2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R460
School Name: SUSAN E. WAGNER HIGH SCHOOL
Principal: DAVID CUGINI
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Susan E. Wagner High School</th>
<th>School Number (DBN):</th>
<th>31R460</th>
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</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>3531000114600</td>
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<tr>
<td>Grades Served:</td>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td>School Address:</td>
<td>1200 Manor Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-698-4200</td>
<td>Fax: 718-698-5213</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Susan Barone</td>
<td>Email Address:</td>
<td></td>
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<tr>
<td>Principal:</td>
<td>David A. Cugini</td>
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<tr>
<td>UFT Chapter Leader:</td>
<td>Lillian Palladino</td>
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<tr>
<td>Parents’ Association President:</td>
<td>StaciPepe</td>
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<tr>
<td>SLT Chairperson:</td>
<td>Peter Nacionales</td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>NA</td>
<td></td>
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<tr>
<td>Student Representative(s):</td>
<td>KeharaJayaweera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alyssa Cruz</td>
<td>NA</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>31</th>
<th>Superintendent:</th>
<th>Vincenza Gallasio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>715 Ocean Terrace, Staten Island, New York 10314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:vgallas@schools.nyc.gov">vgallas@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 420-5690</td>
<td>Fax: 718 420-5677</td>
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## Field Support Center (FSC)
FSC: 31 Executive Director: Kevin Moran

Executive Director’s Office Address:
715 Ocean Terrace, Staten Island, New York 10301

Executive Director’s Email Address:
Kmoran2@schools.nyc.gov

Phone Number: 718 556-8367 Fax: 718 556-8375
### Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>David Cugini</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lillian Palladino</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>ŠtaciPepe</td>
<td>*PA/PTA President or Designate Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>Kehyara Jayaweera</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Alyssa Cruz</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lauren Diez</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Jennifer Hermus</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dina Draheim</td>
<td>Guidance Counselor</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>
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</tr>
<tr>
<td>Sheryl Myrick Pettersen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Šusanne Dardeir</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Christine Letona</td>
<td>Parent</td>
<td></td>
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<tr>
<td></td>
<td>Parent</td>
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<tr>
<td></td>
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<tr>
<td>Peter Nacionales</td>
<td>UFT SLT Chairperson</td>
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<td></td>
<td>Member/</td>
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<td>Member/</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

| **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **Collaborative Teachers**: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership**: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties**: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust**: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. 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

2018-19 CEP
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

| 1. What is your school’s mission statement? |  |
The mission of Susan E. Wagner High School is to develop reflective, empowered learners - both students and adults - who take responsibility for their learning. We will shape a 21st Century global society by inspiring stakeholders to value education, equity, excellence, and empathy.

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.

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

Additionally, the school prides itself in its latest initiative, *The University at Susan E. Wagner*. Our University Program offers eligible students the opportunity to take many of our 22 courses, which total 66 credits of college credits (and this list grows each year). Wagner is proud to have partnered with St. John's University, Kingsborough Community College, The College of Staten Island, and Wagner College to provide students with college credited classes. Our college level coursework includes: Advanced Placement, College Now, College and University Partnerships.

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

The special student populations that we continue to focus on is our Students with Disabilities. Students with disabilities have multiple needs including self regulation of behavior and academic support. We implement positive behavior intervention systems, staff training on implementing the behavior intervention plans, and frequent school intervention team meetings.

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.

During the 2017-2018 school year, Susan Wagner High School went through a significant change in leadership as principal Gary Giordano retired and new principal David Cugini was appointed. Last year, the school focused on elements of the Quality Review Rubric. Under 1.1 Curriculum, 1.2 Pedagogy, and 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, teachers and administrators implemented The Core Collaborative Impact Team model, which is supported by District 31, to review student work and identify gaps in achievement for students. The teams took that information and reviewed their lessons to see how the lessons could be modified to ensure that all students were meeting either proficiency or mastery in specific areas. Teachers were also asked to focus on student-centered learning, where teachers operated as facilitators and developed instruction that allowed students explore open-ended questions or issues and construct their knowledge. Teachers were also asked to provide opportunities for students to provide peer-review and opportunities for revision in student work. These initiatives also align to Rigorous Instruction and Collaborative Teachers of the Framework for Great Schools. Teams met bi-monthly, shared their agendas and notes on Google Drive so people could participate virtually or check-in if they were also a member of...
another team. Teachers grappled with the change of focus for an in-class lesson and some departments and teachers began to take the lead in modeling what student-center practices look like in a classroom.

The school also focused on school discipline. Reviewing data from previous school years, school staff implemented Therapeutic Crisis Intervention for Schools (TCIS), developed by Cornell University and supported by District 31. Through the efforts of the staff, students received 100 fewer suspensions in 2017-2018 compared to the previous year. In addition, the Wagner Culture Committee was formed in Spring term. The committee held multiple "town hall" style meetings allowing any students or staff to come to the meeting to discuss what it means to be a member of our community and begin to define key traits that we want everyone in our community to demonstrate.

Susan Wagner High School also received a Quality Review which provided feedback on areas of strength for the school as well as areas of focus for the upcoming school year. The school was identified as being well-developed in 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products, 1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults, and 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. Quality Review Indicator 3.4 was identified as an area of celebration, which also relates to the Framework for Great Schools' Supportive Environment and Strong Family-Community Ties. We are proud that we were able to achieve this distinction without having a parent coordinator for the year due to medical issues.

Our school focus for 2018-2019 will revolve around the feedback the school received during the Quality Review and other data sources. While being rated "proficient", 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning was identified as an Area of Focus. As a school we recognized that our Impact Team work was in it’s infancy stage. There will be continuing professional development and sharing in-house expertise to strengthen our practice. Impact Teams will focus on identifying priority standards within their curriculum and ensure that they are the focus of lesson planning and assessment. The Quality Review feedback also identified uneven practice in classrooms. This was also expected with the shift in focus to student-centered instruction. If we continue to make progress in these areas then the school will be able to continue to support the Chancellor’s vision of equity and excellence for all students. The school will continue to develop tracking mechanisms to monitor the progress of students with disabilities as well as student subgroups that are under-performing compared to other peers.
## School Demographics and Accountability Snapshot for 31R460

### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 3,284
- **SIG Recipient (Y/N):** No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 524
- **# SETSS (ELA):** 19
- **# Integrated Collaborative Teaching (ELA):** 509
- **# Special Classes (Math):** 517
- **# SETSS (Math):** 54
- **# Integrated Collaborative Teaching (Math):** 439

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 34
- **# Music:** 40
- **# Drama:** 10
- **# Foreign Language:** 109
- **# Dance:** 2
- **# CTE:** 20

### School Composition (2017-18)
- **% Title I Population:** 56.0%
- **% Attendance Rate:** 90.3%
- **% Free Lunch:** 50.4%
- **% Reduced Lunch:** 4.9%
- **% Limited English Proficient:** 2.7%
- **% Students with Disabilities:** 21.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.6%
- **% Black or African American:** 11.1%
- **% Hispanic or Latino:** 28.9%
- **% Asian or Native Hawaiian/Pacific Islander:** 14.4%
- **% White:** 48.4%
- **% Multi-Racial:** 1.2%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19):** 1.1
- **# of Assistant Principals (2016-17):** 26
- **% of Teachers with No Valid Teaching Certificate:** 1%
- **% Teaching Out of Certification:** 27%
- **Average Teacher Absences (2014-15):** 6.7

### Student Performance (2017-18)
- **ELA Performance at levels 3 & 4 (4th Grade):** N/A
- **Mathematics Performance at levels 3 & 4 (2018):** N/A
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** N/A

### Overall NYSED Accountability Status (2018-19)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** 83%
- **Global History Performance at levels 3 & 4:** 84%
- **Us History Performance at Levels 3 & 4:** 86%
- **4 Year Graduation Rate:** 84.0%
- **6 Year Graduation Rate (2011 Cohort):** 84.9%
- **Regents Diploma w/ Advanced Designation:** 26.9%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 33%

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: YES
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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.

After a review of the school’s 2018 School Quality Review, school year 2017 School Quality Guide, and Advance ratings from school year 2017, it was identified that there was inconsistency in instructional rigor throughout the building. Based on the School Quality Guide, 50% of students say that they are challenged in their classes, which is 8% below the borough average. 52% of students say that teachers ask difficult questions in class, which is 6% below the borough average. To improve consistency of rigorous instruction throughout the building, it was identified that instructional planning should be a focus (Danielson 1e). Lesson plans and assessments will be aligned to priority standards that are identified by subject-specific Impact Teams. By identifying these standards, teachers can provide specific feedback to students on critical skills or concepts that will allow them to be successful in the course of study. This will also provide targeted feedback to ensure Equity and Excellence for all students.

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, all school Impact Teams will collaboratively identify priority standards from NY State, CCLS, and Next Generation standards, which will increase the rigor of daily instruction as measured by 80% compliance in all observed lessons (Danielson 1e) during the final round of observations.
### 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 teachers</td>
<td>Monthly review during each month September 2018-June 2019</td>
<td>Administrators, teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>Every other month September 2018-June 2019</td>
<td>Administrators, teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administrators, teachers</td>
</tr>
</tbody>
</table>

1. Wagner High School’s professional learning community meetings provide teachers with the opportunity to collaborate each Monday. This collaboration addresses the instructional expectations included in Advance, through “shared practices” sessions. It also organizes teachers into Impact Teams based on the subjects they teach. During Impact Teams, teachers will identify priority standards, lesson plan, and review student achievement through the EAA protocol provided by the Core Collaborative.

2. The School Development Committee also schedules and implements professional development in areas that teachers have identified in their own professional goals that were established in September as part of their Individual Planning Conferences (IPCs).

3. Principal and Assistant Principals will set up and follow a schedule for teacher observations and feedback as it relates to this research based rubric. Formal observation questioning techniques based on depth of knowledge, and Bloom’s Taxonomy will be utilized to provide feedback to teachers. Assistant Principals will also review classroom physical space for environment conducive to active student engagement. During each lesson, the expectation will be set that actionable feedback to students be delivered.

### 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.

By June 2019, we will conduct 2 parent/teacher conferences, 2 evening open school nights, and 3 parent workshops in the evening to address the goals of the school. We will also provide resources during the parent workshops to support parents. The parent coordinator will lead the parent workshops.

### 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.

1. Professional Development opportunities provided through Field Support Office
2. Assistant Principal and Principal meetings
3. 500 Prep Period Coverage Allotments for 20 curriculum leaders to be covered for various planning meetings throughout the school day.

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

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title II, Part A</th>
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<th></th>
<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
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<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.

1. Before the end of the first term, all Impact Teams have identified a minimum of 2 priority standards for their specific subject.
2. By March 2019, a review of Advance teacher observations will be conducted to measure progress of Component 1e and the rate of inclusion of priority standards in lesson planning.
3. Teachers will self-assess their growth throughout the fall term, and select Best Practices workshops on Election Day and High School Reorganization Day to enhance their teaching practice.

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

Advance reports and data review.

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

| 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? |

After review of Advance components 2a and 2d, we have found that most teachers effectively create an environment of respect and rapport, and manage their classrooms with regard to behavior well, taking into account the needs of each student and respect their students’ dignity. Additionally, our 2018 Quality Review celebrated our ability to establish a culture for learning that communicates high expectations to staff, students and families. However, there is still a need to reduce the number of school wide Principal’s suspensions, especially with regard to Students with Disabilities. To further build upon an environment that is supportive to all learners, all students will be able to identify a “go-to” adult in the building who will connect the academic and personal behaviors needed to successfully complete high school to those behaviors needed to persevere through college to earn a college degree.

Part 2 – Annual Goal

Indicate your school’s 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, 9th grade Learning Center teachers will deliver social-emotional learning lessons to students to increase student engagement and belonging, resulting in a 5% increase in positive responses on the school year 2018 Student Perception Survey regarding having a "go-to" adult.
### 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)</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 parents</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Guidance Counselors, Learning Center Coordinators, Deans, Family Workers</td>
</tr>
<tr>
<td>9th grade students</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Guidance Counselors, Learning Center coordinators and teachers</td>
</tr>
<tr>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>Teachers, Assistant Principals, Deans</td>
</tr>
<tr>
<td>At-risk students</td>
<td>September 2017-June 2018</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

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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.
By June 2019, we will conduct 2 parent/teacher conferences, 2 evening open school nights, and 3 parent workshops in the evening to address the goals of the school. The Parent Coordinator will also hold workshops and send out information through the school website and Pupil Path.

**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.

1. Professional Development opportunities provided NYCDOE Borough Field Support Office
2. Continued subscription to online grade book, Pupilpath
3. New subscription to *PASS survey*
4. *Renewal of File Maker Pro*

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

<table>
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<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>
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<tr>
<td>X</td>
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<td>SIG</td>
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<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.

100% of all teachers will utilize the online gradebook, Pupilpath to keep students, parents and all teachers of students informed of both academic and personal behaviors in and outside of the classroom.

In February, students will take a school-created survey to assess student progress for developing a sense of belonging, as well as developing coping skills for dealing with emotional situations.

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

OORS Reports; Pupil path anecdotal logs; Filemaker Pro logs, school-created surveys

**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

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 2017-2018 Quality Review, our school received a Well Developed on 3.4 (High Expectations) which revealed teachers consistently communicate elevated expectations and created well coordinated systems for accountability and support through written, verbal, and online means.

Under 4.2 (Teacher Teams and Leadership Development) despite a Proficient rating, there were recommendations for more “school wide instructional coherence and increased student achievement for certain subgroups”. According to the QR a “vertical learning structure is being explored to ensure there is mastery of goals for special populations.”

According to the School Perception Survey 70% of teachers say they take responsibility for improving the school. 64% have the opportunity to work with teachers at other schools. The School Development has polled for opportunities for increased teacher autonomy and empowerment to improve curriculum expectations and future professional development opportunities.

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, English Language Learner and Student With Disability inquiry team members will collaboratively analyze student performance tasks to improve problem solving skills as measured by a 3% percent increase in students scoring at or above passing rate on the Common Core Algebra I Regents.

By June 2019, all faculty will have the opportunity to meet at least twice during the year in vertical department team meetings and horizontal interdisciplinary team meetings to improve the rigor of instruction and consistency of teaching practice, as measured by a 10% increase in positive teacher responses in Collaborative Teachers in the school year 2018 School Perception Survey.
### 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).

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</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Administrators, teachers</td>
</tr>
</tbody>
</table>

1. Teachers throughout various subgroup areas noted above will participate in Professional Learning which will include shared practices during the school wide professional learning communities meetings and focus on the design of assessment and alignment of assessment to create cohesive and coherent curriculum.

2. Subgroup and Impact team members will examine student work and curriculum from the 2017-2018 school year to identify and understand gaps in student knowledge and skills to inform the revision of their instructional units- this will occur during Professional Learning and during Common Planning Time.

3. Teachers will horizontally and vertically plan to create comprehensive instruction aligning with school goals, Quality Review recommendations, data from Perception Surveys, and the introduction to the Next Generation Standards.

4. Teachers will generate essential questions to use in stimulating student critical thinking and will collaboratively assess the quality of student work and make necessary adjustments.

### 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.

By June 2019, we will conduct 2 parent/teacher conferences, 2 evening open school nights, and 3 parent workshops in the evening to address the goals of the school. The Parent Coordinator will also hold workshops and send out information through the school website and Pupil Path. Weekly survey questions will be sent to parents by the Parent Coordinator to monitor progress and identify areas of concern for parents.

### 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.
1. Strategically organized school-wide program that allows for common planning time for teachers of Regents level courses

2. Professional Development opportunities provided through NYC DOE Field Support office

3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the year for teachers to present and select Best Practices workshops to attend.

4. 400 per session hours for curricula alignment to CCLS

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

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**Part 5 – Progress Monitoring**

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

Lesson and unit plans will be reviewed weekly within teacher teams to identify areas still in need of alignment.

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

Advance ratings (1e), collected lesson plans for review, student achievement results on summative assessments

**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.

After reviewing the 2017-2018 New York City Department of Education School Snapshot, Principal’s Performance Review, student assessment data and our 2017-2018 Quality Review, leadership was commended for delivering feedback to teachers. "School leaders focus observation feedback on helping teachers understand that students need to use multiple skills to complete tasks and that they need both actionable and meaningful feedback aligned to standards to help them understand who they are as learners. Evidence reviewed during the school visit, illustrated that teachers are receiving feedback aligned to the above-mentioned foci areas."

Examining Cohort Regents Data from the June 2018 Regents exams showed that 65% of all students in Cohort 2021 scored 65 or higher on the Algebra I Regents, only 19% of SWD, 41% of Black, and 51% of Hispanic students scored a 65% or higher. Focusing on priority standards that drive daily instruction and formative and summative assessment will help close the gap for sub-groups. Providing teachers scheduled professional development that is vertical and/or interdisciplinary will allow teachers to share strategies to increase student proficiency 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 2018, school leaders will create and implement a professional development plan that builds teachers’ capacity to use priority standards in their lesson planning and assessment development to support student achievement for sub-groups, especially in Algebra I, resulting in a 3% increase in teachers improving one performance level reflected in component 1e Designing Coherent Instruction in Advance.
**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>Activity Description</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>1. A calendar of weekly professional development opportunities will be reviewed by the staff development committee (SDC) which is comprised of a teacher and administrator from each department. The schedule will be shared with the staff.</td>
<td>SDC, Teacher teams, administrators</td>
<td>September 2018-June 2019</td>
<td>Teacher teams, administrators</td>
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<tr>
<td>2. Teacher teams will identify published curricula from Engage NY to print for use in the classroom (Math), along with working collaboratively in the Algebra For All initiative with NTN coaching through District 31 to support teacher practice and student outcomes</td>
<td>Teacher teams, administrators</td>
<td>September 2018-June 2019</td>
<td>Teacher teams, administrators</td>
</tr>
<tr>
<td>3. Teacher teams will develop supports needed for students with disabilities and English language learners (ENL) to absorb new rigorous material by attending professional development.</td>
<td>Teacher teams, administrators</td>
<td>September 2018-June 2019</td>
<td>Teacher teams, administrators</td>
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<tr>
<td>4. Additionally, there will be five (5) Mondays where teachers on the SDC will design and deliver tailored professional development based on identified trends from teacher surveys and Danielson ratings.</td>
<td>SDC, Teacher teams, administrators, staff</td>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>

**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.

By June 2019, we will conduct 2 parent/teacher conferences, 2 evening open school nights, and 3 parent workshops in the evening to address the goals of the school. The Parent Coordinator will also hold workshops and send out information through the school website and Pupil Path.

**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.

1. Strategically organized schedule adjustments that allow for common planning time for teachers of Regents level courses

2. Professional Development opportunities provided through the NYC DOE Field Support Office
3. Weekly Professional Learning Communities meetings, as well as several full day PD opportunities throughout the years for teachers to present and select Best Practices workshops to attend.

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

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<td>PTA Funded</td>
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<td>In Kind</td>
<td>X</td>
<td>Other</td>
</tr>
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</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.

By February 2019, teachers will have four opportunities to present shared practices with peers through various professional development opportunities, both within the department and school-wide.

By January 2019, all Algebra I teachers will administer a common assessment final to diagnose progress towards the goal.

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

- School professional development calendar
- Algebra I term 1 final exam

**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.
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.

After not having the services of a parent coordinator for the previous school year due to health issues, the school has hired a new parent coordinator. According to the the school year 2017 School Quality Guide Survey, the school scored 4% below the borough average for Outreach to the Parents, and 8% below the borough average for Parental Involvement in School. The school, along with the new parent coordinator, need to enhance current opportunities for parental engagement along with developing additional opportunities for parents to participate in aspects of the school community.

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.

The Parent Coordinator will help bridge the gap by building parent involvement on the Tuesday Parent engagement to meet with teachers and offer resources. Parent Workshops will be conducted at a 2% increase from 2017-2018 by building partnerships with non-profit organizations and CBO’s. Weekly surveys will be conducted to gain parent perspective and help meet their needs.

By June 2019, the school will develop a more collaborative partnership with families and community organizations, as measured by a 4% increase in parents who agree or strongly agree on Outreach to the Parents and a 8% increase in parents who agree or strongly agree on Parental Involvement in School measures of the Strong Family-Community Ties section of the NYC School Survey.
### 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>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>At-risk students</td>
<td>September 2018 - June 2019</td>
<td>Parent Coordinator, Teachers</td>
</tr>
<tr>
<td>All students</td>
<td>September 2018 - June 2019</td>
<td>Parent Coordinator, CBO Partners, PTA</td>
</tr>
<tr>
<td>At-risk students</td>
<td>September 2018 - June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>All students</td>
<td>September 2018 - June 2019</td>
<td>Teachers, Guidance Staff, Deans, Administrators</td>
</tr>
</tbody>
</table>

The Parent Coordinator will help bridge the gap by building parent involvement on the Tuesday Parent engagement to meet with teachers and offer resources.

Parent Workshops will be conducted at a 2% increase from 2017-2018 by building partnerships with non-profit organizations and CBO’s. Weekly surveys will be conducted to gain parent perspective and help meet their needs.

Teachers will dedicate their time on Tuesday during scheduled Parental Engagement to make outreach to families. Teachers will make phone calls to families, email parents through PupilPath, update online grade book not only with grades, but pending assignments, and enter anecdotal logs about student academic and personal behaviors.

Teachers will make specific parent outreach via phone calls and email to families of students who are absent more than three times, not completing assignments or not doing well on class exams in an effort to improve credit accumulation.

### 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.

By June 2019, we will conduct 2 parent/teacher conferences, 2 evening open school nights, and 3 parent workshops in the evening to address the goals of the school. The Parent Coordinator will also hold workshops and send out information through the school website and Pupil Path.

### 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.

Continued subscription to online support systems for students such as Pupil path and Phone Messenger

Increased use of school website, and development of school social media accounts as communication tools for families.
Development of CBO partnerships to provide relevant learning opportunities for families in the Wagner community.

**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>
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<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.

By February 2019, the School Leadership Team will analyze results of the Parent Coordinator's weekly survey to gauge family engagement and make changes based on the evidence.

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

- Pupilpath Anecdotal logs
- Parent Coordinator Weekly Family Survey

**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>8&lt;sup&gt;th&lt;/sup&gt; grade ELA Cut Scores/ Regents Exams/ MOSL, Formative Assessments</td>
<td>Achieve 3000&lt;br&gt;● Small Group and one-to-one tutoring&lt;br&gt;● Regents tutoring&lt;br&gt;● Peer Tutoring&lt;br&gt;● Read Aloud&lt;br&gt;● Writing across all content areas with focus on argumentative writing&lt;br&gt;● Learning Style Survey&lt;br&gt;● Differentiated programming based on the 8&lt;sup&gt;th&lt;/sup&gt; grade cut scores, for examples Remedial courses, ICTS etc.&lt;br&gt;● Liberty Partnership&lt;br&gt;● Mock Regents</td>
<td>Achieve 3000–twice per week – specific classes during day&lt;br&gt;● Small Group and One-to-One tutoring - provided during the day and after school&lt;br&gt;● Regents Tutoring – small group during the days, after school and on weekend by teachers&lt;br&gt;● Peer Tutoring - small group and one-to-one&lt;br&gt;● Read Aloud - used on ninth grade at-risk classes&lt;br&gt;● Writing Process - used in whole and small groups with English classes by teachers&lt;br&gt;● Regents Preparation - used in every English class in whole and small groups</td>
<td>• Achieve 3000 – provided to specific at-risk students during the day&lt;br&gt;• Small Group Tutoring – provided during the school day and after school&lt;br&gt;• Regents Tutoring – small group during the day, after school and on weekend by teachers&lt;br&gt;• Peer Tutoring – available during all lunch period&lt;br&gt;• Read Aloud – used during the school day in freshmen English R classes&lt;br&gt;• Writing Process - used during the day in English writing lessons&lt;br&gt;• Regents Preparation – used during the day in English classes and after school in tutoring&lt;br&gt;• Daily Writing – provided in every</td>
</tr>
</tbody>
</table>
| Mathematics          | 8th grade Math Cut Scores/MOSL/Regents Exams/Formative Assessments | • Daily Writing - conducted in all English classes
• Learning Styles Survey – administered to all students in English and shared across all subject areas
|                      |                                                                 | English class during the day
• Learning Style Survey – provided during the school day.

| Mathematics          | • ALEKS
• Regent Prep
• Regents Review in all classes
• Math jeopardy
• Math Bingo
• Flashback Friday
• Mock Regents | • Teacher - small group
• Teacher directed small group
• Tutoring with teacher small group
• Teacher delivery - small group
• Peer one-to-one tutoring | • Teachers are available through Circular Six assignments during the school day
• NHS students are available during all lunch periods
• Additional three hour sessions occur after school and on weekends.
• A math teacher is available after school in the library every day

| Science              | 8th grade ELA Cut Scores/MOSL/Formative Assessments/Regents Exams | • Small Group Instruction
• Regents Prep
• Brain Pop
• Regents specific Tutoring 1:1 | • Teacher - small group
• Teacher directed small group
• Tutoring with teacher small group | • During school day
• After school
• NHS tutoring most periods during
• After school Regents Intensive Tutoring sessions
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Social Studies 8th grade ELA Cut Scores/MOSL/Formative Assessments/Regents Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Peer Review</td>
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<tr>
<td></td>
<td>● Regents Review in all classes</td>
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<td></td>
<td>● Mock Regents</td>
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<tr>
<td></td>
<td>● Teacher delivery - small group</td>
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<td>● Peer one-to-one</td>
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<td>● Teacher - small group</td>
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<td>● Teacher directed small group</td>
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<td></td>
<td>● Tutoring with teacher small group</td>
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<tr>
<td></td>
<td>● Teacher delivery - small group</td>
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<tr>
<td></td>
<td>● Peer one-to-one</td>
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<td></td>
<td>● Before school – period 1 all term</td>
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<td></td>
<td>● During school – Circular 5 all periods of the day</td>
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<tr>
<td></td>
<td>● NHS tutoring most periods</td>
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<tr>
<td></td>
<td>● After School – 2 days per week Special Ed and General Ed</td>
</tr>
<tr>
<td></td>
<td>● After school - Regents Intensive 2 days before for 3 hours</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who are behind in credit accumulation and/or those who are chronically absent</td>
</tr>
<tr>
<td></td>
<td>● Crisis intervention</td>
</tr>
<tr>
<td></td>
<td>● Suicide prevention</td>
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<tr>
<td></td>
<td>● Bereavement counseling</td>
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<td></td>
<td>● Diploma requirements</td>
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<tr>
<td></td>
<td>● College and career counseling</td>
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<td></td>
<td>● Respect for all</td>
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<td></td>
<td>● Attendance initiatives</td>
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<tr>
<td></td>
<td>● “Why Try” and “Overcoming Obstacles”</td>
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<tr>
<td></td>
<td>● Monthly PPT and SLT meetings</td>
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<td></td>
<td>● Class presentations</td>
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<td></td>
<td>● One-to-one / groups (small)</td>
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<td></td>
<td>● Assemblies</td>
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<td></td>
<td>● Website (on-line applications)</td>
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<td></td>
<td>● Home visits</td>
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<tr>
<td></td>
<td>● Student mentoring</td>
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<tr>
<td></td>
<td>● Daily parent conferences / outreach</td>
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<tr>
<td></td>
<td>● Parental presentations/ workshops</td>
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<tr>
<td></td>
<td>● Before school – period 1 all term</td>
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<td></td>
<td>● During the school day</td>
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<td>● Evening presentations</td>
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<td></td>
<td>● After school</td>
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<tr>
<td></td>
<td>● Weekends</td>
</tr>
</tbody>
</table>
- Guidance and crisis counseling services
- Assist students in learning how to deal with various personal issues including school, friends, family and current events
- College and career interviews
- Specific school psychologist case load for identified targeted at-risk students as well as referrals from PPT
- Clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students
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>
<th></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>
<td>NA</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>academic intervention services; counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></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>
<td>84</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>
<td></td>
</tr>
</tbody>
</table>
All STH will receive backpacks complete with school supplies, gym uniforms, calculators, replacement ID and metro cards and replacement textbooks.

All STH will receive additional counseling opportunities.

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.

NA
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

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

Not Applicable

2b. High Quality and Ongoing Professional Development

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

Not Applicable

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. TA Coordination with the Regular Program

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

Not Applicable
Part 4: SWP Schools Only

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

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

Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Not Applicable

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Column A: Verify with an (X)

Column B: Section Reference(s)

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State, and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – 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.

2The 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.

---

**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. Susan E. Wagner High School, 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.

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.

---

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

Susan E. Wagner High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

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

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

---

**Parental Involvement and School Quality**

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)**

Susan E. Wagner High School, 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**

Ensure that students will meet State Standards and Assessments by:
● using academic learning time efficiently;
● respecting cultural, racial and ethnic differences;
● implementing a curriculum aligned to the Common Core State Learning Standards;
● offering high quality instruction in all content areas;
● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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;

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;

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

● 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

Name of School: _______  DBN: _______

This school is (check one):
☐ conceptually consolidated (skip part E below)
☒ NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
☐ Before school  ☑ After school  ☐ Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
☐ K  ☑ 1  ☐ 2  ☑ 3  ☐ 4  ☐ 5
☐ 6  ☐ 7  ☐ 8  ☑ 9  ☐ 10  ☑ 11  ☐ 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______

2018-19 CEP
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ____

**RATIONALE:** Title III will allow Susan E. Wagner high School to supplement mandated instruction with before school and after school classes during both the 2018-2019 and 2019-2020 school years. Classes will focus on necessary skills (Reading, Writing, Listening, Speaking) needed for assessments such as New York State Regents exams and the New York State English as a Second Language Achievement Test (NYSESLAT). The classes will use similar methodology, SIOP (Sheltered Instruction Observation Protocol) teaching model as in day school, and will place particular focus on meeting the individual needs of each student/groups based on deficiency areas. Students will have the opportunity to build necessary English proficiency skills in all modalities (reading, writing, listening, speaking). Before and After school Title III program instructors are Madeline Lombardi, Nicole Broecker, ENL teachers and ToniAnn Boccadifuoco, Guidance Counselor. The before school program will take place in our ENL Center in room B43B, from Monday-Friday, from 7:30am-8:05 am. The class will be split in two groups, in an effort to provide one to one support. Each students will be provided with a laptop to use during the program. BrainPop ESL will be used to provide instruction during this before and after school program. This will improve their English language skills in reading, writing, listening, and speaking. BrainPop ESL is a software that will used to assist ELL students in their English acquisition and the visually stimulating content will keep students engaged with the material. Susan E. Wagner High School believes technology is one of the best approaches to reaching and teaching our English language learners. BrainPop ESL will assist ELL students in the areas in need of reinforcement, and the visually stimulating content will keep students engaged with the material. The program will take place in room B43B, Wednesday-Friday, from 2:30pm-4pm. ToniAnn Boccadifuoco will provide students with counseling services after school. The Guidance Counselor will focus on College and Career Readiness.

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

After analyzing our New York State English as a Second Language Achievement Test data (NYSESLAT) from the Spring 2018, our results showed the ELL students made significant improvement on all levels. Direct instruction before school and after school will focus on providing support to our expanding students on NYSESLAT enrichment. Priority will be given to our current ELL’s. As seats become available, our former students will also be invited. The program will run from September 2018-June 2019.
Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: 

Professional development for the ENL teachers will be provided by various workshops offered by Department of English Language Learners Student Support, Borough Field Support Center, and Centered for Applied Linguistics (CAL) and ENL professional webinars. Nicole Broecker and Madeline Lombardi will receive ongoing training and will turn key the professional development to the entire staff at Susan E. Wagner High School. Professional Development: ELL Compliance, ELL Nuts and Bolts, Making Connections-Bridge to Practice, and other PDs that become available during the duration of the school year.

The Assistant Principal of Foreign Languages/ENL, Michael Ambrosino, will provide PD for the ENL teachers on the CCLS for ELLs, and how to effectively prepare ELLs for Regents. The Foreign Language Department Academy students will provide additional native language support for students who need further language skills assistance.

In addition, professional development is ongoing, and weekly 45 minute meetings will be conducted for the teachers to obtain relevant materials for the courses. The ENL teachers and guidance counselor for the ELLs will meet with teachers of ELLs on a monthly basis to provide learning strategies and techniques to better assist their ELL students. Topics to be covered are as follows:

- September-Start Up, preparation for the PD sessions
- October-Overview SIOP (Sheltered Instruction Observation Protocol) teaching model
- November-Flexible groupings
- December-Differentiating for Multi-level classrooms
- January-Language Objectives
- February-Teaching with Technology
- March-ENL Strategies for Regents
- April-Teaching Ideas for Building Background
- May-Websites that increase ELL performance on regents
- June-Reflection-Overall assessment of implementation strategies presented during the year

According to the most recent research, ongoing professional development for teachers of ELL’s in particular, is beneficial. Using deep expertise and evidenced-based knowledge on students who are English language learners, we strengthen practice and policy to accelerate all students' achievement.

The ENL Guidance Counselor is ToniAnn Boccadifuoco. The Assistant Principal of Foreign Languages/ENL is Michael Ambrosino.
Part D: Parental Engagement Activities

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

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

Begin description here: ____

Title III funds will allow Susan E. Wagner High School to host the parents and students of the ENL Family Literacy program. The program will meet two Tuesdays per month, from October 2018-May 2019, the time will be from 3:50 pm - 4:50 pm in our ENL Center, room B43B. The dates are as follows: October 16 & 30, November 13th & 20th, December 4th & 11th, January 8th & 22nd, February 12th & 26th, March 5th & 19th, April 2nd, 16th, & 30th, May 7th.

The program will focus on language development in English, focusing on the four domains, reading, writing, listening and speaking. Parents will be taught how to manage necessary daily responsibilities and how to successfully function in a work environment and be a participating member of society (e.g. making a doctor's appointment, calling 911, set up email accounts). Parents will also gain knowledge of that will enable them to assist their children with their academics at home. The program will be open to all parents within Susan E. Wagner High School and the surrounding community. They are welcome to attend with their child. This will occur through ENL lessons for the parents of ELLs, in addition to providing parents with language skills necessary to be active members of their communities. For the students, NYSESLAT and SAT/Regents Prep will take place. All lessons will be taught by Nicole Broecker and Madeline Lombardi, ENL certified teachers.

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

Part E: Budget

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

Allocation Amount: $

<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>7,419.00</td>
</tr>
<tr>
<td>Per session</td>
<td>121.5 hours x $61 = $7411.50</td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td>40.5 hours x $61 = $2470.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40.5 hours x $61 = $2470.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40.5 hours x $61 = $2470.50</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>Purchased services</td>
<td>Teacher per session for before and after school ENL tutoring to help students with their English language skills in reading, writing, listening, and speaking. Guidance Counselor per session for counseling services before and after school as well as College &amp; Career Readiness.</td>
<td>$1237.00</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>TBD- Coach3000?</td>
<td>$2473.00</td>
</tr>
<tr>
<td></td>
<td>Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.</td>
<td>$353.91 x 7=$2,477.37</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>Tablets (7) to drive and support instruction</td>
<td>$353.91 x 7=$2,477.37</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>$1237.00</td>
</tr>
<tr>
<td></td>
<td>20 hours X $61= $1220.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Parent Involvement serviced by ENL Teachers and Guidance Counselor. After school one day per month, November- May. 20 hours X $61= $1220.00</td>
<td>12366.00</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES 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>31</td>
<td>Staten Island</td>
<td>460</td>
</tr>
</tbody>
</table>

| School Name | Susan E Wagner High School |

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>David A. Cugini</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Michael Ambrosino</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Madeline Lombardi/ENL</td>
</tr>
<tr>
<td>School Counselor</td>
<td>ToniAnn Boccadifuoco</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nicole Broecker/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Madeline Lombardi</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rachel Mathews/English/ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Zoraida Clemente</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
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<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Vincenza Gallasio</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</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>3</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</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>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>3</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>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs):
Check all that apply:

<table>
<thead>
<tr>
<th>Grade</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>
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<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE): Yes ☐ No ☒
- Dual language program (DL): Yes ☐ No ☒
- Freestanding ENL: Yes ☐ No ☒

If yes, indicate language(s):

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.

### 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, TCRPW, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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

Upon the NYSITELL/NYSESLAT results, students are programmed to one of four proficiency levels: Entering, Emerging, Transition, Expanding, or Commanding. Students are encouraged to use Google translate with voice recognition feature, which enables students to be active participants throughout the lesson and improve lesson comprehension. On Empower 3000, students will digitally annotate the text, this is aligned to the regents and full audio will enable students to listen to the article and complete comprehension questions and Thought Question successfully and independently.

School leadership has put Impact Teams in place to ensure that staff is implementing the structures that will enable English Language Learners to be successful across all content curriculum. Teachers are trained by licensed ENL teachers, with strategies on differentiating instruction. especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise. ENL teachers received training through the Borough Field Support Center, Office of DELLS and College and Career Readiness.

Teachers are notified of the NYSESLAT/ NYSITELL results in order to identify and deliver lessons and strategies more effectively to meet their needs. Using the EDAT tool, school leadership and staff are able to identify trends and view results of all state assessments and data.

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?

ENL program evaluation is a data-driven program. Program success is linked with our adherence to current evaluation measures. In order to assess Annual Yearly Progress mandates, the ELL Guidance Counselor maintains constant communication with ENL and content area teachers to inform them of student progress. Data is compiled by the counselor in an effort to allow teachers to focus on instruction and to centralize all data. Data, including grades, attendance, ELA & Math Regents examination scores, and graduation rate are assessed and program success is determined. Also, the NYSESLAT results as well as ELA performance assessments which are administered every marking period. Summative data allows all stakeholders to assess success and address areas of need for the next school year. The ENL teachers utilize the NYSESLAT/NYSITELL as well as Empower 3000 to measure progress and identify areas of need. All four modalities are targets in which students require additional supports as they meet criteria for current level and excel to the next.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Once summative data has been gathered the interventions that are in place are, AIS tutoring, AM/PM classes, ENL teachers provide before and after school tutoring, and the ENL Guidance Counselor meets with student and parent/guardian to discuss academic progress and plan of action. The ENL Guidance Counselor also holds "Kid Talk" meetings. Kid Talks is a protocol that is focused on student work and development of successful strategies across content areas. The goal is to develop, share, and reinforce strategies to increase student success. The structure consists of a 30 minute meeting, facilitated by the Guidance Counselor and includes teachers from multiple subjects. The team summarizes the big picture and comes up with agreed upon next steps, which may include reinforcement, a reward, a teacher conference, academic strategy, phone call, home visit, etc.

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.]

Students who have demonstrated academic weaknesses and are at risk of failing classes, or have not passed regent exams are in need of Academic Intervention Services.

Students who are at risk and require further assistance are encouraged to attend tutoring available in all subject areas throughout the school year during their lunch period. Tutoring is held in the library and department offices. In addition, the ENL Center is available before school and after school to address students' academic needs. Students may also attend Saturday School throughout the year in order to fulfill graduation requirements.
Susan E. Wagner High School provides the students with the following Academic Intervention Services:

* Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS.
* Support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family related issues, discipline problems, and health related issues. Support services include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.

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 outcome assessments that are used to evaluate and inform our ELL program are the NYSITELL, NYSESLAT, and Regents Exams (ELA, Math). We also use the RLAT from ATS to determine the student's level of English proficiency for proper program placement (Entering, Emerging, Transitioning, Expanding, and Commanding).

School leadership has put Impact Teams in place to ensure that staff is implementing the structures that will enable English Language Learners to be successful across all content curriculum. School leadership provides the ENL teachers with results of the NYSESLAT and all New York State Regents via email. It is also available on EDAT.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In order to make adjustments to programs, we meet with the ENL Team and school administration and discuss the findings at staff meetings. Using the data, we will then discuss which strategies would work best to assist the students and teachers in this program to ensure progress can be made and how as a team, we can help the students.

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.
      Students are programmed according to their language proficiency and grade level. For ENL skills classes for Entering students, students are grouped according to their grade level, i.e., 9-10 or 11-12, for two periods a day, Monday through Friday.

      For ENL skills classes for Transitioning students, students are grouped according to their grade level, i.e., 9-10 or 11-12, for one period a day, Monday through Friday.

      For Expanding students, they are programmed to receive their mandated 180 minutes in their English class, for grades 9 through 12.

      Commanding students are programmed to receive their mandated 90 minutes of integrated ENL-ELA in their English class for grades 9 through 12.
   b. TBE program. If applicable.
      At this time, Susan E. Wagner High School does not have a transitional-bilingual education program. However, once we reach the number of students who choose to be enrolled in such a program, Susan E. Wagner High School will
serve dual language students with sensitivity toward their native language and an aggressive methodology to achieve English proficiency.

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   ToniAnn Boccadifuoco, the ENL Guidance Counselor, ensures that each ELL student receives the mandated minutes for ENL by programming the students with ENL in mind first; content area classes are added to the program thereafter. Students are programmed for English ENL classes based on their grade level. If a student requires ENL Skills, the classes are added to their program as follows: An Entering student will receive two, 45 minute periods of ENL Skills. An Emerging student will have 1 period of ENL Skills. A Transitioning student will have 1 period of ENL skills. Expanding and Commanding students do not receive ENL SKILLS classes.

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

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

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

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

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

a. SIFE students are students who enter Susan E. Wagner High School as English language learners who have attended school in the United States for less than 12 months and who upon initial enrollment in schools are found to have two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to their arrival to the United States.

Students are administered:
The SIFE Oral Interview Questionnaire and Guidance Document
The Multilingual Literacy SIFE Screener (MLS)
The Writing Screener

The SIFE English as a New Language (ENL) and Foundational Low Literacy Curriculum is utilized by students who are at a 3rd grade level or below in home language literacy, but are currently placed in secondary (middle and high) school where the instructional gap becomes greater. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student’s status as SIFE is removed, even though the student may continue to be identified as an English language learner.

Newcomer ELLs are not only faced with the task of learning a new culture, they also need to begin the process of learning a new language. When at the beginning phases of culture shock, ELLs may simultaneously go through a linguistic phase which has been termed “a silent period” — an undetermined amount of time when new learners of English may opt not to communicate productively through speech (Krashen, 1982). Though they may not speak, students are still actively acquiring English through more receptive modes during this phase. Teachers are counseled to respect the silent period by not forcing ELLs to talk if they are not ready, however, newcomer ELLs should still be given opportunities to engage linguistically to the extent that they are willing or able to participate.

Teachers also note that ELLs have many linguistic resources available to them in their first language, which can provide an outlet in their initial phases of English language learning. Native language use at beginning acquisition phases should be encouraged as it supports children’s attempts to access content.

Having newcomers in a classroom provides many beneficial learning opportunities for all students. Though it may seem obvious that newcomers learn a great deal from being in classrooms in the U.S., what is less obvious is that their presence is a gateway to develop their English speaking classmates’ interests in different countries, cultures, customs, and geography. Newcomers by definition have rich experiences associated with their immigration stories, and have traveled and learned more languages than many of their classmates. All of these experiences offer pedagogical possibilities for storytelling and narrative writing to expand all students’ geographical and cultural understandings. One technique that encourages this cultural exchange is linguistic show-and-tell. In this activity, newcomers bring in an item from their home country, and teach their classmates the word for the item in their first language. Depending on their English level, newcomers can give a basic description or demonstration related to the item for their classmates. These presentations can be individual, or facilitated by a teacher or parent, if necessary. For example, Ms. Lombardi and Ms. Broecker assist students in writing their immigration story and orally presenting it to the class or group.

All parents are provided with access to Pupilpath to be informed of their child’s progress in all classes. Teachers are able to
communicate via email to parents. For the parent’s convenience, messages on Pupilpath can be translated to their native languages as well as the use of language line to access a live interpreter.

During differentiation activities, educators intentionally support the needs of ELLs, especially those with disabilities or who may be struggling. By ensuring the approach to differentiation takes a “Can Do,” that is, an assets-based approach, building on student strengths and interests, rather than targeting areas of weakness or struggle which systematically seek out the positives about your students.

Here are three steps to taken to ensure during a using an assets-based approach when differentiating instruction for language learners:

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?

Teachers differentiate instruction for ELL-SWDs by:

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?

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

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

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.

ELLs have access to after-school programs at Susan E. Wagner High School to supplement their learning. After-school classes are held in the ENL Center and students are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well; these students have their group within the classroom. These classes are held once a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students, for example, will find themselves reading a passage aloud to work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and would be required to physically write answers in an attempt to assess and build comprehension and writing skills (beneficial for both exams). The feedback they are given by the ENL teacher is helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT)

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Susan E. Wagner High School is looking to expand Saturday College and Career Readiness classes which include classes led by the ELL Guidance Counselor, Ms. Boccadifucco, the Assistant Principal of ENL/LOTE, Mr. Ambrosino, and our ENL teachers Ms. Broecker and Mrs. Lombardi. The program will focus on college and career readiness in line with the Common Core State Standards. Some of the things we will work on is, college essay writing, resume writing, college applications, career choices, and SAT/ACT Prep.

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

Susan E. Wagner High School never had a bilingual program.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Throughout the school year, ELL students are informed that they are open to participate in all clubs, organizations, and programs offered at Susan E. Wagner High School. Students also have the opportunity to create clubs if their interests are not represented presently at the school. We also offer before and after school tutoring with the ENL teachers, Nicole Broecker and Madeline Lombardi. Students have access to computers, printers, and books. Students are able to work on their English and comprehension skills by using Achieve 3000, KHAN Academy, and Brain Pop ESL.

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.

ENL teachers use SMARTBOARDS to aid with instruction. The SMARTBoards allow for translations to occur due to internet access in the classroom. Teachers use BrainPOP and BrainPOP ESL which allow students use their listening and visual skills. Achieve3000 is another technological aid that is used in the computer labs at the school in order to monitor literacy levels and facilitate improvement. We also have a variety of bilingual glossaries and dictionaries for students to use as well as ChromeBooks in the ENL center. In the ELA classes, Collections text book is used and a close reader which enable students to annotate and work on their reading comprehension.

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

ENL students are able to use translators for those who have very limited English proficiency. We also use Language Line, which is a school wide system that enables teachers and all school staff to make calls in the students' home language. The ENL Guidance Counselor uses this tool on a daily basis to reach the parents/guardians to discuss their academic progress.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Achieve3000 responds to student performance by adjusting work according to grade level and proficiency level. A beginner ELL, for example, may find material on a first-grade reading level. This level will increase as they improve their English proficiency. Because the NYSESLAT grade bands is 9-12, students are exposed to the same material throughout their time at Susan E. Wagner High School. All materials are purchased as well through vendors specifying age-specific texts and grade-specific texts.

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?

Susan E. Wagner High School does not share a building. We have an ENL center equipped with laptops, a SmartBoard, bilingual dictionaries, and Chrome Books to help the ELL students with their academics.

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).

At the beginning of each academic year, Susan E. Wagner High School holds a Student Orientation. There are breakout sessions within the orientation to allow for ELLs and their parents to meet and greet the ENL teachers, Guidance Counselor, Assistant Principal, and Parent Coordinator. They are able to ask questions about the program, and about the school in general. They take guided tours and participate in various "ice breaker" activities in order to become more familiar with the Susan E. Wagner High School community.

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

17. What language electives are offered to ELLs?
All current and former ELL students can choose to take elective language classes in Spanish, Italian, Latin or French at Susan E. Wagner High School, with the understanding that they are mandated to take at least one year of a Foreign Language to satisfy the graduation requirement.

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)?

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

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?

Susan E. Wagner High School provides professional development to all teachers and administrators that specifically address the needs of English language learners. Fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, with a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as new language teachers, fifty percent of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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.

The Susan E. Wagner High School ENL team meets with teachers once per month to provide them ENL strategies, support in the classroom. In addition, they turn-key all materials that is received at professional developments they attend. This fulfills the required 15% ELL specific professional development for all teachers as well as the 50% ELL specific professional development for ENL teachers per CR Part 154.2.

Agendas and attendance are maintained and recorded at all sessions and filed in the ENL Center.

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?

At Susan E. Wagner High School we utilize Tuesdays to hold meetings with parents of ELLs to discuss goals, student progress and language development, show student portfolios, and needs in all content areas. We encourage parent involvement and if parents are unable to attend, conference calls can be arranged. We also hold "Kid Talk" meetings on Mondays and Tuesdays after school, which are conferences with the teachers from each content area and the guidance counselor to discuss the
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In order to get parent of ELLs involved, Nicole Broecker and Madeline Lombardi, the ENL teachers arrange meetings on Tuesday afternoons. We try to be as accommodating as possible because many parents work long hours. We use Language Line, the DOE translation services to help with those parents who do not speak English. We also
# 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, David A. Cugini, 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.
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>
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<tbody>
<tr>
<td>David A. Cugini</td>
<td>Principal</td>
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<tr>
<td>Michael Ambrosino</td>
<td>Assistant Principal</td>
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<tr>
<td>Zoraida Clemente</td>
<td>Parent Coordinator</td>
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<tr>
<td>Nicole Broecker</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Madeline Lombardi</td>
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<td>Rachel Mathews</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>ToniAnn Boccadifuoco</td>
<td>School Counselor</td>
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<tr>
<td>Vincenza Gallasio</td>
<td>Superintendent</td>
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<td>Rick Domingo</td>
<td>Field Support Center Staff Member</td>
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School Name: Susan E. Wagner High School
School DBN: 31

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

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

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

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

2. List parents’ preferred languages for both written and oral communication. 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>
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<tr>
<td>1 Krio</td>
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<tr>
<td>2 Mandarin</td>
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<tr>
<td>4 Malayalam</td>
<td></td>
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<tr>
<td>2 Filipino (Tagalog)</td>
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<tr>
<td>2 Punjabi</td>
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<tr>
<td>3 French</td>
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<td></td>
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</tr>
<tr>
<td>11 Arabic</td>
<td></td>
<td></td>
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<tr>
<td>10 Urdu</td>
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<td></td>
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<tr>
<td>1 Sinhalese</td>
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<tr>
<td>1 Telugu</td>
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<tr>
<td>1 Thai</td>
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<td></td>
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<tr>
<td>1 Turkish</td>
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</tbody>
</table>

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? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan E. Wagner High School will have documents containing critical information about educational programs readily available to parents in as many languages as possible. The offices of the Parent Coordinator and the ENL Guidance Counselor, as well as the ENL Center will house these documents. The school's outgoing voice message has a Spanish language option.</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>Susan E. Wagner High School hosts three formal parent-teacher conferences per academic year, in addition to a Fall Meet and Greet, where parents are invited to follow their child's schedule, meet their teachers, and view the curriculum for each class. Translation services are provided as needed, either through the Translation and Interpretation Unit, or through Susan E. Wagner High School's faculty and staff, which speak a bevy of languages. While the following is not exhaustive, it is a representation of the various languages spoken by staff at the school:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Language(s)</td>
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<tr>
<td>--------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Lenoura Abdulai</td>
<td>Albanian, Macedonian,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serbian</td>
<td></td>
</tr>
<tr>
<td>Jandark Abdelmalak</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>Vivian Gobran</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>Violette Samaan</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>Melanie Kang</td>
<td>Chinese (Mandarin)</td>
<td></td>
</tr>
<tr>
<td>Gesner Eugene</td>
<td>Creole</td>
<td></td>
</tr>
<tr>
<td>Laila Boulos</td>
<td>Egyptian</td>
<td></td>
</tr>
<tr>
<td>Vivian Gobran</td>
<td>Egyptian</td>
<td></td>
</tr>
<tr>
<td>Violette Samaan</td>
<td>Egyptian</td>
<td></td>
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<tr>
<td>Gesner Eugene</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Vivian Gobran</td>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>Mary Agu</td>
<td>Ibo</td>
<td></td>
</tr>
<tr>
<td>Madeline Lombardi</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Paola Gambino</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Daria Corzani</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Jessica Velez-French</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Jessica Velez</td>
<td>Spanish</td>
<td></td>
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<tr>
<td>Jee Ra</td>
<td>Korean, Spanish</td>
<td></td>
</tr>
<tr>
<td>Song Ho Rimassa</td>
<td>Korean</td>
<td></td>
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<tr>
<td>Moo Joon Park</td>
<td>Korean</td>
<td></td>
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<tr>
<td>Edyta Daniel</td>
<td>Polish</td>
<td></td>
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<tr>
<td>Alice Karazim</td>
<td>Polish</td>
<td></td>
</tr>
<tr>
<td>Edtya Daniel</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Olga Virata</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Ajantha Fernando</td>
<td>Sinhalese</td>
<td></td>
</tr>
<tr>
<td>Jennifer Reveron</td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>
Implemented as of Fall 2016, Susan E. Wagner has dedicated Tuesday afternoons from 2:30pm to 3:45pm to parent outreach. Parents are encouraged to attend meetings with their child's guidance counselor and teachers to discuss progress. When a parent is unable to attend such meetings in person, they may attend via conference call. This program has been met with positive feedback from both staff and parents. Translation and interpretation services are provided as needed.

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

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

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.)

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

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