2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 24Q560
School Name: ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY
Principal: STEPHANIA VU
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Robert F. Wagner Jr. Secondary School for Arts and Technology

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

BEDS Code: 342400011560

Grades Served: 6-12

School Address: 47-07 30th Place, Long Island City, NY 11101

School Address: 47-07 30th Place, Long Island City, NY 11101

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

Fax: 718-472-9117

School Contact Person: StephanieGoel Email Address: svu@schools.nyc.gov

Principal: StephanieGoel

UFT Chapter Leader: DaraWinkler

Parents’ Association President: MirianLandi

SLT Chairperson: StephanieGoel

Title I Parent Representative (or Parent Advisory Council Chairperson): LasharnSterling

Student Representative(s): Tara Smyth

CBO Representative: N/A

District Information

Geographical District: 24 Superintendent: RICHARD CINTRON

Superintendent: RICHARD CINTRON

335 ADAMS STREET, BROOKLYN, NY 11201

Superintendent’s Office Address: 335 ADAMS STREET, BROOKLYN, NY 11201

Superintendent’s Email Address: rcintro@schools.nyc.gov

Phone Number: (212) 356-7518

Fax: 212-356-7518

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephania Goel</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dara Winkler</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lasharn Sterling</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Maria Gallignano</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tammy Rose</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tara Smyth</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>Aideen Herlihy</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Ahmed Shahidy</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Quamane Bailey</td>
<td>Student</td>
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<tr>
<td>Dennis Mulvena</td>
<td>UFT</td>
<td></td>
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<tr>
<td>Mirian Landy</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Camille Doherty</td>
<td>Parent</td>
<td></td>
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<td>N/A</td>
<td>Member/N/A</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>At Robert F. Wagner Jr. Secondary School for Arts and Technology we believe that students learn best when they</td>
</tr>
<tr>
<td>1. Practice intellectual curiosity. We embody an inquisitive spirit, read and write critically, engage thoughtfully in academic discourse, and express ourselves creatively through art and technology. 2. Develop strong, positive character traits. We strive to practice continuous reflection, persist in our academic and extracurricular pursuits, are self-aware, and operate with a deep sense of integrity. 3. Engage in schoolwide &amp; community citizenship. We are resourceful, believe in collaboration, advocate for ourselves and others, and work to develop a strong sense of social</td>
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</tbody>
</table>

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responsibility in and beyond Wagner. This school wide belief is aligned with the Danielson Rubric that we use to
evaluate pedagogues, and the school’s professional development plan aligns directly with this mission of how all
students learn best. All students will graduate college and career ready.

2. Provide contextual information about your school’s community and its unique/important characteristics,
including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Robert F. Wagner, Jr. Secondary School for Arts and Technology consists of 650 students from grade 6 through grade
12. The school population comprises 6% Black, 67% Hispanic, 10% White, and 17% Asian students. The student body
includes 6% English language learners and 15% special education students. Boys account for 52.4% of the students
enrolled and girls account for 47.6%. The average attendance rate for the school year 2016 -2017 was above 90%.

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

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

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

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

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

The schools strengths begin with each adult knowing the students in our small learning community. We have been
able to begin raising academic expectations and achievement for students with the addition of 3 additional Advanced
Placement classes. The school hopes to maintain a calm environment that is conducive to both student and adult
learning. This year we would like to focus on raising our data in College and Career Readiness, our middle school ELA progress, the expansion of our Advanced Placement Program, and focus on streamlining the schools structures.

3. Describe any special student populations and what their specific needs are.

We have students with I.E.P's that learn in a Collaborative Team Teaching environment. We also have students that are English Language Learners who receive instruction from a certified ENL teacher.

4. Identify 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.

According to the Framework for Great Schools, our school has made great progress in the areas of trust, effective school leadership, collaborative teachers, strong family ties, and supportive environment. The school needs to continue to work on developing rigorous instruction. The school will implement teacher inter visitation protocols, and continue instructional observation cycles. Teacher teams will continue to meet on a weekly basis and revise unit plans by evaluating student work products using the student work protocols (Ongoing). Baseline assessments will be administered in all academic classes by September 2018 in the Middle School and High School. The baseline assessments will be used to inform instruction and provide multiple points for entry for all learners. Midterm assessments will be administered to all students by January 2019. Teacher teams and final assessments will be administered in June 2019.
### School Demographics and Accountability Snapshot for 24Q560

#### Grade Configuration (2018-19)
- 07,08,09,10,11,12
- Total Enrollment (2017-18): 665
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): N/A
- # SETSS (ELA): 18
- # Integrated Collaborative Teaching (ELA): 103
- # Special Classes (Math): N/A
- # SETSS (Math): 19
- # Integrated Collaborative Teaching (Math): 97
- # Types and Number of Special Classes (2018-19): N/A

#### # Visual Arts: 8  
- # Music: 8  
- # Drama: 1

#### School Composition (2017-18)
- % Title I Population: 77.0%
- % Attendance Rate: 93.9%
- % Free Lunch: 67.4%
- % Reduced Lunch: 10.1%
- % Limited English Proficient: 5.0%
- % Students with Disabilities: 15.5%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.0%
- % Black or African American: 4.4%
- % Hispanic or Latino: 55.2%
- % Asian or Native Hawaiian/Pacific Islander: 23.8%
- % White: 15.3%
- % Multi-Racial: 1.4%

#### Personnel (2015-16)
- Years Principal Assigned to School: 3.15
- # of Assistant Principals: 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 24%
- % Teaching with Fewer Than 3 Years of Experience: 6%
- Average Teacher Absences: 7.3
- Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 84.9%
- Mathematics Performance at levels 3 & 4: 82.7%
- 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 (2017-18)
- ELA Performance at levels 3 & 4: 94%
- Mathematics Performance at levels 3 & 4: 92%
- Global History Performance at levels 3 & 4: 88%
- US History Performance at levels 3 & 4: 88%
- 4 Year Graduation Rate: 91.7%
- 6 Year Graduation Rate (2011 Cohort): 95.6%
- Regents Diploma w/ Advanced Designation: 0.0%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

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<tbody>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
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<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
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<td>ALL STUDENTS</td>
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**High School**

<table>
<thead>
<tr>
<th>Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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**Overall NYSED Accountability Status (2018-19)**
- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A
- N/A

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2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the latest School Report data, it was cited that the school needs to close the achievement gap between our college and career readiness results and our 4 year graduation rate. The school’s college and career readiness levels at 69% which is 14% higher than the city, but still a significant gap with our 96% graduation rate. There was also an increase in student responses on the NYC Schools Survey, 92% of the students say that adults keep them on track for college and careers, a 7% increase over the city average. The Parent Response on the NYC survey increased from 35% to to 72%.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will increase the percentage of students from 65% to 69% who are "college ready" by providing students with more opportunities to be College and Career Ready. This goal can be measured by ensuring how many students take higher level Math Regents exams like Algebra II as well as AP course syllabuses approved by the College Board in Fall 2018. This increase in AP courses is in line with the Mayor and Chancellor’s request for Advanced Placement classes for all.
### 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who have performed well all content area classes who need to be challenged more</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Social Studies Department, Spanish Department, Guidance Counselors, parents, students, and advisers.</td>
</tr>
<tr>
<td>Give students an understanding of course expectations</td>
<td>August 2018-June 2019</td>
<td>Principal, Assistant Principals, US History Teacher, Social Studies Department, Spanish Department, College Board.</td>
</tr>
<tr>
<td>All Wagner Parents</td>
<td>Summer 2018, September 2018, October 2018, April 2019, June 2019</td>
<td>Principal, Assistant Principals, Parent Coordinator, Community Associate, Guidance Counselors, Teachers</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

| The school has uploaded all department curriculum maps/unit plans to the school’s web page. Parents will have access to uniform curriculum formatting for each of their child’s classes. All curriculum’s are NYS Common Core Aligned. All unit plans will be revised by November 2018. This will involve subject teachers, Assistant Principals, and Principal. |
**Part 4 – Budget and Resource Alignment**

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

Laptops/iPads, training to support the Workshop Model, supplementary literature, textbooks, lab supplies, and professional developers. We will also use per session funds for tutoring, funding for books, novels, and maps.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

In January 2019, we will check in with teachers and students to ensure students who are still enrolled in the class are making adequate progress through their classroom grades and practice tests. By June 2019, we will once again meet with parents and students to review the schedule for test taking day. Afterwards we will share results with students and share the implications this means when they apply or go to college.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Teachers and administration will use 6 week scholarship data to assess student progress in each course.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

We looked at multiple data points including our Quality Review, NYC School Quality Guide, and the NYC School Survey and found there was a need for students to have an adult in the building whom they trusted. We wanted to create a more structured and robust program where teachers would get the opportunity to meet with students for a longer period of time. Students know the adults in the building but to see their teachers as also an adviser, someone who will support them academically and emotionally through the school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will raise positive student response on the School Survey from 67% to 70% on “personal attention and support” respectively. All students will be programmed for at least 2 day a week advisory class. In addition, all 6th grade students will have CORE class every day to check in with an adult about their academic progress and skills and 9th Grade students will have CORE 4 days each week and will receive individualized support and attention.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students and the majority of staff members</td>
<td>September 2018-June 2019</td>
<td>Principal, assistant principals, grade team leaders, guidance counselors</td>
</tr>
<tr>
<td>Grade team leaders</td>
<td>September 2018-June 2019</td>
<td>Grade Team Leaders, grade teams nominate, Principal, assistant principals, guidance counselors</td>
</tr>
<tr>
<td>ELLs and SWDs</td>
<td>September 2018-June 2019</td>
<td>IEP Coordinator, Assistant Principals, at-risk guidance counselor</td>
</tr>
<tr>
<td>Staff members, parents, students, administration, and guidance</td>
<td>September 2018-June 2019</td>
<td>Advisers, administrators, guidance counselors, grade team leaders</td>
</tr>
</tbody>
</table>

**Part 4 – Budget and Resource Alignment**

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The Parent Coordinator will be the lead in planning and execution of ALL school-based family events, Parent Association-sponsored fundraisers, periodic parent conferences, all parent communications, open evening sessions for parent engagement (more to come). During Parent Night in September, parents will get the parents to meet their child’s advisory teacher as well as receive communication from their child’s advisors also. We will communicate with parents via phone calls, e-mails, Google Classroom, mailings, and newsletters.

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2018-19 CEP
Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session is needed to compensate grade team leaders for their meetings every Wednesday morning. Money for postage, per session hours for both teachers and administrators, as well as permits secured for building use.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

In November and December 2018, we will discuss the school wide goals. In January 2019 we will discuss progress report and refining goals. We will then have different items to discuss each month. We will monitor our mid-point progress at the end of January and how to refine our meetings to meet student progress- we will also ensure that students have chosen and selected electives for the following semester.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School Scholarship Reports via DOE systems and New Visions Trackers, Yearly School Quality Snapshot Data, and Attendance Data.

Part 5c. In February 2019, 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will improve positive teacher responses from 52% to 65% in regards to quality of Professional Development on the School Survey. We will form a Professional Development committee who will help develop the year’s PD based on teacher and administration’s feedback and schoolwide data.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Teachers, staff members, administrators</td>
<td>October 2018-June 2019</td>
<td>Staff members, researchers, administrators, outside consultants with relevant experience</td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In October 2018, we will create a shared vision and belief as what professional development is at Wagner and how we assess its effectiveness. We will also develop a rubric according to our shared beliefs and the rubric will be used to assess each PD presentation each Monday afternoon. The results of this assessment will be shared with the presenters. This shared vision and belief includes students who have IEPs as well as ENL students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A professional develop calendar will be created and a draft will be published for staff members to provide feedback on. The assistant principal for academics will meet with each facilitator weeks before to review a viable professional development for staff members. Students with IEPs as well as ENL students needs will be shared and discussed each week.</td>
<td>Staff members and administration</td>
<td>October 2018-June 2019</td>
<td>Staff members and administration</td>
</tr>
<tr>
<td>During the professional development cycle, teachers will have the opportunity to showcase how they’ve applied what they’ve learned to their instruction and present to the staff focusing on students who have IEPs and/or ENL students.</td>
<td>Staff members and administration</td>
<td>Every 6 weeks from October 2018 to June 2019</td>
<td>Staff members and administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

All Advisory (CORE) Teachers will schedule Parent Conferences by appointment in November and March. This will create a unique individualized experience for all subject teachers, students, and parents/families. Every day, parents will have access to their child’s day to day progress via Skedula, and a contact with an adult that is responsible for guiding their academic and social emotional learning. Guidance counselors, and subject teachers will post academic, and social progress using Skedula anecdotal updated each week. Parents will also have access to student information via Google Classroom. Parents will receive this information in September on Parent Night.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session, laptops, iPads, and literature associated with the Professional Developments.

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

| | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X | || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

**Part 5 – Progress Monitoring**

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

In November 2018, January 2019, and May 2019, we will use classroom observations to see if these strategies are being used in the classroom and in planning through looking at MOTP ratings—both individual and as a school. School scholarship reports will be reviewed every 6 weeks by administration and teacher teams to assess student progress in all subject classes. N.Y.S. Regents results will be used to assess student learning and effective teaching.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School scholarship reports, New Visions Academic Tracking tools, student attendance metrics, and N.Y.S. Regents results.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the recent Quality Review dated November 2016, the school received 3 Well Developed Ratings in the following areas:

1. 1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults
2. 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations
3. 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

The Well Developed Ratings are indicative of supportive environment, collaborative teachers, strong family ties, and trust.

The following areas were rated Proficient:

1. 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards
2. 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products
3. 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will raise positive responses from 68% to 75% on the School Survey in regards to percentage of "teachers [who] say that the principal participates in instructional planning with teams of teachers." The school's focus
will be on rigorous instruction which will yield administrators engaging in curriculum and instructional planning with teachers. Administrators will participate in common planning time with teachers, co-teachers, and parent meetings.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students and families</td>
<td>July 2018 - September 2018</td>
<td>Principal, Assistant Principal, Parent Coordinator, Community Associate, Dean, Teachers, College Counselor, parents, students, custodian</td>
</tr>
</tbody>
</table>

In July 2018, we will review Curriculum Maps and choose focus areas of where we want to revise and further develop curriculum maps.

In September 2018, we will look at revising Curriculum Maps through a series of professional developments led by the Assistant Principals. Teachers will then look at pre-assessment data to revise curriculum maps.

In October 2018, teacher will then upload their new and revised curriculum maps on the school's website and share them with the larger community. Administrators will continue to participate in common planning time with teachers providing feedback.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited to attend two conferences with teachers in the Fall of 2018, and two teacher/parent conferences in the Spring 2019.

### Part 4 – Budget and Resource Alignment

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

Teacher per session will be allocated in order to conduct August student orientations.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
**Part 5 – Progress Monitoring**

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

By the end of September 2018, we will evaluate any feedback from parents from Parent Night and revise as necessary.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Specific feedback from parents is what we will use to measure the success of Part 5a.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   According to the Quality Review, NYC School Survey, and the School Quality Report, the school is increasing their college acceptance rates year by year. Because of this increasing rate of students who are getting accepted and going to college, we will continue to utilize the services from College Bound Initiative (CBI) full-time college counselor.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of Wagner seniors who are in good standing for graduating will apply to college. Wagner will continue to partner with College Bound Initiative and retain a full time college counselor who will help with the college application and process as well as provide information on college scholarships.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• 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). | All students and families | April 2018-May 2018 | Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, part-time college counselor, CBI directors |
| By May 2018, the school will continue its partnership with College Bound Initiative (CBI) to select and hire a full-time college counselor. | | | |
| By December 2018, the CBI Counselor will complete 3 college visits and meet with every 12th grade student on their college applications. | Students in grades 9-12 and their teachers | September 2018-December 2018 | Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, grade team leaders, CBI counselor, parent coordinator, community associate, Wagner alumni, counselor intern (former Wagner student) |
| By January 2019, the CBI college counselor will host 2 parent information sessions on applying to college and completing the FAFSA (financial aide). CBI will also conduct monthly workshops in the Middle School. | 12th grade Students and their Families | September 2018-June 2019 | Principal, Assistant Principal, Guidance Counselors, parents, students, teachers, grade team leaders, CBI counselor, parent coordinator, community associate, Wagner alumni |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| College Bound Initiative |
Part 4 – Budget and Resource Alignment

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

Funding for College Bound Initiative relationship, per session for trip chaperone and grade team meetings, bussing, translators, and trips.

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

| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | || | Title III, Part A | || | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   | C4E |   | 21st Century Grant | || | SIG | || | PTA Funded | || | In Kind | || | Other |

Part 5 – Progress Monitoring

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

By January 2019 we will ensure that 100% of seniors apply to college and will see how many 2 and 4 year colleges students are applying to and how many. The final progress update will be in May 2019 when students will choose their college of choice.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Naviance will be able to tell us how many students have applied and to which colleges.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Examining reading levels using the NYSELAEExams, and the NYSELA Regent Exams.</td>
<td>Leveled-reading books and various reading interventions.</td>
<td>Small group and tutoring. Additional support from the IEP teacher.</td>
<td>During the school day if it’s a major content area or after school for all content areas</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Examining NYSMath scores and NYSAlgebra I, Geometry, and Algebra II Regents Exams.</td>
<td>Regents Preparatory workbooks, core curriculum books</td>
<td>Small group and tutoring. Additional support from the IEP teacher.</td>
<td>During the school day if it’s a major content area or after school for all content areas</td>
</tr>
<tr>
<td>Science</td>
<td>Pre-assessment in Science and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation</td>
<td>Regents Preparatory workbooks, core curriculum books</td>
<td>Small group and tutoring. Additional support from the IEP teacher.</td>
<td>During the school day if it’s a major content area or after school for all content areas</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pre-assessment in Social Studies and midterm examinations. Assigning students to AIS each marking period by classroom grades and observation</td>
<td>Regents Preparatory workbooks, core curriculum books</td>
<td>Small group and tutoring. Additional support from the IEP teacher.</td>
<td>During the school day if it’s a major content area or after school for all content areas</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Pre-assessment in core content areas and midterm examinations. Assigning students to AIS each marking</td>
<td>Therapeutic services include counseling,</td>
<td>Small group and tutoring. Additional support and progress monitoring from the IEP teacher.</td>
<td>During the school day if it’s a major content area or after school for all content areas</td>
</tr>
<tr>
<td>period by classroom grades and observation. Examining referrals from guidance counselors or teachers to assist students</td>
<td>occupational therapy, physical therapy and speech therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

**WE PROVIDE FUNDING FOR SUPPLIES AND NEEDS, COUNSELING, AND CORE TEACHER OUTREACH. Counselors meet with students biweekly to ensure they are progressing in school and the parent coordinator does outreach to parents.**

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our teachers are all highly qualified to teach in their subject area. In the last year, we have only had three new hires based on retirements and we selected new and experienced teachers who bring a lot of energy and new teaching methods to the profession. We offer Professional Development in small groups every Monday to ensure our staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Our professional development calendar is extensive and comprehensive, including:

1. Teacher facilitated and attended Professional Development based on a needs and strengths survey distributed at the beginning of the school year
2. Ongoing workshops for all staff on supporting students with learning needs (IEP, ELL, etc)
3. Ongoing workshops for all staff in ICT classrooms on improving co-teaching methods
4. Identifying grade team leaders and department chairs to lead groups of teachers.
5. Weekly scheduled common planning time for team sharing (both as grade teams and as departments)
6. Training for guidance staff on college readiness and providing therapeutic services for students in crisis
7. Training for School Leaders on new and research-based strategies that work in urban schools
8. Technology integration training for the use of the new school website and the Google platform
9. In-service training for online grading and attendance system that all teachers use on a daily basis
Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
This year we are implementing Skedula’s DDC Exam Generator for teachers to create and assess students appropriately. We have set aside a midterm week during the first week of February for teachers to administer exams and gather data about where their student is in the middle of the school year. This will help to support teachers in getting regular feedback on student performance in CCLS standards-based learning. Additionally, the curriculum and software support students in tracking their own learning and setting/making their own learning. Teachers have the ability to create their own assessments as well as will synthesize and reflect on the results with their co-teachers, grade teams, department teams, as well as with parents, students and administrators.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>295,554.00</td>
<td>[X]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>[X]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,701,203.00</td>
<td>[X]</td>
</tr>
</tbody>
</table>

Explaination/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement 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 and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Robert F. Wagner Jr. Secondary School for Arts and Technology**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

**Robert F. Wagner Jr. Secondary School for Arts and Technology** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

### Parental Involvement and School Quality

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

• 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;

### Encouraging School-Level Parental Involvement

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)

**Robert F. Wagner Jr. Secondary School for Arts and Technology**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

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;

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**I. School Responsibilities: Providing General Support to Parents**

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

#### 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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one): conceptually consolidated (skip part E below)</td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

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

The grades are 9-12. There are 3 groups. There are 12 students in 9th grade, 11 students in 10th grade, 5 students in 11th grade, and 5 students in 12th grade. The subjects being offered are math, English/ESL, science and social studies. The numbers of teachers are 3 teachers and there is one certified ELL teacher. The program begins the week of October 01 and ends the week of June 03. There are 30 sessions. The days of the program are Tuesdays and Thursdays from 3:10-4:10 p.m. The schedule for the program is once a week and each teacher is designated to incorporate academic vocabulary into lessons. The teachers push-in and there is also small group instruction and the ESL teacher pushes in to each group for 20 minutes.

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

The literacy based program, Grammar in Use, serves all students in their classroom. The interactive program is engaging and will increase student's English Language Acquisition based on Common Core Learning Standards. The program is aligned with Common Core State Standards because the reading and writing selections are mostly non-fiction. Data-driven instruction will be used to track our student's literacy growth along the four modalities: reading, writing, listening and speaking. This program brings explicit English language instruction and enriches English skills for intermediate/advanced students. The after school program will prepare the students to advance to the next level or become proficient on the NYSESLAT test. It also covers skills that will be assessed on mandated assessments. The rationale is to assist students in their English language development skills. All ELL students will participate in this and there will be three groups. Subjects offered: Math, English, Science, and Social Studies.
Part B: Direct Instruction Supplemental Program Information
3 teachers and an ELL certified teacher. The ESL teacher will work and push-in with students. Students will work with high interest, low-level books, content material that has been scaffolded or includes visuals for students. The program begins October 01 to June 03 and includes 30 sessions on Monday and Wednesday from 3:00-4:00PM.

Part C: Professional Development
Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

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

Begin description here: ____

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

2018-2019 Wagner Professional Learning Plan
Wagner professional development is a collaborative process of improvement that exposes pedagogues to promising methods and theories. Through a collaborative discourse, teachers share, learn, and critically reflect on articulated needs. The ultimate purpose of Wagner professional development is to build a learning process that increases achievement for every learner.

The Professional Development Plan is comprised of weekly sessions designed as “Inquiry Cycles” that are focused on articulated needs (from teachers) and identified gaps (from quality review). Each cycle will:
- Be developed and facilitated by Wagner teachers and administrators and New Visions coaches or systems managers (when necessary).
- Be chosen by teacher participants based on (a) professional interest/need, (b) feedback from supervisory cycles, and (c) data from student work or assessment.
- Follow a six-week format with 5 PD Sessions and 1 “Show What You Know” Full Faculty Debrief, where participants will have some structured time to share the work done throughout the cycle.

Wagner Professional Development Cycles
Cycle One
Pathway 1
Inquiry Based Teaching (2 Sessions) Student Conferencing (1 Session) Research Tasks (2 Sessions)

Pathway 2
Unit Planning (1 Session) Planning with DOK in Mind (1 Session)
Structures for Student Engagement (1 Session) Formative Assessment (2 Sessions)

Pathway 3
Data Driven Instruction (2 Sessions) Formative Assessment (2 Sessions)
Student Self-Assessment (1 Session)
Cycle Two
Pathway 1
### Part C: Professional Development

<table>
<thead>
<tr>
<th>Pathway 2</th>
<th>Pathway 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading &amp; Complex Text (3 Sessions)</td>
<td>Effective Co-Teaching (SWDs) (2 Sessions)</td>
</tr>
<tr>
<td>Questioning Techniques (2 sessions)</td>
<td>ELL Strategies (1 Session)</td>
</tr>
<tr>
<td>Classroom Structures, &amp; Organization (1 Session)</td>
<td>Access Points for All Learners (2 Sessions)</td>
</tr>
</tbody>
</table>

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

Tentative schedule for parent workshops (all times are 6:00-8:00 p.m. and all will take place the second Tuesday of each month):
- September: Parent Choice meeting (ELL Coordinator)
- October: Yearlong expectations (Guidance Counselors)
- November: Preparing for Regents (Grade Team Leaders)
- December: Holiday Potluck (Parent Coordinator)
- January: Progress Reports and planning (Guidance)
- April: Study Skills (Assistant Principal for Academics)
- June: Preparing for the following year (Assistant Principal for Academics)

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

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $ _____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADERS K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>560</td>
</tr>
<tr>
<td>School Name</td>
<td>Robert F Wagner Jr. SSAT</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Vu</td>
<td>Dave Riesenfeld</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickolas Cox</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Linda Langford</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>type here</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>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)</td>
<td>Number of special education teachers with bilingual extensions</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>655</td>
<td>20</td>
<td>3.05%</td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td><strong>Program</strong></td>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2014-15)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<td>TBE</td>
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</table>

#### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - The school uses the Performance Series as a way to measure student literacy skills in both reading and writing. This data provides insights into an ELLs reading levels which assists us in our instruction. We are also able to see students writing abilities and where we should focus our target instruction.

2. What structures do you have in place to support this effort?
   - We work in teacher teams to ensure that students are reading at grade level. Students are assessed at the beginning of the school year and monitored by the ELL teacher. Data is then shared out with teachers.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of our programs by expecting and supporting ELL’s to pass courses and Regents at the same rate as their non ELL classmates. Our data has shown uneven results and this is an area where we still need to grow. We use Read 180 to get baseline data for students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We meet in teams to address interventions that work for each student whether that is tutoring after school, participation in Read 180 throughout the school day, as well as guided reading lessons that assist students with specific tools.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
For all our English Language Learners who score below specified levels of performance on the annual English language proficiency assessment we put a plan together to provide support services to the student. We use many indicators or pieces of evidence such as number of years in ENL program, home language and English literacy levels, content area teacher recommendation, etc.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?
([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The data patterns shown across grades is helping students move form being a long term ELL to being proficient. We have found that once our students pass the six year mark and are considered long term ELLs, it is more difficult for them to get out of this designation. It also makes it more difficult when students are older.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We meet in both grade and department teams where data is shared with all staff members. We also use this data in our own classrooms to make sure we are strategically grouping students or various skills to focus on in small group instruction.

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      Instruction is given by a core content teacher as well as an ELL certified teacher. Students are grouped by levels and paired with students from the general education population. Students travel together for a part of the day but may be in separate classes for their world language class or their art or elective class. Students have blocked periods every other day for their core content classes. Students also meet during their extension classes with an ELL certified teacher to further work on common core shifts and skills.
   b. TBE program. *If applicable.*
      Paste response to questions here:
   c. DL program. *If applicable.*
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
In order to meet the linguistic needs of our ELLs and to comply with Part 154 mandates, our students receive at least the minimum number of ELL instruction by a certified teacher per week as per charts 5.1 and 5.2 below. Students are taught in a two-teacher classroom with a general education teacher and an ESL certified teacher. In addition to this push-in model, our struggling students are offered additional language instruction in a structured extension course with an ESL certified teacher.

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

Our Common Core standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing, and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage. Teachers create opportunities for our ELLs to listen to English and interact with peers in small groups as well as opportunities for ELLs to participate in classroom projects that support language development. Furthermore, all our English language learners are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding—modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are evident in all our classrooms. Our ESL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all subject areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs. Academic language development is fostered by implementing guided reading circles, read alouds, audio books, graphic organizers, and modeled writing.

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

We ensure that ELLs are appropriately evaluated in their native languages throughout the year by administering the Performance Series, one at the beginning of the year, in the middle and at the end which covers each Content Area to ensure that students are making progress in the various content areas throughout the year. We also meet with parents and students to share this data with them so they too can make sure they understand the progress they are making.

5. How do you 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

Our instructional plan for SIFE students includes making sure students have access to after school tutoring in specific content areas where they need assistance. ELLs who are new comers are pulled out during the content area English classes to provide them with small group assistance in learning English basic skills such as reading and writing. For ELLs who have been receiving service for six years, they are placed in a general education class where work is differentiated using a variety of pedagogical strategies that include graphic organizers, leveled reading, outlines, breaking down a text, etc. For long-term ELLs, students also work together with their ELL teacher to develop skills that they were weak in on the NYSESLAT test. This teaching is done one-on-one and after school tutoring is also provided to these students. We support our former ELLs by providing checks for students throughout the year to make sure they remain proficient. We monitor student's progress through their independent reading levels and to see how they are progressing in their ELA classes. We also give them additional testing time on all assessments.

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

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

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We have hired more Special Education teachers to help students attain their English proficiency goals on their IEPs. Teachers now work with a co-teacher in the four major content areas to ensure that students who are ELL-SWDs achieve their individual goals and they are receiving the support necessary in their classes.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The Title III program at the Robert F. Wagner Jr. Secondary School for Arts and Technology will implement two comprehensive after-school programs designed to increase English proficiency and improve NYSESLAT performance. The first after-school program will target our students to gain English proficiency through an accelerated computer assisted vocabulary development program. The second after-school program will target our Advanced and long-term ELLs to reach proficiency on the NYSESLAT exam with after school tutoring.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
The computer assisted vocabulary program will serve our ELL students after school as well as practice at home. Students will work with their specific level program and two ESL certified teachers will guide instruction. This program brings explicit English language instruction to our beginner ESL students. These beginner ELLs are a struggling population at our school and need additional targeted language instruction to supplement the general education curricula.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
After school programs are offered everyday after school which can include a variety of programs from Chess to PSAL to art classes. Students may attend any of these programs after school as there are no sign-ups, usually on prequisites, and no special materials are supplies needed.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Membene is a technology based vocabulary program that supports ELLs by providing them with leveled texts that incorporate vocabulary words to help students with the shift in Common Core Standards. We have also purchased a variety of books so that students can access information that is on their level and have hired a librarian to assist students with choosing leveled books. There are also SmartBoards in every class so that students can see visuals of what they are learning.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In ENL, teachers support students by having material translated for students as well as to ensure students comprehend things in both their native language as well as in English.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
We use different technologies such as vocabulary in the Membene program as well as independent reading books that are low level, high interest to ensure that resources correspond to a variety of ages and grades.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Membene is a technology based vocabulary program that supports ELLs by providing them with leveled texts that incorporate vocabulary words to help students with the shift in Common Core Standards. We have also purchased a variety of books so
that students can access information that is on their level and have hired a librarian to assist students with choosing leveled books. There are also SmartBoards in every class so that students can see visuals of what they are learning.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The preparation program, targets our ELL students to reach proficiency on the NYSESLAT. At the beginning of the school year, Wagner also hosts orientations to help students on every grade level acclimate to the school and to help students prepare for the year ahead. We also have weekly CORE advisory courses where teachers help students with organization skills as well as college and career readiness skills. Guidance counselors, teachers, students, parents and administrators are involved in developing the CORE curriculum.

17. What language electives are offered to ELLs?
Students may take a Spanish class for their world language elective.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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**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 and non-pedagogic staff.) 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?

   All ENL certified teachers will attend two professional development sessions offered by the OELL. Our student data indicates that writing must be of primary focus for our ELL students, therefore, all teachers will attend Writing in the Content Areas for ELLs. Substitutes will be hired/coverages will be assigned while these teachers are attending the PD session. Teachers will check the DELLs website and weekly e-mails for professional development opportunities.

   The school has weekly professional developments as a staff as well as any PDs that are offered by the DELLs department.

2. 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.

   We have our CORE advisory classes that meet every day in 6th and 9th grades when students are transitioning from elementary to middle school and from middle to high school. It is important that students meet with their CORE teachers everyday to check in with an adult who is aware of their academic and social emotional situation and who has an established relationship with the student’s family.

   The school offers professional development for 80 minutes each Monday and all ELL teachers are encouraged and attend the PDs offered by the DELLs office. Records are kept in a data portal that the school provides and revisited throughout the year and during Parent meetings.
### Parental Involvement

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

   Parent meeting times are scheduled every Tuesday morning beginning at 7:55 a.m. We use this time to engage our parents, especially those who are parents of ELL students. We also schedule meetings after school as well as Parent Association meetings focused on ELLs. We use this time to discuss individual student goals, language development progress, as well as any assessment results we may have.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Records are kept by the ELL teacher in a binder that has notes about parent meetings and outreach as well as sign in sheets from meetings. Notes are then transmitted to grade teams so that all teachers are aware of the meetings regarding a child’s progress. We meet with parents at the beginning of the school year, in the middle and at the end to ensure adequate progress is being made. We also schedule intermediary meetings with parents in case there are new things that come up.

### Additional Information

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

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Daniel Albetta, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEPHANIA VU</td>
<td>Principal</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>DAVID RIESENFELD</td>
<td>Assistant Principal</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>LINDA LANGFORD</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>NICKOLAS COX</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/13/15</td>
</tr>
<tr>
<td>TAMMY ROSE</td>
<td>Parent</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>LIZ MADANS</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/31/15</td>
</tr>
<tr>
<td>DARA WINKLER</td>
<td>Teacher/Subject Area</td>
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<td>10/31/15</td>
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<td></td>
<td>Coach</td>
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<td></td>
<td>Coach</td>
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<td></td>
<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td></td>
<td>Other</td>
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<td>1/1/01</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

The parent coordinator heads all language translation for parents. In addition, several bilingual parents have participated in translation activities in order to ensure spread of information to parents in an effective manner.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, Hindu, Urdu, and Chinese</td>
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</table>

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

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September- Welcome letter, orientation schedule, lunch forms, blue cards, media consent, neighborhood field trip form, syllabus, supply lists, PSAL qualifications, high school credit accumulation forms, Regents requirements, graduation requirements.</td>
<td></td>
<td>Include procedures to ensure timely provision of translated documents to parents.</td>
</tr>
<tr>
<td>October- Student discipline code, monthly calendars, newsletters, parent-teacher announcements, after-school schedule, New York State testing dates, fundraisers, PA meeting agenda, CHAMPS letter</td>
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<tr>
<td>November- National Honor Society letters</td>
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<tr>
<td>December- January Regents letter, tutoring schedule</td>
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<td></td>
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<tr>
<td>January- Regents schedule</td>
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</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>September- Orientation for each grade, curriculum night, College Night</td>
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<tr>
<td>October- Meet the Principal breakfast, Financial Aid meeting</td>
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<tr>
<td>November- Parent Teacher Conferences, Breakfast fundraiser</td>
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<tr>
<td>December- Town Meeting, weekly parent meetings</td>
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<tr>
<td>January- January Regents meeting</td>
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<tr>
<td>April- Middle School Testing</td>
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<tr>
<td>Ongoing- Parent Association meetings, guidance counselor graduation meeting</td>
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</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parent volunteers, student assistance

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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