	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	14

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

	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									0
<b>DL</b>	0									0
<b>ENL</b>	39		2	13		5	14		8	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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	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: _____
--	---

### 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										16	10	4	5	0
Chinese										1	2		1	0
Russian										1				0
Bengali										1				0
Urdu											2			0
Arabic										3	2	2		0
Haitian														0
French												1		0
Korean										1				0
Punjabi														0
Polish														0
Albanian										2				0
Other										3	6	1	2	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)										9	0	3	2	0
<b>Emerging</b> (Low Intermediate)										6	8	1	4	0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)										14	14	3	3	0
<b>Commanding</b> (Proficient)										4	22	19	9	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										4	22	19		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	19	0		
Integrated Algebra/CC Algebra	9	4		
Geometry/CC Algebra	23	0		
Algebra 2/Trigonometry	5	0		
Math <u>CCA</u> lgebra	19	9		
Chemistry	6	0		
Earth Science	10	0		
Living Environment	19	6		
Physics	2	0		

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	18	8		
Geography				
US History and Government				
LOTE	21	4		
Government	0	0		
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.
 

Susan E. Wagner High School uses several different assessments to evaluate student literacy. Performance assessments help to yield quality data on student literacy skills, and programs like Achieve3000 and iLit help to monitor improvements in literacy on an ongoing basis. Assessing student literacy is more than simply right and wrong responses on an assessment. Our ENL teachers look for patterns in writing passages and reading comprehension in order to see what the individual student's needs are. Once placed into the appropriate level of ENL within our school, the student is then monitored in accordance to parameters the teacher must follow. Common Core-aligned materials allow our ENL teachers to use common ground across all subject areas when assessing students, and adjustments are made as students show improvement in proficiency or lack thereof. All student data is shared with content area teachers to inform instruction of ELL students.

Upon assessing student outcomes on tests, teachers will customize lessons to adhere to student needs. The assessments will determine specific areas of need and these areas are specifically addressed in curriculum and instruction. Achieve3000 information will afford teachers the opportunity to continue building upon Achieve3000 and the iLit program to help students and to deliver focused instruction for ELLs and their needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

At first glance, it can be seen that our ELLs acquire speaking and listening skills at a faster rate than reading and writing. Research supports the fact that ELLs acquire oral proficiency (listening and speaking) faster than academic (reading and writing) English proficiency (Hakuta, Goto Butler & Witt, 2000). The 2014 NYSESLAT results for Susan E. Wagner High School were near historical, with 58% having scored "Proficient". 86% increased their NYSESLAT score from 2013. 50% of ISS students scored "Proficient", and 16 students improved by two or more levels

NYSITELL results reveal most ELL students are entering Susan E. Wagner High School at Entering, Emerging and Transitioning levels. The majority of these students are weakest in reading and writing, according to NYSITELL data.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT Modality data was not made available for use for the 2014-2015 school year, and thus cannot be analyzed for insight.

Our students show a need for improvement in the areas of reading and writing. Particular attention will be given to these modalities through coursework and programs such as Achieve3000. Additional academic intervention services will be provided by supplementary Title III programs, including after-school and Saturday ENL academies. At this time, the RNMR report on ATS is unavailable and information on student modalities cannot be provided. ALL modality data in this Language Allocation Policy is from the 2014-2015 school year.

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

4. For each program, answer the following:

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

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

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

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

C. ELL students at Susan E. Wagner High School use native language support in the form of bilingual glossaries and/or alternate placement paraprofessionals in their pursuit of passing grades. As a school, we notice that placing students in groups of common native languages helps with English growth, and students are responsive to changes in coursework when they are part of a team. Students also use native language support in the classroom, but generally opt to take periodic assessments/Regents examinations in English. The most common reason for this is because the students learn the materials for these exams in English and, thus, are more comfortable taking the exams in the language in which they have learned the material..

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](#).]

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

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

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

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

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?

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

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

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

## Part IV: ELL Identification Process

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

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.

Upon arrival to Susan E. Wagner High School, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogues explaining and assessing the HLIS are, ELL Coordinators, Madeline Lombardi, ENL Teacher or Nicole Broecker, ENL Teacher at Susan E. Wagner High School. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and he will accommodate the family with the survey that is available on the Department of Education's website. Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility. The students are encouraged to participate in this interview; the interview is conducted entirely in English. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school, assuming the family has not already brought a volunteer to translate for them. This is acceptable if the translator meets Department of Education mandates; students and minors under the age of 18 cannot be used for interpretation services. Since this meeting will eventually involve academic progress during a conversation, Susan E. Wagner High School will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. This informal interview is the final assessment to determine if a student is eligible for the NYSITELL; if a student is determined to be eligible for the NYSITELL, they will proceed to take the assessment. The NYSITELL is coordinated by Madeline Lombardi and Nicole Broecker, the ENL teachers who administer the NYSITELL.

At this point, the family orientation is done with the trained pedagogue and parents watch the Parent Orientation Video, during which the trained pedagogue explains the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ENL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Susan E. Wagner High School has staff members that speak several languages. While the following is not exhaustive, it is a representation of the various languages spoken by staff at the school:  
Lenoura Abdulai – Albanian, Macedonian, Serbian  
Jandark Abdelmalak - Arabic

Vivian Gobran - Arabic  
Violette Samaan - Arabic  
Melanie Kang - Chinese (Mandarin)  
Gesner Eugene - Creole  
Laila Boulos - Egyptian  
Vivian Gobran - Egyptian  
Violette Samaan - Egyptian  
Gesner Eugene - French  
Vivian Gobran - Greek  
Mary Agu - Ibo  
Madeline Lombardi - Italian  
Paola Gambino - Italian  
Stephany DeGesaro - Italian  
Daria Corzani – Italian  
Jessica Velez-French, Spanish  
Jee Ra – Korean, Spanish  
Song Ho Rimassa - Korean  
Moo Joon Park - Korean  
Edyta Daniel - Polish  
Alice Karazim - Polish  
Edtya Daniel - Russian  
Olga Virata - Russian  
Ajantha Fernando - Sinhalese  
Jennifer Reveron-Spanish  
Susana Delgado Spanish  
Carol Torres- Spanish  
Amparo Caruso - Spanish  
Rebecca Morales - Spanish  
Maurita Tituana - Spanish  
Ivelisse Sanabria – Spanish

Among the paperwork that must be completed, parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered their preference for their child is. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ENL (the program currently offered at Susan E. Wagner High School), the pedagogue explains that Susan E. Wagner High School will open a bilingual program for their language once there are 15 students who speak the same language in one grade (for example, 15 Spanish-speaking students in the 9th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE)).

Parent Surveys are done immediately to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them within 10 days. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the Home Language Identification Survey Binder, Appendix K (ELL Program Data). Susan E. Wagner High School understands that Transitional Bilingual Education (TBE) is the default choice for the Program Selection Form if a parent cannot come in to complete the survey. We honor parent choice and do our best to accommodate parents and students with their desired choice. In cases where a Program Selection Form cannot be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made. It has been found that Freestanding ENL is the most popular choice among parents who enroll in Susan E. Wagner High School.

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

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

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

If the parents elect to stay at Susan E. Wagner High School, the student will take the NYSITELL, if they have not done so already; most of these parent orientations are done on the day of registration because of the difficulty of bringing parents back into the school for an orientation on a separate day. When the student takes the NYSITELL, they take the exam with Madeline Lombardi or Nicole Broecker, licensed ENL teachers at Susan E. Wagner High School. The NYSITELL is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ENL services, Lisa DeCarlo and Adam Kulak will make any necessary program changes to provide the student with their mandated hours of ENL instruction. Testing with the NYSITELL must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Lisa DeCarlo and Adam Kulak will provide the student with a program according to their grade level. An Entitlement Letter will be sent to the parent so that they are aware of the NYSITELL results, and the parent will also be kept abreast of any changes that are made to their child's program, such as class changes or the opening a new bilingual program. Letters are copied and placed into the student's file, and a checklist of all parents who have returned the Entitlement Letters acknowledging their receipt and understanding of their child's placement into the ENL program at Susan E. Wagner High School is created. Similarly, Continued Entitlement Letters are treated in this manner for students who have not yet passed the NYSESLAT (to be explained later in this section). Copies of these letters are also kept in the appropriate binder in the ENL center

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

Every April and May, all entitled ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam will determine the level of ESL classes the student will take for the next academic year. Students can test from Entering, Emerging, Transitioning, Expanding, Commanding levels and their programs will reflect these results when they enter school in September. Parents are also made aware of these results, and will receive a letter stating that their child will continue to receive ENL services in accordance with CR Part 154. These letters are accompanied by the NYSESLAT Score Report indicating the students' performance in all four competencies of the NYSESLAT (reading, writing, listening, and speaking).

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

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

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).

Susan E. Wagner currently does not have any SIFE students. However, SIFE students will be identified at Susan E. Wagner High School and are handled according to their specific needs. Lisa DeCarlo and Adam Kulak have received training on administering assessments to determine SIFE status and the school will work together to deliver appropriate services to these students.

) SIFE Status. Students identified as a Student with Inconsistent/Interrupted Formal Education as defined in section 154-2.3(a) of this Subpart shall continue to be identified as such until they are performing at the transitioning/intermediate level on the 44 annual English language proficiency assessment. Once a student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education shall be removed by the school district, even though the student may continue to be identified as an English Language Learner. Upon exiting a student from SIFE status, the school district must maintain records that the student was once identified as a SIFE.

PARENT INTERVIEW Before placing SIFEs in an appropriate instructional program, staff should obtain comprehensive information on their former schooling, interests and family background. A parent interview includes gathering information on students' educational background, family and social history. To derive accurate information, the interview instrument should be provided in the native language and administered as soon as possible to facilitate educational planning for SIFEs. Findings from this interview provide insight into the socio-cultural backgrounds of SIFEs, enhance understanding of their educational needs and ensure a more individualized identification and placement. When designing or selecting questions, preserving the privacy and respecting the culture of caregivers is essential. The parent interview should be conducted under the direction of a coordinator of Bilingual/ESL programs, and by an appropriately qualified professional such as a Bilingual/ESL teacher, bilingual social worker or guidance counselor. The following sample interview questions for parents and students can be used in identifying the needs of these students and their families.

Sample Interview Questions Date \_\_\_\_\_ Student's Name \_\_\_\_\_ Parent or Guardian's Name \_\_\_\_\_ Interviewer's Name \_\_\_\_\_ Interviewer's Title \_\_\_\_\_ School Background · What is your son/daughter's name? · How old is he/she? · In what country(ies) did your child live? · Did your son/daughter attend school in another country? · Did your child attend any other school(s) here in the US before this school? If so, where? When? · Did your son/daughter attend school regularly? · If he/she did not attend school, what was the reason? · Do you have any school records which will help us to understand your child's educational needs, interests and subjects that were studied? · What subjects did he/she take and how did he/she do in those classes? · What were his/her favorite classes? · What grade did your son/daughter complete? · What languages does your child speak? What language(s) does your child read and/or write? · Did your child ever work outside the home in your country? What kinds of jobs did he/she have? · Does your child have any medical problems that you want to bring to the school's attention? If so, what are they? Family Background · When did you come to the United States? To what state? · What languages are spoken in your household? · Does your child have brothers or sisters? How many? Are they of school age? · Do you have any friends who are English speaking? · What work do you do? · What are your child's favorite games, songs? · Do you have opportunities to read with your child? · What are your child's special interests or skills? · Do you have an opportunity to help your son/daughter with homework? · Other than yourself, who else cares for your child? · Do you have any concerns for your child that you want the school to know about? · What do you hope the school can provide for your child? · What aspirations do you have for your child? 12 As information relevant to the socio-academic background of SIFE is retrieved, reviewed and analyzed, it should be intergrated to form the foundation for planned, targeted educational interventions.

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).

When a student has an IEP and Home Language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the students English language development. If the LPT recommends the student take the NYSITELL, the student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. If the LPT recommends the student not take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review the principal (Mr. Giordano) determines the student should take the NYSITELL. Student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. If the principal determines the student should not take the NYSITELL, the principal's determination is sent to the superintendent or designee for review. Parents or guardian is notified within three days of the decision. If the superintendent or designee determines the student should take the NYSITELL the student takes the NYSITELL to determine ELL status. ELL identification process continues as with all students. If the superintendent or designee determines the student should not take the NYSITELL, the parent is notified and ELL Identification process terminates.

Language Proficiency Team: Madeline Lombardi (ENL Teacher/Coordinator), Kari Porto (Guidance Counselor), Josephine Lombardo (School Psychologist) and the parents or guardians.

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.

All parent orientations are conducted upon registration at Susan E. Wagner High School by Madeline Lombardi and Nicole Broecker ENL Teachers/Coordinators/Grade Advisors. Entitlement and Non Entitlement Letters are available in the parents'/guardians' preferred language centralized in the ENL Center located in room B43B, this is distributed within 5 school days after the NYSITELL is scanned and score is determined. Upon completion of the NYSITELL, the Entitlement or Non Entitlement letter, a copy is given to the parents/guardians and the original is placed in the students' cumulative folder/permanent record.

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).

Madeline Lombardi or Nicole Broecker, will inform parents/guardians of their right to appeal ELL status within 45 days of enrollment during the parent orientation, in the parents' preferred language.

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.

The family orientation is done with a trained pedagogue and parents watch the Parent Orientation Video explaining the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ENL). Parent Orientations are done in English and the trained pedagogue will employ the services of an interpreter for this portion of the orientation as needed. Susan E. Wagner High School has staff members that speak several languages.

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

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

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

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

If the parents elect to stay at Susan E. Wagner High School, the student will take the NYSITELL, if they have not done so already; most of these parent orientations are done on the day of registration because of the difficulty of bringing parents back into the school for an orientation on a separate day. When the student takes the NYSITELL, they take the exam with Madeline Lombardi or Nicole Broecker, licensed ENL teachers at Susan E. Wagner High School. The NYSITELL is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ENL services, Lisa DeCarlo and Adam Kulak will make any necessary program changes to provide the student with their mandated hours of ENL instruction. Testing with the NYSITELL must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Lisa

DeCarlo and Adam Kulak will provide a program according to their grade level. An Entitlement Letter will be sent to the parent so that they are aware of the NYSITELL results, and the parent will also be kept abreast of any changes that are made to their child's program, such as class changes or the opening a new bilingual program. Letters are copied and placed into the student's file, and a checklist of all parents who have returned the Entitlement Letters acknowledging their receipt and understanding of their child's placement into the ENL program at Susan E. Wagner High School is created. Similarly, Continued Entitlement Letters are treated in this manner for students who have not yet passed the NYSESLAT.

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.

All parent orientations are conducted upon registration at Susan E. Wagner High School. The entire process, including the Parent Orientation Video and the Parent Selection Survey, is done at registration to prevent situations where parents do not return to the school once the student begins classes. Entitlement, Non Entitlement and continued Letters are centralized in the ENL Center; letters are sent home and a copy of the letter is placed in the students' cumulative/permanent record. In addition, a copy of the letter is placed in the appropriate binder kept in the ENL Center. ATS reports such as RLER (NYSESLAT Eligibility Roster) are used to determine which students are eligible for the NYSESLAT, and thus, should receive Continued Entitlement Letters. The RLAT (NYSESLAT Score Report) is also used to specify a students' score on the NYSESLAT.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As stated above, parent selection surveys are done immediately at registration to prevent a situation where parents are unable to return to school.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent notification letters are sent home by mail and a copy is also given to the students both in English and in the home language or preferred language when available. Copies of these letters are retained in the students' cumulative file and in the appropriate binder in the ENL Center.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents (i.e. HLIS, Entitlement Letters) are kept in the students' cumulative files and in separate, appropriate binders in the ENL Center
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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued Entitlement letters and Transitional Support Parent notification letters are sent home by mail and a copy is also given to the students both in English and in the home language when available. Copies of these letters are retained in the students' permanent file and in the appropriate binder in the ENL Center.
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).

At Susan E. Wagner High School, parents chose ENL as their program of choice more than 95% of the time (95.8%). Susan E. Wagner High School does have a Freestanding ENL program, and is thus aligned with parental choice. Parents who choose a program other than ESL are given the opportunity to transfer schools if they wish to have their choice, but all have opted to remain at Susan E. Wagner High School. Parents are briefed on the mandate to open the program of their choice if 20 or more parents of students in the same grade choose the same program.

# 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.

An example of an Entering ELL program 9-10 is as follows:

Period:	Class:
1	ENL Skills
2	ENL Skills
3	English 1 ENL (Push in 5 times per week)
4	General Science ENL
5	Algebra ENL
6	Lunch
7	Global ENL
8	Physical Education

Education

An example of an Emerging ELL program 9-10 is as follows:

Period:	Class:
1	Art/Music/Language
2	Physical Education
3	Algebra ENL
4	English ENL (Push in 5 times per week)
5	Living Environment ENL
6	Lunch
7	ENL Skills
8	Global ENL

Education

An example of a Transitioning ELL program is as follows:

Period	Class
1	Physical Education
2	Global ENL
3	Lunch
4	English 1 ENL (Push in 2 times per week)
5	Algebra ENL
6	Art/Music/Language
7	ENL Skills
8	General Science ENL

An example of an Expanding

Period	Class
1	Art/Music/Language
2	Algebra ENL
3	Lunch
4	English 3 ENL (Push in 5 Times per week)
5	Living Environment ENL
6	Physical Education
7	Music/Art/Language
8	Global ENL

- b. TBE program. *If applicable.*

Example of an Entering 11-12 is as follows:

1	ENL Skills
2	ENL Skills
3	Lunch
4	General Sci ENL
5	Algebra ENL
6	English 5 ENL
7	US History ENL
8	Physical

Example for an Emerging 11-12 is as

1	Music/Art/Langu
2	Physical
3	English 7 ENL
4	Geometry ENL
5	Earth Science ENL
6	Lunch
7	US History ENL
8	ENL Skills

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

c. DL program. *If applicable.*

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

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)?

Lisa DeCarlo and Adam Kulak, the ELL Guidance Counselors, ensures that each ELL receives the mandated minutes for ENL by programming the students with ENL in mind first; content area classes are added to the program thereafter.

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.

Content area ENL classes are heterogeneous in nature. That is, students of different levels of English proficiency take the class together. This is done because students are placed in the class based on their grade level. For example, students in Global History 1 will typically be freshmen in high school. The Global History 1 ENL class will consist of these freshmen, and they will represent each level of English proficiency (Entering, Emerging, transitioning, Commanding). This is not always the case, but the vast majority of ELLs will experience classes this way. Instruction of ELLs in the content area classes will be aided by the presence of an ENL teacher, who will be "pushing in" to further, scaffold and support instruction of ELLs in the content areas. Instruction is also aided with strategies like a "buddy system", where students with higher English proficiency levels are paired with students of lower proficiency levels to aid them with their learning. There is also native language support, such as bilingual dictionaries and glossaries, and bilingual library and reference books, to support ELL students. Much is done to pair students of similar native languages together, but when this is not possible, students are encouraged to stay after classes and attend tutoring. All instruction is aligned to the C.C.L.S. by integrating all objectives that address and support the content.

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

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

Susan E. Wagner High School runs ENL only; instruction is 100% in English and native language evaluation is conducted in Spanish (Spanish Lab R). Interview the student in both English and the home language. Review students' prior school work in reading, writing, mathematics, in both English and home language. If there is not sufficient school work, we will use age and grade appropriate informal, culturally sensitive school based assessments or formal and informal screeners.

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

Students at Susan E. Wagner High School perform much better with the Listening/Speaking portions of the NYSESLAT and educational support will be geared towards strengthening students' Reading/Writing skills. Although students improve grades over time and with exposure, it seems that Listening/Speaking skills are increasing at a faster rate. Mrs. Lombardi and Ms. Broecker teach students with all four skill sets in mind, and reinforce skill learning and strengthening on a daily basis. Assessments like Achieve 3000 allow Mrs. Lombardi and Ms. Broecker the opportunity to evaluate students on their literacy skills throughout the school year.

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

In addition, the SIOP ( Sheltered Instruction Observation Protocol) model will be implemented across all content areas for instruction. This is significant since language objectives are written into lesson plans and are utilized throughout the lesson, by both the content area teachers and ENL push-in instructors.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

- b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
- a. Susan E. Wagner currently does not have any SIFE students. However, SIFE students are identified at Susan E. Wagner High School and are handled according to their specific needs. Ms. Boccadifuoco has received training on administering assessments to determine SIFE status and the school will work together to deliver appropriate services to these students.

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

Regents exam review as well; these students have their group within the classroom.

ELL students with 4-6 years of service are generally linked with students they can assist in an effort to bolster English they have

already acquired. These ELL students also have access to the same academic intervention services as the aforementioned ELL students, and are closely monitored for progress.

Former ELL students who have passed the NYSESLAT must have access to all ENL-formatted content area courses for two years after their Proficient score as mandated by changes to the CR 154. They will continue to receive ENL services as they were prior to their proficient score. Former ELLs will also have access to all Regents exam accommodations as they received prior to scoring Proficient for two years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- Susan E. Wagner High School plans to hold bi-annual reviews with the LPT to discuss and monitor student progress.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- After seeing the lack of progress made by ELL-SWDs on NYSESLAT examinations, Susan E. Wagner High School implemented separate classes for students with IEPs to focus special attention on their progress. 50% of these students scored proficient on the 2014 NYSESLAT. Paraprofessionals also provide assistance when needed for SWDs in an effort to facilitate their growth. Susan E. Wagner High School has experienced its greatest success with SWDs in the years since implementing concentrated efforts toward improving ELL-SWDs English proficiency. Programs like Achieve3000 also help SWDs with literacy improvement
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Students with disabilities have been given extra attention the last two years because of regulations that mandate the delivery of ENL minutes to them in the same manner as those ELL without IEPs. In an effort to promote the Least Restrictive Environment (LRE) for students with disabilities, ENL classes are held with both IEP and non-IEP ELLs in them. Susan E. Wagner High Schools is serving all students with disabilities with the minutes that are mandated for them, and the ENL teachers are using strategies for NYSESLAT improvement. ELL-SWD's are provided with ICT courses based on the requirements of their IEPs. In promoting the Least Restrictive Environment (LRE) for these ELLs, meetings are held with parents in order to discuss the ELL-SWD's progress in current classes and how they can benefit from less restrictive classes. ICT classes consist of 60% general education students and 40% students with IEPs; this latter category includes ELL-SWDs. Courses in the arts (Art, Music) and Health classes are currently not ESL-formatted, and ELL students are engaged even further with students without IEPs in order to incorporate them into the overall school population.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE 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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

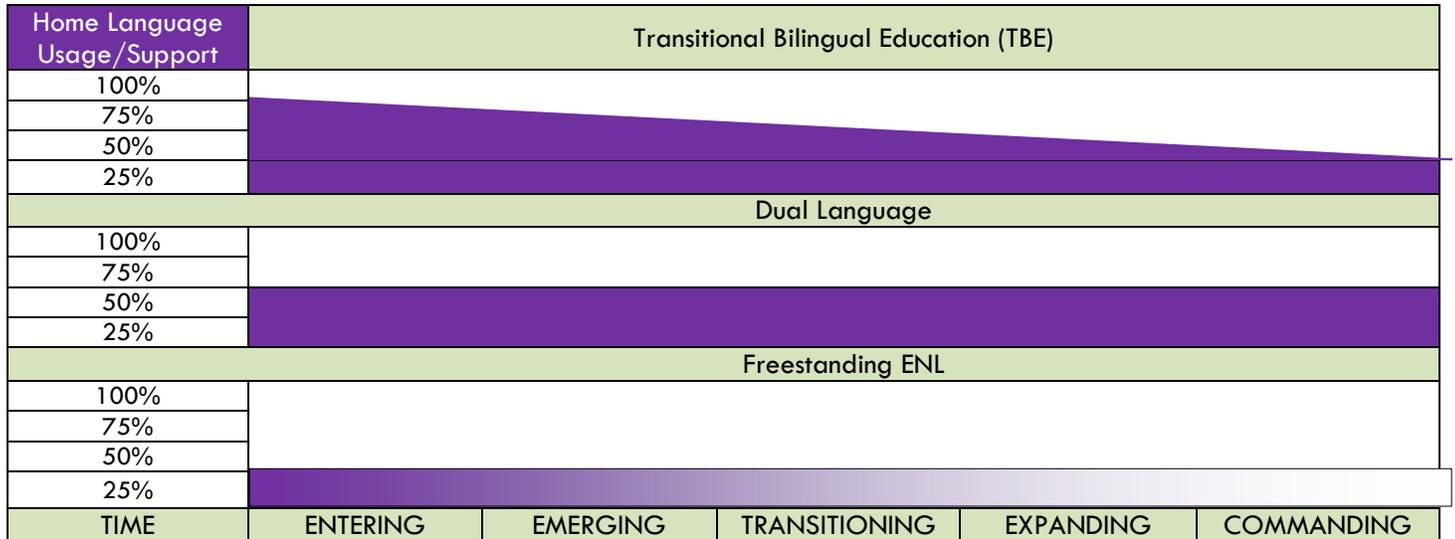


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs have access to after-school programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ENL Center and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. These classes are held once a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students, for example, will find themselves reading a passage aloud to work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and would be required to physically write answers in an attempt to assess and build comprehension and writing skills (beneficial for both exams). The feedback they are given by the ESL teacher is helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Susan E. Wagner High School ELLs have experienced their greatest performances on the NYSESLAT. In 2012, SWDs accounted for 17 "Proficient" scores on the NYSESLAT, substantially more than the typical one to two that are seen each year. Overall, 80% of Susan E. Wagner High School's students saw improvement on the NYSESLAT. In 2013, two-thirds of ELL students improved on the NYSESLAT, and one-third passed outright. Students are also improving by more than one proficiency level (Beginner to Advanced, for example). Susan E. Wagner High School judges its success by the success of our ELLs, and they have proven themselves to be diligent about English proficiency. The most recent available scores have shown that
12. What new programs or improvements will be considered for the upcoming school year?
- Susan E. Wagner High School is looking to expand Saturday classes to include classes led by the ELL guidance counselor, Ms. Boccadifuoco that will focus on college and career readiness in line with the Common Core State Standards.
13. What programs/services for ELLs will be discontinued and why?
- Currently, no programs for ELLs has been discontinued. Susan E Wagner has formed an ENL center, which is accessible to all students receiving ENL services before and after school, and during free periods. Students have access to laptop computers, peer tutoring, and both content area and Regents tutoring with ENL teachers. Students have responded favorably to the ENL center, which is always abuzz with activity.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Throughout the school year, ELL students are informed that they are open to participate in all clubs, organizations, and programs offered at Susan E. Wagner High School. Students also have the opportunity to create clubs if their interests are not represented presently at the school.
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.
- ESL teachers use SMARTboards consistently to aid with instruction. The SMARTboards also allow for translations to occur due to internet access in the classroom. Achieve3000 is another technological aid that is used in the computer labs at the school in order to monitor literacy levels and facilitate improvement
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Achieve3000 responds to student performance by adjusting work according to grade level. A beginner ELL, for example, may find material on a first-grade reading level. This level will increase as they improve their English proficiency. Because the NYSESLAT grade bands is 9-12, students are exposed to the same material throughout their time at Susan E. Wagner High School. ALL materials are purchased as well through vendors specifying age-specific texts and grade-specific texts.
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).
- At the beginning of each academic year, Susan E. Wagner High School holds its Student Orientation. There are breakout sessions within the orientation to allow for ELLs and their parents to meet and greet the ENL teachers, Guidance Counselor, and Assistant Principal. They are able to ask questions about the program, and about the school in general. They take guided tours and participate in various "ice breaker" activities in order to become more familiar with the Susan E. Wagner High School community.
- Throughout the school year, ELL students are informed that they are open to participate in all clubs, organizations, and programs

offered at Susan E. Wagner High School. Students also have the opportunity to create clubs if their interests are not represented presently at the school.

19. What language electives are offered to ELLs?

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

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)?

Susan E. Wagner High School currently does not have a dual language program.

## 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.)

Madeline Lombardi and Nicole Broecker provide professional development workshops on days designated for professional development. All workshops Madeline Lombardi and Nicole Broecker attend outside the school are turn-keyed to all staff.

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?

Madeline Lombardi and Nicole Broecker attend professional development offered within the district through out the school year in an effort to support the Common Core Learning Standards. New methods, techniques and strategies are incorporated into the content area subjects in order for lessons to be enhanced.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ELL's are provided with guidance counselors, grade advisors who are trained and are able to meet the needs of the students. All teachers collaborate and are made aware of the students' needs their level of English, learning styles, to better facilitate their lessons. The ELL club which meets on Wednesdays and Thursdays also provides assistance on homework help, one to one teacher tutoring as well as one to one peer tutoring. Guidance counselors schedule Kid Talks weekly with the teachers on their program to discuss progress, performance and outreach with parent is also made.

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.

Madeline Lombardi and Nicole Broecker turn-key to staff all of the workshops and professional development sessions they attend to the staff. Professional development sessions on differentiating instruction are provided on an ongoing basis due to the increase demand necessary to meet the varying levels of English proficiency.

### 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?

Susan E. Wagner High School is currently offering ENL classes for parents and the community at-large on Saturday mornings. Budget cuts have affected the length of the classes, but parents meet from 9am-11am monthly. ELL students are encouraged to come with their family members as well for additional support. The thought behind this program is one of receiving by giving; when students come with their parents, they can now serve as the teachers. Students enjoy being able to teach their parents what they have learned in class and it reinforces their knowledge and English acquisition. Furthermore, the incentive of bringing people from outside of the school into their environment gives the students a more drive to succeed; they want to show that they are learning! This program has enjoyed great success, and Susan E. Wagner High School is pleased to provide this necessary service to the students, parents and their community. Through this program, Susan E. Wagner High School works to address both parental and community needs. This program shares a similar curriculum to that of the students, in scope, and also addresses practical needs, such as how to open an e-mail account. Parents are given homework assignments that they can work on with their children, and can bring into the class the next week to gauge learning. The teachers for the program are Ms. Broecker and Mrs. Lombardi. Advertisements for the program were distributed in the classroom, and a phone master message was sent to every student in the school. Information is also available on the school website, [www.wagnerhigh.net](http://www.wagnerhigh.net). Personnel at school are available to translate and assist for parents. During Kid Talks, parents are invited. If they cannot attend the session, we also conduct phone conferences if necessary.

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.  
Two times a month on Saturdays until June, Madeline Lombardi and Nicole Broecker, teach the Family Literacy Program for ELL's. Parents and guardians may attend with or without their child to learn English.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The New York City Library will provide support for the ELL parents by presenting all the benefits, materials and resources they can use at the library that are free such as signing them up with a library card, computer/printers, English classes, etc.
5. How do you evaluate the needs of the parents?  
Parents communicate their individual language needs (personally or by means of an interpreter when necessary) to Ms. Broecker and Mrs. Lombardi so that instruction is aligned with their language needs. During the Saturday Parent Literacy Program the teachers have the parents complete a questionnaire on their specific needs and expectations. The parent coordinator is made aware of all ELL parents' needs and communicates with them via translators, emails, phone blasts etc.
6. How do your parental involvement activities address the needs of the parents?  
Parents are very involved in the development of their lessons. Although current ELL student lessons are a part of parent/community workshops, parents are encouraged to voice their personal needs so that instruction is more relevant. Lessons are provided on daily living skills, success on the citizenship exam and any other needs.

### D. Additional Information

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

Paste response here:



**School Name: Susan E. Wagner High School**

**School DBN: 31**

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)
Gary M. Giordano	Principal		1/1/01
Michael Ambrosino	Assistant Principal		1/1/01
Debbie Rabinowitz	Parent Coordinator		1/1/01
Madeline Lombardi/Nicole Broec	ENL/Bilingual Teacher		1/1/01
Madeline Lombardi	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lisa DeCarlo/Adam Kulak	School Counselor		1/1/01
Anthony Lodico	Superintendent		1/1/01
Rick Domingo	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: **31R460**

School Name: **Susan E. Wagner High School**

Superintendent: **Anthony Lodico**

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

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

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

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

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

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

Upon arrival to Susan E. Wagner High School, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ENL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogues explaining and assessing the HLIS are Madeline Lombardi and Nicole Broecker, ELL Coordinators, Grade Advisors and ENL Teachers at Susan E. Wagner High School. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and he will accommodate the family with the survey that is available on the Department of Education's website. Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility. The students are encouraged to participate in this interview; the interview is conducted entirely in English. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school, assuming the family has not already brought a volunteer to translate for them. This is acceptable if the translator meets Department of Education mandates. students and minors under the age of 18 cannot be used for interpretation services. Since this meeting will eventually involve academic progress during a conversation, Susan E. Wagner High School will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. .

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

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

Parent Surveys are done immediately to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the Home Language Identification Survey Binder.

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.

26 English  
42 Spanish  
2 Russian  
1 Ukrainian  
6 Chinese  
4 Malayalam  
1 French  
1 Korean  
1 Visayak  
8 Arabic  
1 Urdu  
1 Sinhalese

## **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.)

Susan E. Wagner High School will have documents containing critical information about educational programs readily available to parents in as many languages as possible. The offices of the Parent Coordinator and the ENL Guidance Counselor, as well as the ENL Center will house these documents. The school's outgoing voice message has a Spanish language option.

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.

Susan E. Wagner High School hosts three formal parent-teacher conferences per academic year, in addition to a Fall Meet and Greet, where parents are invited to follow their child's schedule, meet their teachers, and view the curriculum for each class. Translation services are provided as needed, either through the Translation and Interpretation Unit, or through Susan E. Wagner High School's faculty and staff, which speak a bevy of languages. While the following is not exhaustive, it is a representation of the various languages spoken by staff at the school:

Lenoura Abdulai – Albanian, Macedonian, Serbian

Jandark Abdelmalak - Arabic

Vivian Gobran - Arabic

Violette Samaan - Arabic

Melanie Kang - Chinese (Mandarin)

Gesner Eugene - Creole

Laila Boulos - Egyptian

Vivian Gobran - Egyptian

Violette Samaan - Egyptian

Gesner Eugene - French

Vivian Gobran - Greek

Mary Agu - Ibo

Madeline Lombardi - Italian

Paola Gambino - Italian

Daria Corzani – Italian

Jessica Velez-French, Spanish

Jee Ra – Korean, Spanish

Song Ho Rimassa - Korean

Moo Joon Park - Korean

Edyta Daniel - Polish

Alice Karazim - Polish

Edtya Daniel - Russian

Olga Virata - Russian

Ajantha Fernando - Sinhalese

Jennifer Reveron-Spanish

Carol Torres- Spanish

Amparo Caruso - Spanish

Rebecca Morales - Spanish

Maurita Tituana - Spanish

Ivelisse Sanabria – Spanish

Implemented as of Fall 2014, Susan E. Wagner has dedicated Tuesday afternoons from 2:30pm to 3:45pm to parent outreach. Parents are encouraged to attend meetings with their child's guidance counselor and teachers to discuss progress. When a parent is unable to attend such meetings in person, they may attend via conference call. This program has been met with positive feedback from both staff and parents. Translation and interpretation services are provided as needed.

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

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

### **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.

Meetings among the Parent Coordinator and ENL Department will be scheduled with additional school staff (when necessary) to implement information provided in Part B above.

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.

Susan E. Wagner High School provides interpretation services via the Translation and Interpretation Unit as needed, when staff options have been exhausted.

### **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.)

Information will be disseminated to staff during the mandated 15% ENL Professional Development.

### **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

Upon arrival to Susan E. Wagner High School, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ENL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogues explaining and assessing the HLIS are Madeline Lombardi and Nicole Broecker, ELL Coordinators, Grade Advisors and ENL Teachers at Susan E. Wagner High School. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and he will accommodate the family with the survey that is available on the Department of Education's website. Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility. The students are encouraged to participate in this interview; the interview is conducted entirely in English. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school, assuming the family has not already brought a volunteer to translate for them. This is acceptable if the translator meets Department of Education mandates; students and minors under the age of 18 cannot be used for interpretation services. Since this meeting will eventually involve academic progress during a conversation, Susan E. Wagner High School will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. All notification documents can be found on the Note that all notification documents can be found at the Translation and Interpretation Unit's intranet site: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit).

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

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

Parent Surveys are distributed every March, and phone calls are made to homes to ensure the return of these surveys. Parents responses are carefully considered.