



SECONDARY SCHOOL FOR JOURNALISM

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15 K 463

ADDRESS: 237 7TH AVENUE BROOKLYN, NEW YORK 11215

TELEPHONE: 71 8 832 4201

FAX: 718 832 0273

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15 K 463 **SCHOOL NAME:** Secondary School for Journalism

SCHOOL ADDRESS: 237 7th Avenue Brooklyn, New York 11215

SCHOOL TELEPHONE: 718 832 4201 **FAX:** 718 832 0273

SCHOOL CONTACT PERSON: Abbie Reif **EMAIL ADDRESS:** areif@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jason Otto

PRINCIPAL: Abbie Reif

UFT CHAPTER LEADER: Iveth Bernardez

PARENTS' ASSOCIATION PRESIDENT: Clarence Neely

STUDENT REPRESENTATIVE:
(Required for high schools) Aleanaris Nunez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN308/ B.E.S.T.

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| Abbie Reif | *Principal or Designee | |
| Iveth Bernardez | *UFT Chapter Chairperson or Designee | |
| Clarence Neely | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Susan Stein | DC 37 Representative, if applicable | |
| Aleanaris Nunez | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Miguel Rojas | Member/ Student | |
| Jason Otto | Member/ Teacher | |
| Robert Ussery | Member/ Teacher | |
| Miriam Maldonado | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

MISSION STATEMENT:

In collaboration with our community and family, the mission of the Secondary School for Journalism is to develop the mind, character, and physical well being of our students to become successful contributing citizens of the 21st century. We seek to create a stable, nurturing environment that fosters academic excellence, maturity, and mutual respect. Through exposure to journalism and the media, we aim to foster multicultural curiosity and acceptance.

NARRATIVE DESCRIPTION:

The Secondary School for Journalism is a comprehensive Secondary school servicing grades 6-12. We are located in Park Slope, Brooklyn. Our student population is varied servicing all student populations.

Our school offers a comprehensive educational program with journalism integrated into all subject areas and supported through electives and applied literacy projects. Project-based learning and real- work application in journalistic formats incorporate the teaching and learning strategies within our classrooms.

Within the structure of our academic responsibilities some of our courses and highlights include: working with various writing organizations-HBO Reel Works, Write 857; ESPN magazine; HBO Documentary series; Public Forum Press; Princeton Summer Journalism program and many others. We offer Advanced Placement courses for our upper classmen in English Composition and English Literature. We are a nationally certified AVID school with programs in both our middle and high school classes.

Our curriculums follow all NYS /NYC DOE policies and programs as mandated by the DOE. Our instructional model is a block-scheduled model for all subjects. Dependent on subject and grade, blocked scheduling is implemented minimally 1x per week and as many as 5 times per week. This is mainly achieved in our ELA classrooms. Our focus, for all grades, is to provide a comprehensive College and Career preparatory program.

Our student population includes our Students with Disabilities and our English Language Learners. We have 3 self-contained classes: 1 Middle School & 2 High School. Our Middle School class contains those students primarily with Learning Disabilities. Our High School comprises (2) classes with students that are either Alternative Assessment students and / or

those who will transition into Vocational Programs leading toward graduation. We also serve SETTS students in both Middle School & High School. Our English Language Learners are at all levels of proficiency and consist of a large new immigrant population and students who have had interrupted services. Programs for both SETTS and ELL's are pull-out programs with focused attention to the deficits the students bring and the strategies needed to improve individual student achievement.

We are a nationally certified AVID school. Our program spans both the Middle School & High School, providing the opportunities for our students to be prepared for high school and meet the demands of competition for college admission.

We have many partnerships that collaborate with our school in provide programs for our students' they include but are not limited to: Long Island University, College Now-NY Tech; Columbia University- School of Journalism. In addition, we have relationships with several CUNY schools where we provide field and student teaching opportunities for their students- Hunter College and Brooklyn College.

We offer after school programs that offer academic opportunities for both our Middle School and High School for Test Preparation in all subjects. Our extended learning opportunities, during after school times, include such areas as: Model United Nations program, Science club; Yearbook; Literary Magazine, Newspaper, Video/Documentary Production, Arts Club, Drama Club, SAT preparation and other varied activities. We offer PSAL programs which are shared within our building-Basketball: girls and boys; Track & Field; Girls Softball and others.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|--|---------------------------------|---------------|-----|--------------------------|--------------|
| School Name: | Secondary School for Journalism | | | | |
| District: | 15 | DBN #: | 463 | School BEDS Code: | 331500011463 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---------------------------------------|---------------------------------------|--|---|--|-----------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 90.5/ 83.7 | 91.5/ 84.4 | TBD | | |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 0 | 0 | 0 | | 93.8 | 91.2 | TBD | | |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 54 | 19 | 20 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 61 | 50 | 21 | | 78.9 | 69.8 | 80.3 | | |
| Grade 8 | 53 | 61 | 51 | | | | | | |
| Grade 9 | 148 | 138 | 92 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 107 | 101 | 88 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 92 | 83 | 86 | | 2 | 15 | TBD | | |
| Grade 12 | 85 | 79 | 82 | | | | | | |
| Ungraded | 9 | 7 | 2 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 609 | 538 | 442 | | 23 | 20 | 5 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 33 | 29 | 29 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Principal Suspensions | 3 | 27 | TBD | | |
| Number all others | 58 | 52 | 35 | Superintendent Suspensions | 21 | 22 | TBD | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | N/A | 0 | 0 |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 65 | 71 | 58 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 7 | 2 | 16 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 46 | 44 | TBD |
| | | | | Number of Administrators and Other Professionals | 8 | 9 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Educational Paraprofessionals | 3 | 3 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | 13 | 10 | TBD | | | | |
| Teacher Qualifications: | | | | | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| American Indian or Alaska Native | 0.7 | 0.6 | 0.7 | Percent more than two years teaching in this school | 54.3 | 75.6 | TBD |
| Black or African American | 47.6 | 43.7 | 43.2 | Percent more than five years teaching anywhere | 30.4 | 42.4 | TBD |
| Hispanic or Latino | 41.7 | 45.0 | 46.2 | Percent Masters Degree or higher | 80.0 | 82.0 | TBD |
| Asian or Native Hawaiian/Other Pacific Isl. | 4.6 | 5.0 | 5.9 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.6 | 92.2 | TBD |
| White | 5.4 | 5.4 | 3.8 | | | | |
| Multi-racial | | | | | | | |
| Male | 35.8 | 38.3 | 39.6 | | | | |
| Female | 64.2 | 61.7 | 60.4 | | | | |

2009-10 TITLE I STATUS

| | | | | | |
|--|--|--|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | |
| Years the School Received Title I Part A Funding: | | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | |
|--|---|
| SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | | <u>Category (Check ✓)</u> | | |
|--|---|---------------------------|---------|---------------|
| | | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | ✓ | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|---|----------------------------|---|
| | ELA: | ✓ | ELA: | |
| | Math: | ✓ | Math: | ✓ |
| | Science: | ✓ | Grad. Rate: | ✓ |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|--------------------------------|------|---------|------------------------|------|--------------|------------------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | |
| All Students | ✓ | ✓ | ✓ | X | ✓ | ✓ | 73 |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | ✓ | - | - | ✓ | ✓ | | |
| Hispanic or Latino | ✓ | ✓ | | - | - | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | - | - | - | |
| White | - | - | - | - | - | - | |
| Multiracial | | | | - | - | - | |
| Other Groups | | | | | | | |
| Students with Disabilities | - | - | - | - | - | - | |
| Limited English Proficient | - | - | - | - | - | - | |
| Economically Disadvantaged | ✓ | ✓ | | X | ✓ | | |
| Student groups making AYP in each subject | 4 | 3 | 1 | 1 | 3 | 1 | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| ✓ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| ✓ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|-------------|--|---|
| Overall Letter Grade | A/C | Overall Evaluation: | ✓ |
| Overall Score | 80.4/48.3 | Quality Statement Scores: | ✓ |
| Category Scores: | | Quality Statement 1: Gather Data | ✓ |
| School Environment (Comprises 15% of the Overall Score) | 9.1/ 6.2 | Quality Statement 2: Plan and Set Goals | ✓ |
| School Performance (Comprises 25% of the Overall Score) | 23.8 / 11.2 | Quality Statement 3: Align Instructional Strategy to Goals | ✓ |
| Student Progress (Comprises 60% of the Overall Score) | 43.0 / 24.9 | Quality Statement 4: Align Capacity Building to Goals | ✓ |
| Additional Credit | 4.5 / 6.0 | Quality Statement 5: Monitor and Revise | ✓ |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

What student performance trends can you identify?

Our students, as denoted by disaggregated groups, struggle with ELA. Our state report card shows areas of concern that have occurred over a two year timeline. Our state report card also shows areas of progress. Our city report card also relays trends that our staff should consider when creating goals for the year. Our Quality Review for 2009-2010 gave us areas to focus on to improve our instruction and staff development. Our needs assessment is based on data derived from our state report card, city report card, quality review, periodic assessments, ARIS, Inquiry Team research, surveys, and school-based assessments.

Middle School

- 1. Middle school students made adequate yearly progress in mathematics and science, except in ELA.**
- 2. There was an increase in the percentage of students in the lowest third citywide making exemplary proficiency gains in ELA.**
- 3. There were gains in the percentage of proficient students with IEPs in ELA from 2008-2009 to 2009-2010 in grades 6th through 8th, with an overall increase of 5%.**
- 4. From 2008-2009 to 2009-2010 there was a decrease in student proficiency in both ELA and mathematics for students at levels 1 and 2 than for students at levels 3 and 4. There was a 30% decrease in the percentage of students at proficiency in ELA and a 40% decrease in the percentage of students at proficiency in mathematics.**
- 5. There was a decrease in the number of students in ELA and mathematics making at least one year of progress.**

High School

1. From 2008–2009 to 2009–2010, our School Environment Survey score increased by 24%.
2. From 2008–2009 to 2009–2010, our Student Performance score increased by 51%.
3. From 2008–2009 to 2009–2010, our Student Progress score increased by 76%.
4. From 2008–2009 to 2009–2010, there was a 44% increase in the number of students earning 10+ credits in their 1st year.
5. From 2008–2009 to 2009–2010, there was an 88% increase in the number of students in the lowest third earning 10+ credits in their 1st year.
6. From 2008–2009 to 2009–2010, our 4 year graduation rate increased by 2% however, our 6 year graduation rate increased by 22%.
7. Due to gains in almost every Student Performance and Student Progress category, especially credit accumulation and Regents pass rates in Science, US and Global History our Progress Report Card grade has increased to B after three consecutive Cs.
8. High school students made adequate yearly progress in mathematics, science, and social studies, except in ELA.

General Trends

1. Our staff is increasing the regularity of interdisciplinary team meetings to set rigorous, objectively measurable goals. The staff is collaborating regularly in department meetings to discuss goals for students across the grades.
2. Our administration and staff leaders continue to improve upon and share school wide goals with members of the school community to rigorously improve the performance and progress of students.
3. All staff members are using ARIS and ACUITY more frequently to aid in planning differentiated instruction that meets the specific needs of all of our students.
4. The school is incorporating structures for evaluating students' progress throughout the year through goal setting and reflections, frequent meetings with parents, and student self-evaluations.

What have been the greatest accomplishments over the last couple of years? Teachers' Professionalism and Retention

Since 2005–06 100% of the teachers at the Secondary School for Journalism (SSJ) are fully licensed and permanently assigned to the school. 95% of teachers have a Master's degree or higher.

Overall Positive Trends from Accountability Reports: State, City, and Quality Review

- 1. There were substantial increases in Regents pass rates in Mathematics, Science and especially Global History.**
- 2. Although our Middle School has dropped from an A to a C, our high school score has increased to a B after three Cs in a row.**
- 3. The staff is well-developed in updating their understanding of the performance and progress of each student, classroom and grade level. This understanding is also true with our special education students as well as our English language learners.**
- 4. Although the staff must work on some personal/professional goal-setting, the staff is well-developed in focusing on each student in each classroom.**
- 5. The staff is also well-developed in identifying and improving the performance and progress of those students in greatest need of assistance- recognition of those in the bottom third of all their classes.**
- 6. The staff conveys consistently high expectations for the students and provides a curriculum that motivates students.**
- 7. Parents, students, and teachers work together towards the goal of all students graduating and going to college.**

What are the most significant aids or barriers to the school's continuous improvement?

- 1. The Secondary School for Journalism is a small school attempting to meet the needs of a diverse student population. The challenge of a limited budget drives programming, However, as much as possible, the principal and programmer try to keep class size small. This is easier to do on the middle school level, and, considering funding constraints, it is a tougher task to realize on the high school level.**
- 2. We have seen a decline in our student enrollment over the past three years. This has resulted in a decrease in funding for the school which has resulted in cuts to elective and after school programs.**
- 3. While our ESL population has remained fairly consistent for the past three years, we do not have the resources to offer transitional bilingual classes or dual language programs.**
- 4. Our parental and community involvement is low, and the administration and staff are looking to improve participation rates with these groups. To date, this has proven to be a challenge for the school, although some small progress is being seen. Although we have seen a 2 percentage point increase we continue to struggle with chronic truancy, absenteeism and tardiness amongst students.**
- 5. Although we conduct a formal needs assessment twice a year, the work of the Inquiry Team is an on-going process that requires monitoring, flexibility and adaptation.**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1. By June, 2011, both the Middle School and the High School will demonstrate progress toward achieving state standards, as measured by a 5% increase in students scoring at Levels 3 and 4 on the NYS ELA Assessments and ELA Regents.**
- 2. By June 2011, both the Middle School and the High School will demonstrate progress toward achieving state standards, as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS Math Assessments and the Math Regents.**
- 3. By June 2011, as measured by a 5% increase in the lowest third earning 10 credits in their third year of high school, all teachers will be utilizing “Curriculum Mapping” as the alignment with state standards and instructional focus for all subject areas.**
- 4. By June 2011, as measured by a 5% increase in the Social Studies regents' scores, all teachers will plan for and provide differentiated instruction in the Common Core Standards of writing that consistently challenges students at their appropriate levels.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts
Grades 6 – 12

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, both the Middle School and the High School will demonstrate progress toward achieving state standards, as measured by a 5% increase in students scoring at Levels 3 and 4 on the NYS ELA assessments and the ELA Regents.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>All activities are derived to meet the needs of our General Education, Special Education and English Language Learner students.</p> <ul style="list-style-type: none"> • Teachers will review state standards and discuss related strategies at bi-monthly faculty meetings • Teachers will meet in weekly interdisciplinary grades teams to discuss student progress in all subject areas with focus on ELA achievement • Teachers will share strategies and outcomes with colleagues to evaluate and modify instruction • Teachers will analyze, revise and review all diagnostic and predictive assessments throughout year • Teachers will focus on differentiated instructional strategies for all students. • Attention will be focused on all ELL learners assuring that specific tools-glossaries, dictionaries and other tools are incorporated into their learning strategies. • Attention will be focused on those students who fall into the lowest third of the student population with ongoing review of student progress. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Integration of technology for both teachers and students will be expanded to increase the alignment of instructions with usable DOE systems (ACUITY / ARIS) • Common Core standards of ELA will be implemented through the Writing Strand for all grades • A Writing policy for all grades will be written, developed and implemented by all teachers and subjects with focus for each subject on specific strategies and skills that are particular to those areas. • Professional development opportunities will be provided on site in the development and usage of differentiated English language arts strategies in planning related instructional strategies in other subject areas |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Federal, State and Local allocations will be utilized. Title I SWP, Title I AARA, TL Children's First HS, Contract for Excellence, Title III, TL Fair Student Funding HS, TL Fair Student Funding Incremental HS, TL Legacy Teacher Supplement First Inquiry Team, TL Data Specialist</p> <p>Our budget for SY 2010 - 2011 provides the allotment for Instructional services for our students. We are a SWP school and continue to utilize funds to support our educational and professional development plans.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • 4-6 week benchmark assessment of teachers differentiated instructional plans • Teachers will assess student gains and refine strategies at the conclusion of each 4-6 week module, to meet the needs of all students • Review of Curriculum Map for pacing and content area completion • 6 week Report Card Assessment of Student Progress • Immediate review by ELA / HS & MS for results Diagnostic & Predictive Assessments • Use of ARIS / ACUITY by all faculty for student review of Data and progress • Results of State Assessments all subjects • Use of PSAT results and Writing Sample |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics
Grades 6 - 12

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, both the Middle School and the High School will demonstrate progress toward achieving state standards, as measured by a 5% increase in students scoring at Levels 3 and 4 on the NYS Math Assessments and the Math Regents.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>All activities are derived to meet the needs of our General Education, Special Education and English Language Learner students.</p> <ul style="list-style-type: none"> • Teachers will review state standards and discuss related strategies at bi-monthly faculty meeting • Teachers will meet in weekly interdisciplinary grades teams to discuss student progress in all subject areas with attention to Mathematics achievement • Teachers will share strategies and outcomes with colleagues to evaluate and modify instruction • Teachers will analyze, revise and review all diagnostic and predictive assessments throughout year • Teachers will focus on differentiated instructional strategies for all students. • Attention will be focused on all ELL learners assuring that specific tools-glossaries, dictionaries and other tools are incorporated into their learning strategies. • Attention will be focused on all students falling into the lowest third of the student population with ongoing review of student progress. • Integration of technology for both teachers and students will be expanded to increase the alignment of instructions with usable DOE systems (ACUITY / ARIS) |

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| | <ul style="list-style-type: none"> • Common Core Standards in Mathematics will be implemented through the on-going review of the terms and intent of the new standards through turn-key opportunities our Data Specialist will be sharing with Mathematics Department • Professional development opportunities will be provided on site in the development and usage of the Common Core Standards in Mathematics and the implications for rigor within the mathematics curriculum • Curriculum Mapping will be utilized to reflect and review the pacing of curriculum, alignment of the standards and the on-going achievement of students through Department meetings and other PD opportunities. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Federal, State and Local allocations will be utilized. Title I SWP, Title I AARA, TL Children's First HS, Contract for Excellence, Title III, TL Fair Student Funding HS, TL Fair Student Funding Incremental HS, TL Children First Inquiry Team, TL Data Specialist, TL Legacy Teacher Supplement</p> <p>Our budget for SY 2010 - 2011 provides the allotment for Instructional services for our students. We are a SWP school and continue to utilize funds to support our educational and professional development plans</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • 4-6 week benchmark assessment of teachers differentiated instructional plans • Teachers will assess student gains and refine strategies at the conclusion of each • 4-6 week module, to meet the needs of all students • 6 week Report Card Assessment of Student Progress • Immediate review by Math / HS & MS for results Diagnostic & Predictive Assessments • Use of ARIS / ACUITY by all faculty for student review of Data and progress • Results of State Assessments all subjects • Use of PSAT results |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): AllSubjects
Grades 6 - 12

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, as measured by a 5% increase in the lowest third earning 10 credits in their third year of high school, all teachers will be utilizing “ Curriculum Mapping” as the alignments with state standards and instructional focus for all subject areas.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>All activities are derived to meet the needs of our General Education, Special Education and English Language Learner students.</p> <ul style="list-style-type: none"> • Teachers will meet in weekly interdisciplinary grades teams to discuss student progress and to discuss instructional interdisciplinary strategies that align instruction with student achievement • All teacher teams will be planning and developing curriculum maps which will align the subject standards to the scope and sequences of their subject areas. • All teachers will meet by departments to reflect, analyze and compare their curriculum maps through on-going development of the scope and sequences of their individual subject map. • Teachers will increase collaboration and communication amongst grade teams through weekly formalized meetings • High school grade teams will attend to the lowest third of each grade and align instructional strategies that focus on those targeted students achieving the success of meeting the number of credits needed to advance to the next grade- with minimal gain of 10 credits. • Teachers will share strategies and outcomes with colleagues to evaluate and modify instruction • Teachers will analyze, revise and review all diagnostic and predictive assessments throughout year which focus on their common students • Teachers will focus on differentiated instructional strategies for all students that encourage |

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| | <p>and support interdisciplinary teaching</p> <ul style="list-style-type: none"> • All teachers will develop 2 Curriculum Maps through the course of the year, one for the Fall Term and one for the Spring term. • Integration of technology for both teachers and students will be expanded to increase the alignment of instructions with usable DOE systems (ACUITY / ARIS) • Professional development opportunities will be provided on site in the development of interdisciplinary teams and the use of horizontal planning strategies for the achievement of students in all subject areas. • Vertical planning by subject departments will be ongoing in meeting the seamless connection of all subjects in a 6-12 setting • Professional development on Curriculum Maps will be provided on site as well as opportunities through CFN and DOE for continued support |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Federal, State and Local allocations will be utilized. Title I SWP, Title I AARA, TL Children's First HS, Contract for Excellence, Title III, TL Fair Student Funding HS, TL Fair Student Funding Incremental HS, TL Children First Inquiry Team, TL Data Specialist, TL Legacy Teacher</p> <p>Our budget for SY 2010 - 2010 provides the allotment for Instructional services for our students. We are a SWP school and continue to utilize funds to support our educational and professional development plans.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • 4-6 week benchmark assessment of teachers differentiated instructional plans • Teachers will assess student gains and refine strategies at the conclusion of each 4-6 week module, to meet the needs of all students • 6 week Report Card Assessment of Student Progress • Immediate review by Math / HS & MS for results Diagnostic & Predictive Assessments • On-going review by teachers of the pacing of individual subject curriculum map and adjustment of content as related to assessment of map • Use of ARIS / ACUITY by all faculty for student review of Data and progress • Results of State Assessments all subjects • Use of PSAT results • A 5% increase in the lowest third of each grade, will be demonstrated by those students completing 10 credits or more and moving forward to the next grade. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): All subjects
 Grades 6 - 12

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, as measured by a 5% increase in the Social Studies regent scores, all teachers will plan for and provide differentiated instruction in the Common Core standards of writing that consistently challenges students at their appropriate levels.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>All activities are derived to meet the needs of our General Education, Special Education and English Language Learner students.</p> <ul style="list-style-type: none"> • Teachers will meet in weekly interdisciplinary grades teams to discuss student progress in all subject areas • Teachers will plan for and implement differentiated teaching techniques that will scaffold learning for our lowest performing students • Teachers will incorporate the Common Core Standards of writing in all subjects, with particular attention in our Social Studies curriculums • Alignment of the writing strategies will be incorporated in the preparation for the various Social Studies regents • AVID strategies of maintenance of binders (mandated grades 6- 10) will be implemented in helping to organize all students to enable learning to occur • Cornell note taking strategies and techniques will be utilized in all subjects to increase students’ organizational and learning skills. • Teachers will share strategies and outcomes with colleagues to evaluate and modify instruction • Teachers will analyze, revise and review all diagnostic and predictive assessments throughout year |

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| | <ul style="list-style-type: none"> • Teachers will focus on differentiated instructional strategies for all students and the individual monitoring of all students • Teachers will continue to utilize and get smarter at school-wide goal setting processes for both staff and students through the use of clear measurement indicators. • Attention will be focused on all ELL learners assuring that specific tools-glossaries, dictionaries and other tools are incorporated into their learning strategies. • Integration of technology for both teachers and students will be expanded to increase the alignment of instructions with usable DOE systems (ACUITY / ARIS) • Professional development opportunities will be provided on site in the development and usage of differentiated strategies to enable all teachers to become effective providers of instruction. • Vertical planning by subject departments will be ongoing in meeting the seamless connection of all subjects in a 6-12 setting |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Federal, State and Local allocations will be utilized. Title I SWP, Title I AARA, TL Children's First HS, Contract for Excellence, Title III, TL Fair Student Funding HS, TL Fair Student Funding Incremental HS, TL Children First Inquiry Team, TL Data Specialist, TL Legacy Teacher</p> <p>Our budget for SY 2010 - 2011 provides the allotment for Instructional services for our students. We are a SWP school and continue to utilize funds to support our educational and professional development plans.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • 4-6 week benchmark assessment of teachers differentiated instructional plans • Teachers will assess student gains and refine strategies at the conclusion of each 4-6 week module, to meet the needs of all students • 6 week Report Card Assessment of Student Progress • Immediate review by ELA & Math / HS & MS for results Diagnostic & Predictive Assessments • Use of ARIS / ACUITY by all faculty for student review of Data and progress • Results of State Assessments all subjects • Use of PSAT results and Writing Sample • A 5% increase in the social studies regents' scores will be demonstrated by those taking the exams. |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 12 | 12 | 18 | 18 | 0 | 0 | 0 | 0 |
| 7 | 16 | 16 | 19 | 19 | 0 | 0 | 0 | 0 |
| 8 | 17 | 17 | 28 | 28 | 0 | 0 | 0 | 0 |
| 9 | 25 | 30 | 35 | 35 | 0 | 0 | 1 | 0 |
| 10 | 30 | 30 | 30 | 30 | 0 | 0 | 0 | 0 |
| 11 | 30 | 30 | 30 | 30 | 0 | 0 | 0 | 0 |
| 12 | 25 | 25 | 25 | 25 | 0 | 0 | 0 | 0 |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
| ELA: | Intervention will be provided in all Grade 6 -9 ELA classrooms through double blocked periods, during school day. Additional support is extended time, M-Th/ 8:00 – 8:40 AM; Regent’s and Middle School test preparation provided after school and weekend times prior to testing period. |
| Mathematics: | Intervention will be provided in all Math classrooms through double blocked periods, during school day. Additional support is extended time, M-Th/ 8:00 – 8:40 AM; Regent’s and Middle School test preparation provided after school and weekend times prior to testing period. |
| Science: | Intervention and additional support is provided during extended day times, M-Th 8:00 – 8:40 AM; small group and one-to-one tutoring; Regent’s preparation during after school and weekend times prior to Regents test period. |
| Social Studies: | Intervention and additional support is provided during extended day times, M-Th 8:00 – 8:40 AM; small group and one-to-one tutoring; Regent’s preparation during after school and weekend times prior to Regent’s test period. |
| At-risk Services Provided by the Guidance Counselor: | At-risk services to students and family provided during the school day through one-to-one and small group sessions; additional support for attendance/lateness issues, academic support provided; extended day morning and after school opportunities provided for small group and one-to-one supports provided |
| At-risk Services Provided by the School Psychologist: | At-risk services by school psychologist are available, however currently no students are being served |
| At-risk Services Provided by the Social Worker: | At-risk services provided by school social worker are available, currently one student is being served. |
| At-risk Health-related Services: | At-risk services provided by health providers are available, however currently no students are being served. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy Team

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| Principal: Abbie Reif |
| Assistant Principal: Kim Haynes |
| Parent Coordinator: Susan Stein |
| Parent: Clarence McNeely |
| Teachers: Deirdre Quinn, Robert Damon, Robyn McCullough, Sasha Swift |
| Guidance: Mayleen Cummings |
| Related Service Provider: Arlene Rives |

STUDENT POPULATION

The Secondary School for Journalism is a small 6-12 program of 393 students, 19% of whom are English Language Learners (ELLs). There are 20 ELLs in our middle school (grades 6-8); 30% of them are beginners, 15% are intermediates and 55% are advanced. In the high school, there are 55 ELLs; 36% are beginners, 44% are intermediates, and 20% are advanced.

In the sixth grade, there are 5 ELLs; 2 of these are beginners, and 3 are advanced. In the seventh grade, there are 10 ELLs; 3 are beginners, 1 is intermediate, and 6, advanced. 1 eighth grader is a beginner, 2 are intermediates and 2 are advanced. In the ninth grade, 9 out of 17 ELLs are beginners, 5 are intermediate and 3 are advanced. In the tenth grade group, there are 6 beginners, 7 intermediate and 2 advanced. There are 3 beginners, 3 intermediates and 3 advanced in the eleventh grade. Finally, in the twelfth grade, there are 2 beginners, 9 intermediates and 3 advanced.

Our ELLs are from a variety of language backgrounds. The majority of our students are native Spanish speakers, but we also have speakers of Arabic, Bengali, Burmese, Haitian Creole, Turkish, Chinese and Russian. Many of our students are literate in their own languages; however, we do have a few students who are SIFE (students with interrupted formal education) and whose literacy in their first language is limited. By language, Spanish first, there are 12 speakers in the ninth grade, 6 in the tenth, 7 in the eleventh and 9 in the twelfth; for Arabic, there is 1 in the ninth, 2 in the tenth and 2 in the eleventh. For Bengali, there is 1 in the ninth, 3 in the tenth, 1 in the eleventh and 3 in the twelfth. There is 1 Haitian Creole in the twelfth grade, and 1 in the ninth. There is 1 French speaker in tenth, 1 Russian in tenth, 1 Turkish in ninth, and 1 Burmese speaker in ninth. There is 1 Chinese in ninth and 1 in tenth. At the middle school level, there are 4 Spanish speakers in the sixth grade, 9 in the seventh grade and 3 in the eighth grade. For Haitian Creole, there is 1 in the seventh grade. For Chinese, there is 1 speaker in the sixth grade. In the eighth grade, there are 1 Urdu and 1 Arabic speaker.

ESL PROGRAM DESCRIPTION

ESL PROGRAM DESCRIPTION

The Secondary School for Journalism has one certified ESL teacher. Copy of teacher license/certification is on file.

Classroom teachers and the ESL teacher consult on an ongoing basis about curricular adaptations and assessments for ELLs. Teachers work collaboratively to ensure that each child has the opportunity to meet NYS Standards. To this end, the focus in the ESL program is on balanced literacy, and we use various strategies to help our ELLs in the areas of listening, speaking, reading and writing. Our goal for the coming years is to establish common prep periods for the ESL, ELA and other content area teachers. One of the topics we will be working on is how to assist the newcomer ELL in the content area.

Currently, the Secondary School for Journalism employs programmed ESL classes for ESL services. Our beginning middle school ELLs receive 360 minutes of ESL instruction, our intermediate students receive 360 minutes of ESL instruction, and our advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Our beginning high school students receive 540 minutes of ESL instruction, our intermediate students receive 360 minutes of ESL instruction, and our advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

On the middle school level, our populations include: SIFE: 1
Special Education ELLs: 3
ELLs between 0-3 years: 12
ELLs between 4-6 years: 1
Long-term ELLs: 7

The SIFE student on the middle school level has had 0 years of service. Of the 3 special education students, 2 have had 6 years of service, and 1 has had 2 years of service. Of the 0-3 ELLs, 4 have had 0 years of service, 1 has had 1 year of service, and 2 have had 2 years of service, and 4 have had 3 years. Of the ELLs between 4-6 years of service, 1 has had 4 years of service. Of the long-term ELLs, 6 have had 6 years of service, and 1 has had 7 years of service.

On the high school level, our populations include: SIFE: 5
Special Education ELLs: 8
ELLs between 0-3 years: 35
ELLs between 4-6 years: 7
Long-term ELLs: 13

Of the 5 SIFE students on the high school level, 1 has had 1 year of service, 1, 4 years of service and 3 have had 2 years of service. Of the 8 special education students, 1 has had 2 years of service, 2 have had 4 years and 5 have had 6+ years. Of the 35 0-3 ELLs, 10 have had 0 years, 9 have had 1 year of service, 10 have had 2 years of service, and 7 have had 3 years.

Of the 7 ELLs between 4-6 years of service, 4 have had 4 years and 3 have had 5 years. Of the 13 long-term ELLs, 1 has had 6 years and 2 have had 7 years, 3 have had 8 years, 2 have had 9, 2 have had 10, 1 had 11, and 2 have had 12.

Instruction is differentiated for our ELL sub-groups in the following ways:

Teachers differentiate for SIFE, Special Education ELLs, Newcomer ELLs, ELLs between 4-6 years, and long-term ELLs in all content areas. Teachers differentiate in accordance with an individual student's needs. For ELA, Social Studies, Math and Science, content-area teachers use the Access Series to differentiate instruction for ESL students. Teachers also have glossaries and bilingual dictionaries in the classrooms for ESL students. Teachers also have leveled independent reading books for students to use. Teachers have Rosetta Stone software, which ELLs can use in the content area classrooms for language development. Test accommodations of time and a half are provided for all sub-groups of ELLs, including former ELLs (who receive accommodations for two years after achieving proficiency on the NYSESLAT).

Specifically, for our SIFE, we use the Rosetta Stone program, phonics programs and the ACCESS Newcomer series. For our newcomers, we provide after school and extended day, where we use scaffolding techniques to assist our students in moving towards meeting the standards on the ELA examination. In particular, we work on essay writing, paralleling the instruction taking place in their ELA classes. For our ELLs (4-6 years), we closely collaborate with core subject area teachers in order to parallel instruction with the goal of helping them to meet standards. In our school, many of our long-term ELLs are also SETTS students. Intervention for these students includes close collaboration with mainstream and SETTS teachers.

For our ELLs with special needs, we work with the special education teachers to identify specific areas of focus in ELA and math. Our transitional plan provides for extended day and after school help for our former ELLs.

We use two types of software with our ELLs – *Rosetta Stone* and *Side by Side* – to assist our ELLs in developing language skills. Other resources we use are the grammar series by Azar, the reading series by Visions, and a content skills series by Great Source publishers.

For freestanding ESL programs, the predominant language groups represented are Spanish, Bengali, and Arabic.

Teachers implement a particular curriculum (e.g., a curriculum designed for newcomers) for each level. The particular program adopted depends upon the needs and levels of each ELL class. All instruction takes place in English. Although all instruction takes place in English, a licensed bilingual pedagogue assists in translations if needed 25% of the time.

In order to assist newly enrolled ELLs to become acclimated to our school, we have implemented Project Jump Start. Some of the activities include: newcomers' breakfast, student buddies in content area classes and summer orientation sessions for our entering sixth and ninth grade classes and their parents.

When implementing an instructional model for our school, we need to keep in mind three factors which are critical for our LAP:

- 1) language development
- 2) curricular requirements
- 3) students' levels of proficiency

First, concerning language development, teachers need to be aware of the stages of second language acquisition, so that classroom activities can be adapted with those stages in mind. Second, ESL teachers and classroom teachers must consult on an ongoing basis about the requirements for passing classes and about any modifications that need to be made for the ELL. Finally, any plans about class formation/curriculum must take into account the levels of proficiency of the students.

Professional development regarding English Language Learners will be available for all staff, including teachers, paraprofessionals, guidance counselors, special education teachers, secretaries and the parent coordinator. Professional development will follow the calendar below:

- September: Assisting the newcomer in the content-area classroom
- October: Helping the ELL acquire academic language
- November: Differentiating for ELLs in the science class and labs
- December: ELA test prep for ELLs
- January: Helping ELLs succeed: Differentiating for SIFE students
- February: Test preparation for math
- March: Parent Engagement
- April: Newcomers- helping the newcomer get acclimated to New York City
- May: Test prep for ELLs in social studies DBQs
- June: Regents prep workshop

Parental Involvement

Parents of ELLs participate in all aspects of the school. Prior to the beginning of the school year, newly enrolled English language learners and their parents are invited to a summer institute where they have the opportunity to meet with their teachers, engage in curriculum exploration and become familiar with our school. Furthermore, we hold two parent breakfasts for our ELL parents, at which time they participate in workshops on how they can assist their children's success in school. Parents are also encouraged to accompany their children on the ESL field trips in the spring. The parent breakfasts are a good forum for parents to find out about the workings of our school as well as how they can assist their children in succeeding in their classes. Parent needs are evaluated through a survey form (translated versions) which we send home prior to the parent breakfasts. The survey asks parents to list topics/areas of interest that they would like to see addressed at the parent breakfast. We then tailor the events to fit the needs of our parents. Furthermore, the School Leadership Team and PTA meetings are held monthly, and all parents are encouraged to attend these meetings. CBO and community based organizations are not applicable.

ANALYSIS OF ASSESSMENTS

For the untranslated math regents, 5 out of 17 ELLs passed. For the translated math regents, 3 out of 4 passed. For the untranslated living environment regents, 2 out of 15 passed. For the translated living environment regents, 0 out of 1 passed. For the untranslated ELA regents 2 out of 7 passed. For the untranslated earth science regents, 2 out of 2 passed. For the translated global history exam, 1 out of 3 passed. For the untranslated global history exam, 1 out of 3 passed. For the untranslated global history exam, 3 out of 10 passed. For the translated U.S. history exam, 3 out of 3 passed. For the untranslated U.S. history exam, 3 out of 7 passed. For the foreign language exam, 4 students took the Spanish exam, and all scored 65+. For the untranslated ELA 6-8 state exam, 1 student scored 3, 7 students scored 2 and 10 students scored 1. For the untranslated math state exam, 1 ELL scored 4, 2 students scored 3, 11 scored 2, and 4 scored 1. For the translated math exam, 2 students scored a 1 and 1 student scored a 2. For the untranslated 8th grade state science exam, 3 scored a 1, 4 scored a 2 and 1 scored a 3. For the 8th grade state social studies exam, 6 students scored a 1 and 2 scored a 2.

For the listening/speaking portion of the NYSESLAT, there were 2 beginners, 0 intermediate, 2 advanced, and 1 proficient for the sixth grade. In the seventh grade, there were 0 beginners, 1 intermediate, 2 advanced, and 5 proficient. In the eighth grade, there were 1 beginners, 0 intermediates, 1 advanced, and 2 proficient. For the reading/writing portion of the NYSESLAT, there was 0 beginner, 2 intermediates, 3 advanced, and 0 proficient for the sixth grade. In the seventh grade, there were 1 beginner, 5 intermediates, 1 advanced, and 1 proficient. In the eighth grade, there were 1 beginner, 2 intermediates, 1 advanced, and 0 proficient.

For the listening/speaking portion of the NYSESLAT, there were 1 beginner, 2 intermediate, 8 advanced and 2 proficient in the ninth grade. In the tenth grade, there were 2 beginners, 5 intermediates, 2 advanced and 4 proficient. In the eleventh grade, there were 2 beginners, 4 intermediate, 2 advanced and 1 proficient. In the twelfth grade, there were 0 beginners, 4 intermediates, 4 advanced and 4 proficient. For the reading/writing portion of the NYSESLAT, there were 3 beginners, 4 intermediates, 5 advanced and 0 proficient in the ninth grade. In the tenth grade, there were 2 beginners, 5 intermediates, 4 advanced and 0 proficient. In the eleventh grade, there were 3 beginners, 5 intermediates, 0 advanced and 0 proficient. In the twelfth grade, there were 1 beginner, 7 intermediates, 3 advanced and 0 proficient.

IMPLICATIONS FOR THE LANGUAGE ALLOCATION POLICY

The results of the Regents and Citywide examinations indicate that the content areas are challenging for our ELLs. Academic language, content-specific vocabulary, as well as more formal grammatical structures that occur on exams and in textbooks are obstacles for the English Language Learner. Below we detail certain interventions that need to be made in order to help students reach NYS standards. For 2010-11, we are planning on the following interventions:

- monthly meetings with middle school math, science and ESL teachers
-

- use of Great Source math, science, ESL, ELA and Social Studies curricula with ESL students
- professional development sessions addressing the infusion of ESL strategies into content instruction
- use of Title 3 monies to fund after school for newcomer ELLs and for Regents preparation
- Intensive after school programs designed for SIFE students and long term ELLs
- bi-monthly meetings with parents of ELLs: focus on how they can support their children for academic success
- common planning periods for ESL and ELA teachers
- For alternative placement in Special Education, peer tutoring and after school programs will be provided.
- For students reaching proficiency, we will offer priority in after school programs and individualized tutoring plans.
- Our professional development plan for all personnel working with ELLs includes one introductory workshop in August, one PD at the beginning of the school year and a final PD in June. Each workshop is 2.5 hours – 3 hours ensuring that each staff member receives the mandated 7.5 hours as per Jose P.

In examining the NYSESLAT scores for 2010,, it is clear that it is the reading and writing sections of the exam that are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that the vast majority of intermediate and advanced ELLs (high school and middle school) consistently scored one proficiency level lower on the combined reading and writing scores compared with the combined listening and speaking scores.

In the writing modality, our ELLs show strength in pre-writing strategies and writing stamina, but they demonstrate weaknesses in sentence combining and essay writing skills. In the reading modality, our ELLs need to develop stronger proficiency in vocabulary skills as well as decoding multisyllabic words. In the listening modality, our ELLs' strength includes listening for the main idea and understanding inferences. Their weaknesses are in note-taking. In speaking, our ELLs demonstrate strengths in using academic language, but they demonstrate weakness in using transition words.

The implications for the school's LAP and instruction are the following:

1. Literacy must be the focus for the ELL in both the ESL and mainstream classrooms.
2. We need to ensure that Title 3 monies be used to fund after school literacy-based activities.
3. Parental involvement needs to be cultivated as a means to helping ELLs succeed in reading and writing.

The LAP team will meet twice a year – in June, and then in September, when the most recent NYSESLAT scores are available – in order to review the LAP and, if necessary, to make revisions.

According to our analyses of our assessments, ELLs fare better when taking state exams in their native languages as compared to English. The school leadership and teachers use the ELL periodic assessments to make instructional decisions as to how to differentiate and which areas of difficulty to focus on. The school has learned that our students require particular attention in reading and writing.

We base our evaluation of the success of our program for ELLs on how students are performing on ELL periodic exams and New York state exams, as well as class performance.

PARENTAL SURVEYS

At our school, the general trend in parental program choices is ESL. At the start of each semester, we review parental forms for patterns and trends. If we see that there are a sufficient number of parents choosing Transitional Bilingual Education (TBE), we will form new classes. Our school is in alignment with what parents are requesting. In the past few years, we have had only a few requests for bilingual programs. Those parents opted to keep their children in ESL at our school. If and when there is a growing desire for TBE by our parents, and the numbers are sufficient, then classes will be formed.

We are in compliance with the Part 154 requirements regarding ESL instruction for our ELLs. Our middle school beginner and intermediate classes meet for 360 minutes per week, and our middle school advanced classes meet for 180 minutes per week. Our high school beginner class meets for 540 minutes, our intermediate for 360 minutes and our advanced for 180 minutes.

Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for LAB-R testing. A licensed pedagogue assists with this intake interview. Translation services are made available to parents when they are filling out the HLIS.

Within ten days of their first attend date, eligible students are administered the LAB-R diagnostic. The LAB-R is first hand-scored. Students who are determined to be eligible for ESL services are then immediately placed into ESL classes according to their cut scores on the LAB-R. The LAB-R is then sent to the region for scoring by the scoring deadline(s).

Next, to insure informed parent choices, our outreach plan begins with sending a letter home within the first 10 days with several possible dates for parent orientation appointments. Then, parents inform us of when they can attend the orientation and the date is scheduled. At the parent orientation meetings, parents view the *Orientation Video for Parents of Newly Enrolled English Language Learners* in their native language, which explains the various ELL program choices in the New York City school system. The video details the three program choices available in New York City schools: Transitional Bilingual, Dual Language and Freestanding ESL. A bilingual pedagogue assists with the question and answer session which follows the viewing. Parents then fill out the Parent Survey and Program Selection Form indicating which type of program they prefer for their child.

Entitlement letters are mailed within the first few weeks of the new school year. We do follow-up calls to ensure that Parent Survey forms are returned.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-12 _____ Number of Students to be Served: 75 _____ LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Secondary School for Journalism is a small 6-12 school with a current student population of 448 students; approximately 16% of our students are English Language Learners (ELLs). Our ELLs come from a variety of language backgrounds, including Spanish, Bengali, Arabic, Haitian Creole, Polish and Burmese. Students identified as ELLs (according to the LAB-R and NYSESLAT) are programmed for ESL

services.

Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for LAB-R testing.

Within ten days of their first attend date, eligible students are administered the LAB-R diagnostic. The LAB-R is first hand-scored. Students who are determined to be eligible for ESL services are then immediately placed into ESL classes according to their cut scores on the LAB-R. The LAB-R is then sent to the region for scoring by the scoring deadline(s).

Next, to insure informed parent choices, our outreach plan begins with sending a letter home with several possible dates for parent orientation appointments. Then, parents inform us of when they can attend the orientation and the date is scheduled. At the parent orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in their native language, which explains the various ELL program choices in the New York City school system. A bilingual pedagogue assists with the question and answer session which follows the viewing. Parents then fill out the Parent Survey and Program Selection Form indicating which type of program they prefer for their child.

For the high school, beginner ELLs receive 540 minutes of ESL per week; intermediate ELLs receive 360 minutes; and advanced students receive 180 minutes. Our high school students are programmed for ESL in alignment with their NYSESLAT/LAB-R scores. We have one beginner class which encompasses grades 9-12. We have two intermediate classes, one for grades 9-10, and one for grades 11-12. Additionally, there is one advanced class for grades 9-12. For the middle school portion of the program, we use a combination of push-in and pull-out models. Advanced students receive 180 minutes of ESL per week, and beginner and intermediate receive 360 minutes per week.

Consultation is ongoing between the classroom and ESL teachers. Teachers work collaboratively to ensure that each student's academic needs are met, and that each child is given the opportunity to achieve NYS standards. To this end, the focus in the ESL program is on balanced literacy, and we employ a variety of strategies to assist our ELLs in the critical areas of listening, speaking, reading and writing. For example, we employ QTEL techniques which emphasize group work and differentiated instruction. The ESL department makes use of a variety of resources in assisting our students. We use ESL curricula from Great Source, Visions, and the Azar grammar series to help our students with math, science, social studies and ELA content-area work. In addition, we utilize various kinds of software such as Rosetta Stone and Side By Side to help our students improve their reading, writing, listening and speaking skills. We also use Integrated Algebra and Glencoe bilingual text books.

The language of instruction of our ESL department is in English.

Program planning for our ESL students is based on the school's global program to provide the services to increase English language acquisition. Effort is made by the ESL teachers to align ELL instruction in a parallel structure with their content-based classes. Our ESL program employs both a push-in and pull-out structure. Effort is made to reduce the amount of pull out time during content based subjects. When students are pulled out effort is made to pull from non- CORE subjects as much as possible. For our Language Arts classes, we make an effort for the ESL teacher to push in and be a part of the class so that consistent learning takes place. Teachers are fully certified ESL providers. The principal is the supervisor.

The school's data assessment team consists of the principal, assistant principal and data specialist, as well as the guidance, special ed and ESL departments. The team is responsible for examining school statistics and making recommendations on how to better assist our lower-performing groups. For example, ELA and math test scores are analyzed to determine differentiation and modification of instruction. The team meets monthly and discusses particular cases of students who need assistance with their coursework and testing. The Pupil Personnel Team, an intervention team, is made up of the school psychologist, guidance, Speech, Special Education, and ESL departments. The team determines which strategies to implement to assist students who have been identified as "at-risk". ESL students who are identified as "at-risk" are targeted for intervention services, such as SPARK and, if necessary, referrals are made for Special Education services.

A. Curricular: Our English Language Learners participate in all content area programs. ELLs participate fully in the curricula, with content area and ESL teachers providing differentiated instruction. High School curricula follows all state mandates in all subject areas. Block scheduled periods are provided in all subjects during the course of a week.

Middle School Curriculum: ELA- Reader's & Writer's Project; Math- Impact Math I,II,III; Social Studies- gr 6 / World History; gr 7 & 8 / US History; Science- gr 6- 8 Glencoe Science Series- spiral curriculum following state mandates; In addition: Physical Education, Elective Program which encompasses Art & Music

High School Curriculum: ELA / Journalism – principles of Reader’s & Writer’s project infused into curriculum; Math: gr 9- Integrated Algebra, Gr 10 – 12-Geometry, Integrated Algebra II, Statistics, Personal Finance & Pre-Calculus; Science: gr 9 / Living Environment; gr 10 / Earth Science; gr 11 & 12- Environmental Science; Forensic Science; Social Studies: gr 9 & 10-Global Studies; gr 11 US History; gr 12- Participation in Government, Economics.

All students receive: Physical Education, Health Education, Electives- Art (mandated); AP courses- English Composition

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Our ELLs participate in all after school programs and activities. Our high school ESL teacher runs an after school program for newcomers. We provide programs in all content areas. All students are encouraged to participate in school run activities, as well as, CBO offerings through the YMCA and PRY. During the Spring term, if monies are available we will take field trips and attend performances which are related to our newcomer ELL population. These would be field trips related to making our newcomers familiar with New York City and give them experiences that would help to acclimate them to our city.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parental involvement is an important component in the success of our ELLs. Our ELL teachers, guidance counselors and parent coordinator will hold orientation sessions for our newly enrolled students and parents. Translators will be made available to enable parents to understand what services are available and will be provided to their children. These orientations will include sessions on promotional criteria and policies, upcoming state and city examinations, the NYSESLAT exam, and graduation requirements. Additional workshops will be provided which focus on what parents can do to help their children move toward English proficiency. As part of our Title III program, we also set aside a Parent Day where parents can participate in various literacy projects with their children, either after school or on a Saturday. Parents of our English language learners participate in both our PTA and school leadership team.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Activities will be provided to assist newly enrolled ELLs in becoming acclimated to our school, our city and our country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities will include: newcomers’ breakfast; student buddies in their content area classes. We also provide summer orientation sessions for our entering 6th and 9th grade classes. In the summer, the school held a summer institute for incoming sixth and ninth graders and their parents. Students and parents had the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, were invited to participate.

IV. Staff Development (2010 -2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

We will engage in those activities which support our ELL teachers and the general education teachers in providing the necessary adaptations and strategies for the ELL student. The ESL teachers will attend professional development meetings through the CLSO and Accelerated Achievement for ELLs PDs. Teachers will turn-key all information to content-area teachers at PD sessions.

Our PD program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English language proficiency and differentiation is the key to this. To this end, we are planning the following PD sessions for our classroom and ESL teachers:

- September: Assisting the newcomer in the content-area classroom
- October: Helping the ELL acquire academic language
- November: Differentiating for ELLs in the science class and labs
- December: ELA test prep for ELLs
- January: Helping ELLs succeed: Differentiating for SIFE students
- February: Test preparation for math
- March: Parent Engagement
- April: Newcomers- helping the newcomer get acclimated to New York City
- May: Test prep for ELLs in social studies DBQs
- June: Regents prep workshop

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Our support services include our guidance department, who are available to see all students. Because we are a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. In addition to guidance, the following services are available to all students, including ELLs: Additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker, psychologist, and SPARK. ELLs with IEPs are provided with mandated bilingual services as per their IEP in guidance, speech, AIS, occupational therapy, physical therapy and/or SETSS.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. We do not have a bilingual program.

N/A

ADDITIONAL LANGUAGES

| | | | |
|-----------------|------------------|------------------|----------------------|
| Acholi (ACH) | Finnish (FIN) | Malayalam (MAL) | Slovak (SLK) |
| Adangme (ADA) | Garifuna (CAB) | Maltese (MLT) | Slovenian (SLV) |
| Afrikaans (AFR) | Georgian (KAT) | Mandinka (MNK) | Somali (SOM) |
| Akan (AKA) | German (GER) | Marathi (MAR) | Sotho-Southern (SOT) |
| Algonquin (ALQ) | Guarani (GUG) | Mende (MEN) | Sukuma (SUK) |
| Amharic (AMH) | Gujarati (GUJ) | Mohawk (MOH) | Swahili (SWH) |
| Arabic (ARB) | Hausa (HAU) | Ndebele (NDE) | Swedish (SWE) |
| Arawak (ARW) | Hebrew (HEB) | Nyanja (NYA) | Tajiki (TGK) |
| Assamese (ASM) | Hindi (HIN) | Oneida (ONE) | Tamil (TAM) |
| Aymara (AYC) | Hungarian (HUN) | Papiamento (PAP) | Telugu (TEL) |
| Basque (BAQ) | Ibo (IBO) | Pashto (PST) | Thai (THA) |
| Bemba (BEM) | Icelandic (ISL) | Romanian (RON) | Tigre (TIG) |
| Bengali (BEN) | Ilocano (ILO) | Romansch (ROH) | Tonga (TNZ) |
| Bhili (BHB) | Indonesian (IND) | Rundi (RUN) | Turkish (TUR) |
| Brahui (BRH) | Kabyle (KAB) | Samoan (SMO) | Ukrainian (UKR) |
| Breton (BRE) | Kamba (KAM) | Sanskrit (SAN) | Urdu (URD) |
| Bulgarian (BUL) | Kashmiri (KAS) | Seneca (SEE) | Wolof (WOL) |
| Cebuan (CEB) | Konkani (KNN) | Seri (SEI) | Yoruba (YOR) |
| Cham (CHA) | Lao (LAO) | Shan (SHN) | Zulu (ZUL) |
| Czech (CES) | Latvian (LAV) | Shona (SNA) | |
| Danish (DAN) | Lithuanian (LIT) | Shina (SCL) | |
| Estonian (EST) | Macedonian (MKD) | Sidamo (SID) | |
| Ewe (EWE) | Malay (MLY) | Sindhi (SND) | |

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: Secondary School for Journalism **District** 15

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

| Number of Teachers 2007-2008 | | | | Number of Teaching Assistants or Paraprofessionals*** | | Total |
|---------------------------------|-------------|---|-------------|---|-------------|-------|
| Appropriately Certified* | | Inappropriately Certified or Uncertified Teachers** | | Bilingual Program | ESL Program | |
| Bilingual Program | ESL Program | Bilingual Program | ESL Program | | | |
| | 1 | | | | | 1 |

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010 - 2011 (ESL) High School

ESL Program Free-Standing Push-in Pull-out

Type:

Indicate Proficiency
 Level: Intermediate Advanced

Level: Beginning

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| 1 | From: 8:40 To: 9:25 | History | Math | History | History | History |
| 2 | From: 9:28 To: 10:13 | Algebra | Algebra | ESL | Algebra | ESL |
| 3 | From: 10:16 To: 11:01 | Technology | Technology | Technology | Technology | Technology |
| 4 | From: 11:04 To: 11:49 | ESL | ESL | ESL | ESL | ESL |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From 12:40 To: 1:25 | English | English | English | English | English |
| 7 | From: 1:28 To: 2:13 | Living Environment | Phys Ed | ESL | ESL | Phys Ed |
| 8 | From: 2:16 To: 3:00 | ESL | ESL | Living Environment | ESL | Living Environment |
| 9 | From: To: | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |
| 10 | From: To: | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) | Subject (Specify) |

SAMPLE STUDENT SCHEDULE 2010 -2011 (ESL) High School

ESL Program Free-Standing Pull-out

Type:
Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | From: 8:40 To: 9:25 | ESL | English | English | English | ESL |
| 2 | From: 9:28 To: 10:13 | ESL | ESL | Spanish | Spanish | Spanish |
| 3 | From: 10:16 To: 11:01 | Earth Science | ESL | Earth Science | ES LAB | Earth Science |
| 4 | From: 11:04 To: 11:49 | Phys ed | Phys ed | Phys ed | ES LAB | Phys ed |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From: 12:40 To: 1:25 | Art | ESL | Art | ESL | Art |
| 7 | From: 1:28 To: 2:13 | ESL | Algebra | Algebra | History | Algebra |
| 8 | From: 2:16 To: 3:00 | History | History | History | History | Algebra |
| 9 | From: To: | Subject (Specify) |
| 10 | From: To: | Subject (Specify) |

SAMPLE STUDENT SCHEDULE 2010 - 2011 (ESL) High School

ESL Program Free-Standing Push- Pull-out

Type: in

Indicate Proficiency Intermediate Advanced

Level: Beginning

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | From: 8:40 To: 9:25 | English | English | English | English | ESL |
| 2 | From: 9:28 To: 10:13 | Spanish | Spanish | Spanish | Spanish | Spanish |
| 3 | From: 10:16 To: 11:01 | Earth Science | Earth Science | ESL | ES LAB | Earth Science |
| 4 | From: 11:04 To: 11:49 | Phys ed | Phys ed | Phys ed | ES LAB | Phys ed |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From: 12:40 To: 1:25 | Drama | ESL | Drama | Drama | Drama |
| 7 | From: 1:28 To: 2:13 | ESL | History | History | Geometry | Geometry |
| 8 | From: 2:16 To: 3:00 | Geometry | Geometry | Geometry | Geometry | History |
| 9 | From: To: | Subject (Specify) |
| 10 | From: To: | Subject (Specify) |

SAMPLE STUDENT SCHEDULE 2010 - 2011 (ESL) Middle School

ESL Program ___Free-Standing ___Push-in x Pull-out

Type:

Indicate Proficiency Level: x___ ___Intermediate ___Advanced

Beginning

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | From: 8:40 To: 9:25 | Science | Math | ESL | ESL | ELA |
| 2 | From: 9:28 To: 10:13 | Science | Math | Social Studies | Math | ELA |
| 3 | From: 10:16 To: 11:01 | Social Studies | ELA | Gym | Science | Gym |
| 4 | From: 11:04 To: 11:49 | Elective | Elective | Elective | Elective | Elective |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From: 12:40 To: 1:25 | ELA | Science | ELA | ELA | Social Studies |
| 7 | From: 1:28 To: 2:13 | ESL | ESL | Math | ELA | Social Studies |
| 8 | From: 2:16 To: 3:00 | ESL | ESL | ESL | Health | ESL |
| 9 | From: To: | Subject (Specify) |
| 10 | From: To: | Subject (Specify) |

SAMPLE STUDENT SCHEDULE 2010 - 2011 (ESL) Middle School

ESL Program Free-Standing Push- Pull-out
 Type: in out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | From: 8:40 To: 9:25 | ESL | ESL | ELA | Math | ESL |
| 2 | From: 9:28 To: 10:13 | ELA | Math | ELA | Math | Social Studies |
| 3 | From: 10:16 To: 11:01 | Science | Science | Gym | ELA | Gym |
| 4 | From: 11:04 To: 11:49 | Elective | Elective | Elective | Elective | Elective |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From: 12:40 To: 1:25 | Social Studies | ELA | Science | Social Studies | ELA |
| 7 | From: 1:28 To: 2:13 | Social Studies | ELA | ESL | ESL | ESL |
| 8 | From: 2:16 To: 3:00 | Math | Social Studies | Math | ESL | ESL |
| 9 | From: To: | Subject (Specify) |
| 10 | From: To: | Subject (Specify) |

SAMPLE STUDENT SCHEDULE 2010 - 2011 (ESL) Middle School

ESL Program ___Free-Standing ___Push-in x Pull-out

Type:

Indicate Proficiency ___Intermediate x Advanced

Level: Beginning

School District: 15

School Building: 15K463

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|--------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | From: 8:40 To: 9:25 | ESL | Math | ELA | Math | ESL |
| 2 | From: 9:28 To: 10:13 | ELA | Math | ELA | Math | Social Studies |
| 3 | From: 10:16 To: 11:01 | Science | Science | GYM | ELA | GYM |
| 4 | From: 11:04 To: 11:49 | Elective | Elective | Elective | Elective | Elective |
| 5 | From: 11:52 To: 12:37 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 6 | From: 12:40 To: 1:25 | Social Studies | ELA | Science | Social Studies | ELA |
| 7 | From: 1:28 To: 2:13 | Social Studies | ELA | Math | Science | ESL |
| 8 | From: 2:16 To: 3:00 | Math | Social Studies | Math | ESL | Math |
| 9 | From: To: | Subject (Specify) |
| 10 | From: To: | Subject (Specify) |

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010 - 2011

Form TIII – A (1)(a)

Grade Level(s) 6-12 **Number of Students to be Served:** 75 **LEP** _____ **Non-LEP**

Number of Teachers 5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School's language instruction program for LEP students:

Our language instruction program is designed to meet the needs of our students during the school day. Students are seen in a pull-out model, based on proficiency level. In addition, the program includes extended learning activities which include after school and Saturday field trip programs. Students will attend small classes, the goal of which is to assist students in achieving state academic standards in the areas of ELA, Math, Science and Social Studies. Instruction will focus on test preparation for the state ELA, Math and Science examinations, as well as regents' exams. Program will parallel the needs of the students creating a smooth transition and flow:

Middle School Calendar:

- September – January: ELA
- February – March: Math state exam
- April – June: Social Studies and Science

High School Calendar:

- September – January: Regents prep and NYSESLAT prep
- February – June: Regents prep and NYSESLAT prep

Our students will participate in several field trips during the spring semester: a theater performance and visits to museums. We will explore New York City and help with the assimilation of our students into our city. Students will engage in reading and writing activities, as well as oral presentations based on what they learn from the trips. Parents will be invited to attend. Monies from Title III will assist in the purchase of metro cards for student/parent travel (during weekend times) as well as fees for admission to theater/museums.

Our Saturday Field Trip program exposes our English language learners to direct English language learning experiences in New York City. Our visit to the Museum of Natural History, the Bronx Zoo, Sony Wonders and theatrical performances supplement the learning that is happening in their content area classes, engaging them to use academic English in all modalities. Furthermore, the field trips provide opportunities for the development of oral language proficiency, vocabulary knowledge, and listening skills, all of which are crucial for strong reading comprehension as well as writing development. Prior to and after participation in a field trip, our students engage in structured writing activities about the experience.

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies.

Type of program/activities to improve mathematics, native and /or English language learning

1. Test preparation for middle school state exams in ELA, Math , Science and Social Studies.
2. Regents preparation for ELA, Global History, American History, Math A and Living Environment.
3. 2-4 field trips, including the Museum of Natural History and a theater production.

For our test preparation sessions, students will meet in small classes (10-15 students) with a content area teacher and/or ESL instructor and will focus on preparing for state and city exams.

Number of students to be served

LEP: 75

Grade levels

6-12

Languages of instruction

English

Supervisor

Abbie Reif, Principal

Rationale for the selection of program/activities

Our intention is to use the Title III monies to assist our ELLs in meeting state standards. Our Saturday and after school programs will, therefore, focus on test preparation for the state, city and Regents examinations at the middle and high school levels. This type of program is important for our ELLs because they need extra support in achieving NYS standards. In addition, students will have the opportunity to attend several field trips. The purpose of these trips is to enable our students in gaining proficiency in the English language, particularly academic language related to the content areas. Students will engage in reading and writing activities based on the field trips. The literacy activities will focus on all phases of acquisition: oral, written and reading skills

Saturday program: There are three trips in the budget for the Spring semester, to be held Saturdays between February and May 2010. There will be four teachers accompanying the students and the parents. The duration of the trips is 4 hours, from 11-4.

4 teachers x 4 hours x 4 trips x \$49.89 = \$3,192.96

Rationale

Our newcomers are in the early stages of English language acquisition. Their NYSESLAT and LAB-R scores indicate that they need development in all language areas – listening, reading, writing and speaking. The field trips provide tangible experiences which encourage oral language development as well as vocabulary development. Furthermore, teachers then provide specific writing structures based on the trips, which enable our students to write meaningfully about their experiences. In addition, the field trips provide an orientation to New York City for our newcomers; this helps them to become acclimated to American culture as well as to the city. It is our intention to take a field trip to the Museum of Natural History; we will connect the work we do there to our students' Living Environment and Earth Science classes as well to their ELA classes. We will also see a theater production and have the students do structured writing activities connected to their ELA classes. A third trip will be to a SONY Wonder exhibition, where students can make connections to their math, science and technology classes.

Targeted population

Newcomers/Beginners

Purpose

The purpose of the program is two-fold:

- 1) to develop language skills: reading, writing, listening and speaking
- 2) to acquaint our newcomers with knowledge of New York City and American culture.

Data Analysis

We keep track of student progress through consultation with ARIS as well as with mainstream teachers. Furthermore, we use student portfolios to track progress in targeted areas. The English language learner interim assessments are analyzed as another method for understanding individual student progress.

After school/Saturday ELA Regents Prep:

1. Every Tuesday and Thursday, 3:15 – 4:15 p.m. (October – June)

There will be two teachers working in the Title III after-school program. The duration of the program will be two hours on Tuesday and Thursday for 30 weeks.

$$2 \text{ teachers} \times 2 \text{ hours/weekly} \times \$49.89 \times 30 \text{ weeks} = \$5,986.80$$

2. There are Saturday sessions prior to ELA regents examination.

There will be two teachers working in the Title III Saturday program. The duration of the program will be 2.5 hours, from 9-11:30, for allotted number of sessions.

$$2 \text{ teachers} \times 2.5 \text{ hours} \times 8 \text{ sessions} \times \$49.89 = \$1,995.60- \text{ subject to change}$$

Rationale

Our ELA regents' results demonstrate that our ELLs need extra assistance in preparing for regents examinations. Our intention is to provide after school and Saturday classes to assist students in preparing for the ELA regents and other state examinations.

Targeted population

High school ELLs taking ELA Regents examinations. Middle school ELLS taking state ELA examinations.

School's language instruction program for LEP students:

Our language instruction program is designed to meet the needs of our students during the school day. Students are seen in a pull-out model, based on proficiency level. In addition, the program includes extended learning activities which include after school and Saturday field trip programs. Students will attend small classes, the goal of which is to assist students in achieving state academic standards in the areas of ELA, Math, Science and Social Studies. Instruction will focus on test preparation for the state ELA, Math and Science examinations, as well as regents exams. Program will parallel the needs of the students creating a smooth transition and flow:

Middle School Calendar:

- September – January: ELA
- February – March: Math state exam
- April – June: Social Studies and Science

High School Calendar:**Type of program/activities to improve mathematics, native and /or English language learning**

1. Test preparation for middle school state exams in ELA, Math , Science and Social Studies.
2. Regents preparation for ELA, Global History, American History, Math A and Living Environment.
3. 2-4 field trips, including the Museum of Natural History and a theater production.

For our test preparation sessions, students will meet in small classes (10-15 students) with a content area teacher and/or ESL instructor and will focus on preparing for state and city exams.

Number of students to be served

LEP: 75

Grade levels

6-12

Languages of instruction

- September – January: Regents prep and NYSESLAT prep
- February – June: Regents prep and NYSESLAT prep

Our students will participate in several field trips during the spring semester: a theater performance and visits to museums. We will explore New York City and help with the assimilation of our students into our city. Students will engage in reading and writing activities, as well as oral presentations based on what they learn from the trips. Parents will be invited to attend. Monies from Title III will assist in the purchase of metro cards for student/parent travel (during weekend times) as well as fees for admission to theater/museums.

Our Saturday Field Trip program exposes our English language learners to direct English language learning experiences in New York City. Our visit to the Museum of Natural History, the Bronx Zoo, Sony Wonders and theatrical performances supplement the learning that is happening in their content area classes, engaging them to use academic English in all modalities. Furthermore, the field trips provide opportunities for the development of oral language proficiency, vocabulary knowledge, and listening skills, all of which are crucial for strong reading comprehension as well as writing development. Prior to and after participation in a field trip, our students engage in structured writing activities about the experience

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies.

English

Supervisor

Abbie Reif, Principal

Rationale for the selection of program/activities

Our intention is to use the Title III monies to assist our ELLs in meeting state standards. Our Saturday and after school programs will, therefore, focus on test preparation for the state, city and Regents examinations at the middle and high school levels. This type of program is important for our ELLs because they need extra support in achieving NYS standards. In addition, students will have the

opportunity to attend several field trips. The purpose of these trips is to enable our students in gaining proficiency in the English language, particularly academic language related to the content areas. Students will engage in reading and writing activities based on the field trips. The literacy activities will focus on all phases of acquisition: oral, written and reading skills.

Saturday program: There are three trips in the budget for the Spring semester, to be held Saturdays between February and May 2010. There will be four teachers accompanying the students and the parents. The duration of the trips is 4 hours, from 11-4.
4 teachers x 4 hours x 4 trips x \$49.89 = \$3,192.96

Rationale

Our newcomers are in the early stages of English language acquisition. Their NYSESLAT and LAB-R scores indicate that they need development in all language areas – listening, reading, writing and speaking. The field trips provide tangible experiences which encourage oral language development as well as vocabulary development. Furthermore, teachers then provide specific writing structures based on the trips, which enable our students to write meaningfully about their experiences. In addition, the field trips provide an orientation to New York City for our newcomers; this helps them to become acclimated to American culture as well as to the city. It is our intention to take a field trip to the Museum of Natural History; we will connect the work we do there to our students' Living Environment and Earth Science classes as well to their ELA classes. We will also see a theater production and have the students do structured writing activities connected to their ELA classes. A third trip will be to a SONY Wonder exhibition, where students can make connections to their math, science and technology classes.

Targeted population

Newcomers/Beginner

The purpose of the program is two-fold:

- 1) to develop language skills: reading, writing, listening and speaking
- 2) to acquaint our newcomers with knowledge of New York City and American culture.

Data

Analysis

We keep track of student progress through consultation with ARIS as well as with mainstream teachers. Furthermore, we use student portfolios to track progress in targeted areas. The English language learner interim assessments are analyzed as another method for

understanding individual student progress.

After school/Saturday ELA Regents

Prep:

1. Every Tuesday and Thursday, 3:15 – 4:15 p.m. (October – June)

There will be two teachers working in the Title III after-school program. The duration of the program will be two hours on Tuesday and Thursday for 30 weeks.

$$2 \text{ teachers} \times 2 \text{ hours/weekly} \times \$49.89 \times 30 \text{ weeks} = \$5,986.80$$

2. There are 8 Saturday sessions prior to ELA regents examination.

There will be two teachers working in the Title III Saturday program. The duration of the program will be 2.5 hours, from 9-11:30, for 8 weeks.

$$2 \text{ teachers} \times 2.5 \text{ hours} \times 8 \text{ sessions} \times \$49.89 = \$1,995.60$$

Rational e

Our ELA regents' results demonstrate that our ELLs need extra assistance in preparing for regents examinations. Our intention is to provide after school and Saturday classes to assist students in preparing for the ELA regents and other state examinations.

Targeted population

High school ELLs taking ELA Regents examinations. Middle school ELLS taking state

ELA examinations.

Purpose

The purpose of the after school program is to target the skills students need in order to meet standards on state examinations.

Data Analysis

We keep track of student progress by monitoring interim assessments through ARIS as well as results of regents and middle school state examinations.

Service provider and qualifications

Teachers certified in ESL/bilingual: 1 ESL teacher

Teachers certified in content areas: 2 teachers

ELA content area teachers will team-teach with the ESL teachers during these sessions. Content area teachers will teach the ELA regents content material, and ESL teachers will provide ESL support during the teaching sessions.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development activities are going to be provided through participation in citywide and CLSO activities. As per decision of the Title III committee, we will not use Title III fund to support PD activities. PD activities for ELL teachers will be supported through Title I/SWP allocations. In addition, ELL school instructional specialists meet and collaborate with subject teachers in the alignment of instruction for students in providing support to the general teachers in differentiating instruction for students.

PD schedule:

Target audience: subject area teachers

Monthly in-school PDs

January: Differentiating for the SIFE student

February: Assisting the ELL in acquiring academic language

March: Test prep for the English language learner

Target audience: ESL Teachers

“Accelerating Achievement for English language learners” Sponsored by the Chief Achievement Office, NYC DOE

3 professional development days in October, November and December

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation

ELLs

We will use Title III funds to hold parent orientations at which we will discuss state standards and assessments, and where we will give information to parents about how they can support their children in reaching standards. Supplemental workshops will be held in conjunction with our PTA.

Type of program: Family breakfast

Targeted number of parents attending: 20

Language of services: English/Spanish

Schedule: One session in January/one session in

March Service providers: 1 ESL teacher; 1 general teacher

Refreshments: breakfast for families

Activities:

Workshop #1 January breakfast workshop: *Supporting academic achievement for your child*

Workshop #2 March breakfast workshop: *Preparing your child for state examinations*

Section III. Title III Budget

School: 15K463 BEDS Code: 330004631110

| Allocation Amount: | | |
|--|-----------------|---|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries Per Session | \$5,986.00 | <u>After-school extended learning</u> 2 teachers x 2 hours/weekly x 49.89 x 30 weeks |
| | \$1995.00 | <u>Saturday Regent's / Test Prep</u> 2 teachers x 2.5 hours x 8 sessions x \$49.89 |
| | \$2,396.00 | <u>Field Trips:</u> 4 teachers x 4 hours x 3 trips x \$49.89 |
| Purchased services - High quality staff and curriculum development contracts. | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | \$2,973.00 | Supplementary instructional materials: multicultural libraries, dictionaries and glossaries; content-based learning materials in all subjects; dual language materials |
| | \$ 150.00 | Parent Breakfast: Incentive for parents; food |
| Educational Software (Object Code 199) | | |
| Travel | \$288.00 | <u>Metro Cards:</u> Field Trips: 24 students/teachers x 3 trips x \$4.00 |
| | \$200.00 | Parent Involvement: to participate in school program during school day 25 parents x 2 trips x \$4.00 |
| Other | \$1012.00 | <u>Admission Fees for trips:</u> |

| | | |
|--------------|--------------------|--|
| | | <p>Museum of Natural History 24 students/teachers x \$14.00 = \$336.00</p> <p>Museum of the City of New York 24 students/teachers x \$9.00 = \$216.00</p> <p>Victory Theatre: theater production 23 students/teachers x \$20.00 \$460.00</p> |
| TOTAL | \$15,000.00 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

On-going assessment and realignment of our ELL population is part of our continual efforts to meet the needs of our increasing population. We also use the monitoring of our newly arrived immigrants; home language surveys; ELL Orientation workshops and our increased use of translation service. After a new student is admitted, we assess both the writing and oral language of preference for the family. Student is asked as to which language is preferable at home and if anyone reads or writes English. We then assess if on-going translation services will be needed for methods of continuous communication with schools.

As part of our assessment, our school has 75 parents. The languages are Spanish, Bengali, Arabic, Chinese, Haitian Creole, Russian, Turkish, Burmese and French. Our parents require written translation of documents, as well as oral translation for meeting. We share these findings with the school community at PTA and School Leadership Team Meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our assessment has indicated that our needs have increased due to the varied languages we now service. Our primary language of communication is Spanish-for both written and oral translations. Interpretation services at group or one-to-one meetings are provided for through parent volunteers, staff members who are fluent in their available languages (Spanish, French and Arabic). When needed we use the DOE translation services for phone-to phone translations , written translations and the hiring of translators for major school events , such as Open School Day & Night. All DOE translations for all documentation (such as Parent notices, DOE publications, etc.) are copied and sent in all languages that are made available. In the event a language is not provided for we include the document that states that someone who reads English should interpret the documents sent. Many of our parents will also provide us with those family members who have knowledge of English and their contact information, if a need arises to reach the parent and communicate vital information to them.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We will continue to utilize the services of the translation unit for written documents, on-site translators for oral communication (PTA meetings/Parent-Teacher Conferences, etc). Teachers and other staff personnel will continue to be used to provide daily communication to our students and/or parents when needed. We will continue to utilize teachers and other staff personnel for daily translation issues: parent conferences, new admits and on the spot translation needs.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided by teachers and other staff members when necessary. Outside contractors-through translation services will be provided for parent/teacher conferences; regent's and state examinations and other events when required.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

DOE policy will be followed for all parental notification requirements and translation services. Notices are printed in the appropriate languages and distributed as following the directives issued by DOE. When translation monies are provided they are utilized in following the DOE requirements and needs of our families and students via oral interpretations, phone-to –phone translations and written documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$349,412 | \$108,939 | \$458,351 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$ 3,494 | \$ 1,089 | \$ 4,583 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$ 17,470 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$ 34,941 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____TBD____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Opportunities are provided for professional development activities to support their needed subject area. Additional funds, if needed, are provided to continue the advancement of earning master's degrees in subject area and/or certification needs. Times that are needed to support these programs are provided with substitute monies enabling teachers to participate in these programs.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Provided as an Attachment

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Provided as an Attachment

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See CEP Needs Assessment

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
All students are given the opportunity to attend extended day sessions Monday – Thursday mornings from 8:00 – 8:40 AM. All teachers provide additional supports in all subject areas. After-school and weekend support Regent's and middle school test prep are provided on Tuesday and Thursday afternoons from 3:00- 4:00; weekend sessions prior to testing periods are also provided 1 month prior to exams.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 1. Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 2. Help provide an enriched and accelerated curriculum.
 3. Meet the educational needs of our English language learners and our students with IEP's with programs and practices specifically designed in those areas
 4. Meet the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and have been targeted for additional support activities. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 5. All programs are designed to coordinate and implement all state and city initiatives.
- 3.
4. Instruction by highly qualified staff.
 - Teachers have been assigned to their area of certification, with some limited flexibility, consistent with State regulations.
 - Teachers used HOUSSE online system to demonstrate subject matter competency
 - NYC Teaching fellows utilized in past for positions
 - Assisting uncertified teachers in gaining certification through one-on-one counseling session to aide in their completion of certification
 - Supporting new teachers with Mentoring Programs, subject department buddy teachers and administrative support.

5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development activities will continue to provide programs that align and meet State's academic standards. Use of CLSO Instructional specialists; lead teachers in CORE subject areas; memberships for all teachers in subject specific professional organizations which will provide on-going current publications, opportunities to attend professional conferences, and updating of professional research is provided; and inclusion and participation in opportunities provided through DOE workshops and other opportunities for professional growth.

6. Strategies to attract high-quality highly qualified teachers to high-need schools.

We continue our efforts to attract highly qualified teachers through our collaborations with Brooklyn College and Hunter College, who we provide teacher field services and student teaching opportunities for both the middle and high schools. Our faculty continues to recommend and introduce new teachers when vacancies arrive.

7. Strategies to increase parental involvement through means such as family literacy services.

We continue our efforts in providing varied opportunities for parent participation in all phases of our school. Our PTA and Leadership team has started the year with new teams and with an overall goal of increasing our participation of all our parents. We continue to provide workshops in all areas to address the needs and concerns of our parents and their children.

8. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable

9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers are part of Interdisciplinary grade teams that meet one time per week. These meetings center on, but are not limited to discussions of student achievement, review of grades (6x per year), DOE Predictive Assessments, any formalized standardized tests and all other tools for student assessment. Teachers are responsible for their own subject and class assessments as based on department policy and guidelines for overall achievement within that specific subject. Teachers have been trained in the use of ARIS and ACUITY with continuous updating of information and expansion of these tools. All grade teams are also Inquiry teams with specific issues being focused on for the schools year.

Continued supports and professional development opportunities will be provided in the use of these tools in the assessment of student achievement.

10. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Report cards are distributed 6 times per year. Parent/Teacher conferences are held 2 times per year. In addition, teachers are responsible to work with students on their goals and making students aware of their mastering of proficiency in all subject areas. Teachers, parents and students are becoming more aware of the use of ARIS in the monitoring of student achievement. Opportunities are provided for students for Morning extended day opportunities for additional academic support; after-school academic support and Saturday programs.

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination and integration of all programs as related to NCLB will be incorporated during schools times, after-school , weekend and summer programs. Opportunities to provide enrichment programs to our families and students are encouraged, advertised and provided throughout the school year.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$ 349,412 | ✓ | 5 - 76 |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$ 108,939 | ✓ | 5 - 76 |
| Title II, Part A | Federal | | | ✓ | | | |
| Title III, Part A | Federal | ✓ | | | \$ 15,000 | ✓ | 26 - 60 |
| Title IV | Federal | | | ✓ | | | |
| IDEA | Federal | ✓ | | | \$ 37,684 | ✓ | 5 - 76 |
| Tax Levy | Local | ✓ | | | \$2,692,308 | ✓ | 5 - 76 |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
 - Upgrade the educational program to improve the academic achievement of all students, particularly the lowest achieving students.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Programs are established that meet the needs of all students such as: block scheduling of ELA and Math subjects; emphasis on providing extended day morning programs that encourage the lowest performing to students to attend to need additional support
 - Provide on-site academic risk preventative services that encourage additional academic support during the school day

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Provide additional academic extended learning activities: early morning; after-school and weekend and summer opportunities which support greater academic achievement
 - b. Provide an accelerated, high –quality curriculum, including applied learning applications in all subject areas
 - c. Incorporate use of technology and programs such as: Rosetta Stone; Study-Island and supports to our low achieving learners.

4. Coordinate with and support the regular educational program
 - Program for school is written and developed for entire school population
 - Attention to ELL and Special Needs population focus on utilizing general school program to meet their particular needs
 - Emphasis is placed on coordinating pull-out time with the least disruption to general program

5. Provide instruction by highly qualified teachers
 - Our goal is to have all teachers highly qualified

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Professional development opportunities for all faculty are provided on site
 - Additional opportunities for all faculty are provided through CLSO / DOE and outside opportunities when available

7. Provide strategies to increase parental involvement; and
 - Parent coordinator works toward increased parent involvement
 - Coordination of Parent Coordinator and outside consultant provided workshops at various times for all parent groups
 - Parent Coordinator works with PTA to serve as a liaison between school and parents

8. Coordinate and integrate Federal, State and local services and programs.
 - All funding is coordinated in the operation and running of all school programs
 - Funding is used for the benefit of all students served in the school

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
5 Students identified

2. Please describe the services you are planning to provide to the STH population.

Guidance counselors are aware of the list of students. Parents/ Guardians make us aware of there situation when they choose to do so. Guidance counselors make themselves available to all students and use their time to help students overcome various issues. If students request further assistance or help in any area, recommendations and referrals are furnished to help fulfill the needs of all students.

Part B: FOR NON-TITLE I SCHOOLS

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).

5 students

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Guidance counseling services; SES supplementary services; funds will provide needed instructional supplies;PE uniforms and any other necessary instructional needs. Additional services will be found through outside CBO's when necessary.

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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---------------------|---------------------------------|-------------|--------|---------------|--|--------------|--|
| School Name: | Secondary School for Journalism | | | | | | |
| District: | 15 | DBN: | 15K463 | School | | 331500011463 | |

DEMOGRAPHICS

| | | | | | | | | |
|----------------|-------|--|---|---|----|---|----------|---|
| Grades Served: | Pre-K | | 3 | | 7 | v | 11 | v |
| | K | | 4 | | 8 | v | 12 | v |
| | 1 | | 5 | | 9 | v | Ungraded | v |
| | 2 | | 6 | v | 10 | v | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|-----------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 90.5/83.7 | 91.5/ | 90.6 / |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 0 | 0 | 0 | | 93.8 | 91.2 | 91.4 |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 19 | 20 | 19 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 50 | 21 | 21 | | 78.9 | 80.3 | 81.1 |
| Grade 8 | 61 | 51 | 33 | | | | |
| Grade 9 | 138 | 92 | 79 | | | | |
| Grade 10 | 101 | 88 | 81 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 83 | 86 | 75 | | 2 | 15 | 9 |
| Grade 12 | 79 | 82 | 79 | | | | |
| Ungraded | 7 | 2 | 2 | | | | |
| Total | 538 | 442 | 389 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 23 | 20 | 5 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 29 | 29 | 33 | Principal Suspensions | 3 | 27 | 11 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 21 | 22 | 14 |
| Number all others | 52 | 35 | 29 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | N/A | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 46 | 44 | 37 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 8 | 9 | 8 |
| # receiving ESL services only | 71 | 58 | TBD | | | | |
| # ELLs with IEPs | 2 | 15 | TBD | | | | |

These students are included in the General and Special Education enrollment information above.

| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 3 | 3 | 5 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 13 | 10 | 40 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 97.0 |
| | | | | % more than 2 years teaching in this school | 54.3 | 75.6 | 91.9 |
| | | | | % more than 5 years teaching anywhere | 30.4 | 42.2 | 56.8 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 80.0 | 82.0 | 94.6 |
| American Indian or Alaska Native | 0.6 | 0.7 | 0.3 | % core classes taught by "highly qualified" teachers | 98.6 | 92.2 | 90.3 |
| Black or African American | 43.7 | 43.2 | 41.1 | | | | |
| Hispanic or Latino | 45.0 | 46.2 | 45.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 5.0 | 5.9 | 8.2 | | | | |
| White | 5.4 | 3.8 | 5.1 | | | | |
| Male | 38.3 | 39.6 | 42.2 | | | | |
| Female | 61.7 | 60.4 | 57.8 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|--|-------------------------------|--|---|----------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: X |
| Math: | v | Math: v |
| Science: | v | Graduation Rate: v |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | X | v | v | 73 |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|--|
| American Indian or Alaska Native | - | - | | | | | |
| Black or African American | v | - | - | v | v | | |
| Hispanic or Latino | v | v | | - | - | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | - | - | - | |
| White | - | - | - | - | - | - | |
| Multiracial | | | | - | - | | |
| Students with Disabilities | - | - | - | - | - | - | |
| Limited English Proficient | - | - | - | - | - | - | |
| Economically Disadvantaged | v | v | | X | v | | |
| Student groups making | 4 | 3 | 1 | 1 | 3 | 1 | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
|---|------------|--|----|
| Overall Letter Grade: | C / B | Overall Evaluation: | P |
| Overall Score: | 27.6 / | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | P |
| School Environment: <i>(Comprises 15% of the</i> | 5 / 7.7 | Quality Statement 2: Plan and Set Goals | WD |
| School Performance: <i>(Comprises 25% of the</i> | 4.5 / 16.9 | Quality Statement 3: Align Instructional Strategy to Goals | P |
| Student Progress: <i>(Comprises 60% of the</i> | 18.1 / | Quality Statement 4: Align Capacity Building to Goals | P |
| Additional Credit: | 0 / 0 | Quality Statement 5: Monitor and Revise | P |

| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
|--|---|
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

THE SECONDARY SCHOOL FOR JOURNALISM



Kim Haynes, A.P.

237 Seventh Avenue
Abbie Reif, Principal
Brooklyn, New York 11215

TITLE I

SCHOOL-PARENT COMPACT

The Secondary School for Journalism and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010 – 2011.

School Responsibilities

The Secondary School for Journalism will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning Environment that enables the participating children to meet the State's student academic achievement standards as follows:

We envision our school as a community of learners where all constituencies, students, staff and parents are actively engaged in the process of learning. We strive to achieve academic excellence for our diverse population of active learners. The mission of the Secondary School for Journalism is to provide a comprehensive college preparatory and career exploration program for all students in a nurturing environment. Students will take ownership and responsibility for the learning process through inquiry into a broad spectrum of educational strategies emphasizing hands-on discovery and interdisciplinary project-based learning experiences through the multi-faceted aspects of journalism.

2. Hold parent-teacher conferences twice per year, following the NYCDOE High School Calendar during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Fall: October 28 – Evening October 26 – Day
Spring: March 17 – Evening March 18 - Day

3. Provide parents with frequent reports on their children's progress. Specifically, the School will provide reports as follows:

- 6 comprehensive report cards: 3 per semester
- Teacher progress assessment – on –going
- Interim assessments – NYCDOE 3x/year
- Grow reports

4. Provide parents reasonable access to staff. Specifically, staff will be available for Consultation with parents as follows:
 - Parent/Teacher scheduled conference times
 - On going guidance conferences with intervention teams
5. Provide parents opportunities to volunteer and participate in their child's class, and to Observe classroom activities, as follows:
 - Participate in our Learning Leaders Program
 - Be an active participant on our Leadership Teams, P.T.A.
 - Volunteer as class chaperones for trips and other school related activities

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Secondary School for Journalism will:

1. Involve parents in the planning, review, and improvement of the school's parental Involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an Organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been Taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Secondary School for Journalism will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Secondary School for Journalism

School

Parent

Student

School Year 2010-2011

Date

Principal

Date

THE SECONDARY SCHOOL FOR JOURNALISM



aynes, AP

237 Seventh Avenue
Abbie Reif, Principal
Brooklyn, New York 11215

Title I Parent Involvement Policy

1. The Secondary School for Journalism, 15K463 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - ✍ The principal will hold an annual meeting to provide information about the schools Title I SWP program and types of services provided and to inform and involve parents in the joint development of the Title I Parent Involvement Policy
 - ✍ Send notices home and encourage parents to attend District CEC meetings and school PTA meetings to increase parental understanding
 - ✍ Providing professional development for parents through parent workshops
 - ✍ Parent Coordinator and the PTA will reach out to inform, educate and involve parents

2. The Secondary School for Journalism, 15K463 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - ✍ Parents are active and integral members of the School Leadership Team
 - ✍ Parents will collaborate and assist in providing a needs assessment to assist in the evaluation and continuous school improvement
 - ✍ Parent Coordinator, the PTA and the School Leadership Team will inform and communicate with parents through timely notices, meetings, bulletins and newsletters, sent home
 - ✍ Parent meetings will be held at different times of the day to ensure as many parents as possible attend
 - Translators will be available at the meetings
 - Parent teacher conferences twice a year
 - Day and evening hours
 - By appointment with teachers per parent request at other times during the year

3. The Secondary School for Journalism, 15K463 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- ✍ Our Social Worker will be accessible to 6-12 parents for support and referrals to other programs available
 - ✍ Pupil Personnel Team will identify “at-risk” behavior at an early stage and begin Interventions
 - ✍ Parent Coordinator and the Parent Association will assist parents concerning family literacy programs available
4. The Secondary School for Journalism, 15K463, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- ✍ Parent Coordinator and the PTA will survey parents to assess their needs and concerns
 - ✍ Parent Coordinator and the PTA will reach out to economically disadvantaged and limited English proficient parents and provide workshops
 - ✍ Parents will attend workshops such as Child Health Plus for health insurance, English as a Second Language and Nutrition workshops
5. The Secondary School for Journalism, 15K463 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State’s academic content standards;
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child’s progress; and
 - vi. How to work with educators.
- ✍ The school administrators and teachers will provide capacity building workshops to parents on State Standards, State and City-wide Standardized Assessments, Promotional Policy, and Princeton Assessment, Requirements of Title I and How to Monitor Children’s Progress
 - ✍ The Parent Coordinator will give capacity building workshops on How to Work With Educators, Questions to Ask During Parent-Teacher Conferences
 - ✍ Administrators, Parents and Teachers will be invited to attend educational conferences and conventions

✍ The administrators will provide parents with publications provided by the DOE and NYS to help parents understand what is expected academically of their children

b. The Secondary School for Journalism, 15K463, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

✍ **Parent workshops on Technology, Assessment, Parents as Reading Partners**

c. The Secondary School for Journalism, 15K463, will with the assistance of the of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by:

✍ The school administration will provide parental newsletter, notices and a web site to access information

✍ The Parent Coordinator and Parent Association will provide a monthly Newsletter to build ties and keep parents informed

d. The Secondary School for Journalism, 15K463, will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Learning Leaders Parent Volunteer Tutor Program, Home Instruction Programs, and GED related programs, and other programs and conducts

and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

✍ Reaching out to parents through our Parent Coordinator, Social Worker And Parent Association

✍ Encouraging parents to volunteer in school activities such as assisting in in the classroom, on trips and with fundraisers

e. The Secondary School for Journalism, 15K463, will take the following actions to ensure that information related to school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

✍ Notices are sent in English and Spanish

✍ Staff and Parent Coordinator and Parent Association members available to assist parents in understanding information

Adoption

This School Parental Involvement Policy and the School Parent Compact has been Developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes/agenda reflecting presentation and approval.

This policy was adopted by The Secondary School for Journalism, 15K463 on 10/15/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 15, 2010.

Principal's Signature: _____

Date: _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|------------------------|
| Network Cluster .. | District 15 | School Number 463 | School Name SSJ |
| Principal Abbie Reif | | Assistant Principal Kim Haynes | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Deirdre Quinn/ESL | | Guidance Counselor Mayleen Cummings | |
| Teacher/Subject Area Sasha Swift / Science & Math | | Parent Clarence McNeely | |
| Teacher/Subject Area Robyn McCullough / English | | Parent Coordinator Susan Stein | |
| Related Service Provider Arlene Rives | | Other type here | |
| Network Leader Kathy Pelles | | Other type here | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|----------|--|--|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | |
| Number of Content Area Teachers with Bilingual Extensions | | Number of Special Ed. Teachers with Bilingual Extensions | | Number of Teachers of ELLs without ESL/Bilingual Certification | |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 391 | Total Number of ELLs | 75 | ELLs as Share of Total Student Population (%) | 19.18% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for LAB-R testing. A licensed pedagogue assists with this intake interview. Heather Touchton administers the HLIS. Translation services are made available to parents when they are filling out the HLIS.

Within ten days of their first attend date, eligible students are administered the LAB-R diagnostic. The ESL teacher, Deirdre Quinn, administers the LAB-R. The LAB-R is first hand-scored. Students who are determined to be eligible for ESL services are then immediately placed into ESL classes according to their cut scores on the LAB-R. The LAB-R is then sent to the region for scoring by the scoring deadline(s).

Next, to ensure informed parent choices, our outreach plan begins with sending a letter home within the first 10 days with several possible dates for parent orientation appointments. Then, parents inform us of when they can attend the orientation and the date is scheduled. At the parent orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in their native language, which explains the various ELL program choices in the New York City school system. The video details the three program choices available in New York City schools: Transitional Bilingual, Dual Language and Freestanding ESL. A bilingual pedagogue assists with the question and answer session which follows the viewing. Parents then fill out the Parent Survey and Program Selection Form indicating which type of program they prefer for their child. The forms are stored in a file cabinet in the ESL room. Our schools use the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.

Parents of two students (sisters) chose the bilingual option. However, their parents chose not to transfer them to another school, so they were programmed for ESL at our school. All other parents chose the ESL option. Our program models are aligned with the majority of parent requests. We do not have the required minimum number of students to open a bilingual program in our school. Records of parent program choices are kept in a file cabinet in the ESL room on a Program Choice Worksheet. Parent survey forms are also stored there.

Entitlement letters are mailed within the first few weeks of the new school year. We do follow-up calls to ensure that Parent Survey forms are returned.

For the NYSESLAT examination, the following steps are followed: 1. In early spring, a list of students eligible for NYSESLAT testing is compiled by the testing coordinator. 2. The testing coordinator designates teachers (including the ESL teacher) to administer the examination. 3. Students are tested during the testing administration in small groups. 4. Testing materials are collected and checked by the testing coordinator.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 9 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 9 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|--------------------------------------|----|
| All ELLs | 75 | Newcomers (ELLs receiving service 0-3 years) | 47 | Special Education | 11 |
| SIFE | 6 | ELLs receiving service 4-6 years | 8 | Long-Term (completed 6 years) | 20 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 47 | 5 | 1 | 8 | 1 | 2 | 20 | | 8 | | 75 |
| Total | 47 | 5 | 1 | 8 | 1 | 2 | 20 | 0 | 8 | | 75 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: | Asian: |
| Hispanic/Latino: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|-----------|-----------|----------|-----------|-----------|
| Spanish | | | | | | | 4 | 9 | 3 | 12 | 6 | 7 | 9 | 50 |
| Chinese | | | | | | | 1 | | | 1 | 1 | | | 3 |
| Russian | | | | | | | | | | | 1 | | | 1 |
| Bengali | | | | | | | | | | 1 | 3 | 1 | 3 | 8 |
| Urdu | | | | | | | | | 1 | | | | | 1 |
| Arabic | | | | | | | | | 1 | 1 | 2 | | 2 | 6 |
| Haitian | | | | | | | | 1 | | 1 | | | 1 | 3 |
| French | | | | | | | | | | | 1 | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 2 | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 18 | 14 | 8 | 15 | 75 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

For the high school, beginner ELLs receive 540 minutes of ESL per week; intermediate ELLs receive 360 minutes; and advanced students receive 180 minutes. Our high school students are programmed for ESL in alignment with their NYSESLAT /LAB-R scores. We have one beginner class which is ungraded, encompassing grades 9-12. We have two intermediate classes, one for grades 9-10, and one for grades 11-12. Additionally, there is one advanced class for grades 9-12. For the middle school portion of the program, we use a pull-out model. Advanced students receive 180 minutes of ESL per week, and beginner and intermediate receive 360 minutes per week. In September, we review the results of the May NYSESLAT. Based on the results, our students are placed in Beginner, Intermediate or Advanced groups and are scheduled as described above. Our advanced ELLs receive 180 minutes of ELA per week. Our school does not have any NLA classes; however, we use bilingual textbooks and resources (e.g. translation websites) in all content areas and ESL classes as a support for our ELLs.

Consultation is ongoing between the classroom and ESL teachers. Teachers work collaboratively to ensure that each student's academic needs are met, and that each child is given the opportunity to achieve NYS standards. To this end, the focus in the ESL program is on balanced literacy, and we employ a variety of strategies to assist our ELLs in the critical areas of listening, speaking, reading and writing. For example, we employ QTEL techniques which emphasize group work and differentiated instruction. The ESL department makes use of a variety of resources in assisting our students. We use ESL curricula from Great Source, Visions, and the AZAR grammar series to help our students with math, science, social studies and ELA content-area work. In addition, we utilize various kinds of software such as Rosetta Stone and Side by Side to help our students improve their reading, writing, listening and speaking skills. We also use Integrated Algebra and Glencoe bilingual text books.

The language of instruction of our ESL department is in English.

Instruction is differentiated for different sub-groups of ELLs. SIFE students participate in extended day and after school enrichment activities. Focus is on differentiated instruction in order to assist students in reading and writing skills. In class work focuses on strategies, such as graphic organizers and outlining techniques to help students with reading comprehension. In addition, cloze exercises and dictation passages are used to help students improve in writing and listening skills. For our newcomers, the focus is on immersion in reading, writing, speaking and listening in English. To this end, we employ a variety of techniques and strategies in class, including vocabulary mapping, cloze and dictation exercises, previewing for reading comprehension, retelling, writing about films and photographs, dialogue practice and learning English structures. Students are also given scaffolded instruction and practice for NYS examinations, with an emphasis on reading short passages, filling our graphic organizers, multiple choice answer strategies and writing short responses. For ELLs who have been here for 4-6 years, we employ techniques that emphasize group work and differentiated instruction. We use the 'Access' series, which uses scaffolded activities to help students with reading in the content area. Students create vocabulary maps as a means of expanding vocabulary and aiding in reading comprehension. Long-term ELLs have focused essay-writing strategy sessions to assist students in writing for state examinations; they learn to use graphic organizers and highlighting of text to help with their writing. Students with special needs choose from a variety of high interest, accessible texts and work with graphic organizers to help them improve in their reading and writing skills.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



| | | | |
|------|------------------|--|--|
| 25% | Dual Language | | |
| 100% | | | |
| 75% | Freestanding ESL | | |
| 50% | | | |
| 25% | Freestanding ESL | | |
| 100% | | | |
| 75% | Freestanding ESL | | |
| 50% | | | |
| 25% | Freestanding ESL | | |
| TIME | | | |

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5-8 Program planning for our ESL students is based on the school's global program to provide the services to increase English language acquisition. Effort is made by the ESL teachers to align ELL instruction in a parallel structure with their content-based classes. Our ESL program employs both a push-in and pull-out structure. Effort is made to reduce the amount of pull out time during content based subjects. When students are pulled out, effort is made to pull from non-CORE subjects as much as possible. For our Language Arts classes, we make an effort for the ESL teacher to push in and be a part of the class so that consistent learning takes place. The teacher is a fully certified ESL provider. The principal is the supervisor.

The school's data assessment team consists of the principal, assistant principal and data specialist, as well as the guidance, special ed and ESL departments. The team is responsible for examining school statistics and making recommendations on how to better assist our lower-performing groups. For example, ELA and math test scores are analyzed to determine differentiation and modification of instruction. The

team meets monthly and discusses particular cases of students who need assistance with their coursework and testing. The Pupil Personnel Team, an intervention team, is made up of the school psychologist, guidance, Speech, Special Education, and the ESL department. The team determines which strategies to implement to assist students who have been identified as “at-risk”. ESL students who are identified as “at-risk” are targeted for intervention services, such as SPARK and, if necessary, referrals are made for Special Education services.

Curricular: Our English Language Learners participate in all content area programs. ELLs participate fully in the curricula, with content area and ESL teachers providing differentiated instruction. High school curricula follows all state mandates in all subject areas. Block scheduled periods are provided in all subjects during the course of a week.

Middle School Curriculum: Reader’s 7 Writer’s Project – Teacher’s College; Math – Impact Math I, II, III; Social Studies – gr 6/ World History; gr 7 & 8/US History; Science – gr 6 – Glencoe Science; gr 7 & 8 – Prentice Hall – spiral curriculum following state mandates; in addition: physical education, elective program which encompasses Art & Music

High School Curriculum: ELA/Journalism – principles of Reader’s & Writer’s project infused into curriculum; Math: gr 9 – Integrated Algebra, Gr 10-12 – Geometry, Integrated Algebra II, Statistics, Personal Finance & Pre-Calculus; Science: gr 9 – Living Environment; gr 10/ Earth Science; gr 11 & 12 – Forensics; Social Studies: gr 9 & 10 – Global Studies; gr 11 US History; gr 12 – Participation in Government, Economics.

All students receive: Physical Education, Health Education, Electives – Art & Music (mandated); AP courses – English Composition, English Literature, US History.

Extracurricular: Our ELLs participate in all after school programs and activities. In addition, we have an after school program for newcomers. We also provide programs in all content areas. All students are encouraged to participate in school run activities, as well as, CBO offerings through the YMCA and PRY.

During the Spring term, if monies are available we take field trips and attend performances which are related to our newcomer ELL population. These would be field trips related to making our newcomers familiar with New York City and give them experiences that help to acclimate them to our city.

Activities will be provided to assist newly enrolled ELLs in becoming acclimated to our school, our city and our country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities include: newcomers’ breakfast; student buddies in their content area classes. We also provide summer orientation sessions for our entering 6th and 9th grade classes. In the summer, the school had a summer institute for incoming sixth and ninth grade students and their parents. Students and parents had the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, were invited to participate.

Our support services for ELLs include our guidance department, who are available to see all students. Because we are a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. In addition to guidance, the following services are available to all students, including ELLs. Additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker, psychologist and SPARK. ELLs with IEPs are provided with mandated bilingual services as per their IEP in guidance, speech, AIS, occupational therapy, physical therapy and/or SETSS.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3 We will engage in those activities which support our ELL teacher and the general education teachers in providing the necessary adaptations and strategies for the ELL student. The ESL teachers will attend professional development meetings through the CLSO and Accelerated Achievement for ELLs PDs. Teachers will turn-key all information to content-area teachers at PD sessions. Our Pd program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English language proficiency and differentiation is the key to this. To this end, we are planning the following PD sessions for our content area teachers, ESL teacher, paraprofessionals, guidance counselors, secretaries and parent coordinator. Each workshop is 45 minutes, with a total of 7.5 hours as per Jose P. :

- n September: English language learners: Transitioning from middle to high school
- n October: Helping the ELL acquire academic language
- n November: Differentiating for ELLs in the science class and labs
- n December: ELA test prep for ELLs
- n January: Helping ELLs succeed: Differentiating for SIFE students
- n February: Test preparation for math
- n March: Parent Engagement
- n April: Newcomers – helping the newcomer get acclimated to New York City
- n May: Test prep for ELLs in social studies DBQs
- n June: Regents prep workshop

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs participate in all aspects of the school. Prior to the beginning of the school year, newly enrolled English language learners and their parents are invited to a summer institute where they have the opportunity to meet with their teachers, engage in curriculum exploration and become familiar with our school. Furthermore, we hold two parent breakfasts for our ELL parents, at which time they participate in workshops on how they can assist their children's success in school. Parents are also encouraged to accompany their children on the ESL field trips in the spring. The parent breakfasts are a good forum for parents to find out about the workings of our school as well as how they can assist their children in succeeding in their classes.

2. CBO and community based organizations are not applicable.

3. Parent needs are evaluated through a survey form (translated versions) which we send home prior to the parent breakfasts.

4. The survey asks parents to list topics/areas of interest that they would like to see addressed at the parent breakfast. We then tailor the events to fit the needs of our parents. Furthermore, the School Leadership Team and PTA meetings are held monthly, and all parents are encouraged to attend these meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 2 | 3 | 1 | 9 | 6 | 3 | 2 | 26 |
| Intermediate(I) | | | | | | | 0 | 1 | 2 | 5 | 7 | 3 | 9 | 27 |

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|----|---|----|----|---|----|----|
| Advanced (A) | | | | | | | 3 | 6 | 2 | 3 | 2 | 3 | 3 | 22 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 17 | 15 | 9 | 14 | 75 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | 2 | 0 | 1 | 1 | 2 | 2 | 0 |
| | I | | | | | | | 0 | 1 | 0 | 2 | 5 | 4 | 4 |
| | A | | | | | | | 2 | 2 | 1 | 8 | 2 | 2 | 4 |
| | P | | | | | | | 1 | 5 | 2 | 2 | 4 | 1 | 4 |
| READING/ WRITING | B | | | | | | | 0 | 1 | 1 | 3 | 2 | 3 | 1 |
| | I | | | | | | | 2 | 5 | 2 | 4 | 5 | 5 | 7 |
| | A | | | | | | | 3 | 1 | 1 | 5 | 4 | 0 | 3 |
| | P | | | | | | | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 5 | 2 | 1 | | 8 |
| 7 | 2 | 1 | | | 3 |
| 8 | 3 | 4 | | | 7 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | 2 | 5 | | | | 1 | | 8 |
| 7 | 3 | | 1 | | | | | | 4 |
| 8 | 1 | | 5 | 1 | 2 | | | | 9 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 3 | 2 | 4 | 2 | 1 | | | | 12 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 0 |
| 8 | 6 | 4 | 2 | | | | | | 12 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 7 | | 1 | |
| Math <u>algebra</u> | 12 | 4 | 3 | 4 |
| Math <u>geometry</u> | 5 | | 1 | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 4 | | 2 | |
| Living Environment | 15 | 1 | 2 | 0 |
| Physics | | | | |
| Global History and Geography | 10 | 3 | 3 | 1 |
| US History and Government | 7 | 3 | 3 | 3 |
| Foreign Language | 4 | | 4 | |
| Other <u>Math B</u> | 1 | | 1 | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. At the current time, we are assessing various diagnostic tools (e.g. ALLD, ECLAS, EL SOL) for determining early literacy skills. Presently, we use the NYSESLAT, LAB-R, SPANISH LAB, class grades, student records and history to determine early literacy skills. The data provides information about the literacy levels of our ELLs in their native languages, and it helps us to see which students need extra assistance in pre-literacy skills. It also helps the school make instructional decisions for our SIFE students. We have found that determining literacy levels helps in creating a differentiated instructional plan.

2. In examining the NYSESLAT scores for 2010, it is clear that it is the reading and writing sections of the exam that are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that very few students achieved proficiency in the reading and writing subtest.

In the writing modality, our ELLs show strength in pre-writing strategies and writing stamina, but they demonstrate weaknesses in sentence combining and essay writing skills. In the reading modality, our ELLs need to develop stronger proficiency in vocabulary skills as well as decoding multisyllabic words. In the listening modality, our ELLs' strengths include listening for the main idea and understanding inferences. Their weaknesses are in note-taking. In speaking, our ELLs demonstrate strengths in using academic language, but they demonstrate weakness in using transition words.

3. The implications for the schools' LAP and instruction are the following:

1. Literacy must be the focus for the ELL in both the ESL and mainstream classroom.
2. We need to ensure that Title 3 monies be used to fund after school literacy activities.
3. Parental involvement needs to be cultivated as a means to helping ELLs succeed in writing and reading.

The LAP team will meet twice a year – in June, and then in September, when the most recent NYSESLAT scores are available – in order to review the LAP, and if necessary to make revisions.

4. According to our analyses of our assessments, ELLs fare better when taking state exams in their native languages when they are newcomers. The school leadership and teachers use the ELL periodic assessments to make instructional decisions as to how to differentiate and which areas of difficulty to focus on. The school has learned that our students require particular attention in reading and writing.

6. We base our evaluation of the success of our program for ELLs on how students are performing on ELL periodic exams and New York State exams, as well as class performance.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |

| | | | |
|--|----------------|--|--|
| | Network Leader | | |
| | Other | | |

15K463 ADDENDUM

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-12 _____ Number of Students to be Served: 75 _____ LEP _____
Non-LEP

Number of Teachers 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a) 15K463

Grade Level(s) 6-12 _____ Number of Students to be Served: 71 _____ LEP _____
Non-LEP

Number of Teachers 5 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School's language instruction program for LEP students:

Our language instruction program is designed to meet the needs of our students during the school day. Students are seen in a pull-out model, based on proficiency level. In addition, the program includes extended learning activities which include after school and Saturday field trip programs. Students will attend small classes, the goal of which is to assist students in achieving state academic standards in the areas of ELA, Math, Science and Social Studies. Instruction will focus on test preparation for the state ELA, Math and Science examinations, as well as regents exams. Program will parallel the needs of the students creating a smooth transition and flow:

Middle School Calendar:

- September – January: ELA
- February – March: Math state exam
- April – June: Social Studies and Science

High School Calendar:

- September – January: Regents prep and NYSESLAT prep
- February – June: Regents prep and NYSESLAT prep

Our students will participate in several field trips during the spring semester: a theater performance and visits to museums. We will explore New York City and help with the assimilation of our students into our city. Students will engage in reading and writing activities, as well as oral presentations based on what they learn from the trips. Parents will be invited to attend. Monies from Title III will assist in the purchase of metro cards for student/parent travel (during weekend times) as well as fees for admission to theater/museums.

Our Saturday Field Trip program exposes our English language learners to direct English language learning experiences in New York City. Our visit to the Museum of Natural History,

the Bronx Zoo, Sony Wonders and theatrical performances supplement the learning that is happening in their content area classes, engaging them to use academic English in all modalities. Furthermore, the field trips provide opportunities for the development of oral language proficiency, vocabulary knowledge, and listening skills, all of which are crucial for strong reading comprehension as well as writing development. Prior to and after participation in a field trip, our students engage in structured writing activities about the experience.

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies.

Type of program/activities to improve mathematics, native and /or English language learning

1. Test preparation for middle school state exams in ELA, Math , Science and Social Studies.
2. Regents preparation for ELA, Global History, American History, Math A and Living Environment.
3. 2-4 field trips, including the Museum of Natural History and a theater production.

For our test preparation sessions, students will meet in small classes (10-15 students) with a content area teacher and/or ESL instructor and will focus on preparing for state and city exams.

Number of students to be served

LEP: 71

Grade levels

6-12

Languages of instruction

English

Supervisor

Abbie Reif, Principal

Rationale for the selection of program/activities

Our intention is to use the Title III monies to assist our ELLs in meeting state standards. Our Saturday and after school programs will, therefore, focus on test preparation for the state, city and Regents examinations at the middle and high school levels. This type of program is important for our ELLs because they need extra support in achieving NYS standards. In

addition, students will have the opportunity to attend several field trips. The purpose of these trips is to enable our students in gaining proficiency in the English language, particularly academic language related to the content areas. Students will engage in reading and writing activities based on the field trips. The literacy activities will focus on all phases of acquisition: oral, written and reading skills.

Saturday program: There are three trips in the budget for the Spring semester, to be held Saturdays between February and May 2010. There will be four teachers accompanying the students and the parents. The duration of the trips is 4 hours, from 11-4.

4 teachers x 4 hours x 4 trips x \$49.89 = \$3,192.96

Rationale

Our newcomers are in the early stages of English language acquisition. Their NYSESLAT and LAB-R scores indicate that they need development in all language areas – listening, reading, writing and speaking. The field trips provide tangible experiences which encourage oral language development as well as vocabulary development. Furthermore, teachers then provide specific writing structures based on the trips, which enable our students to write meaningfully about their experiences. In addition, the field trips provide an orientation to New York City for our newcomers; this helps them to become acclimated to American culture as well as to the city. It is our intention to take a field trip to the Museum of Natural History; we will connect the work we do there to our students' Living Environment and Earth Science classes as well to their ELA classes. We will also see a theater production and have the students do structured writing activities connected to their ELA classes. A third trip will be to a SONY Wonder exhibition, where students can make connections to their math, science and technology classes.

Targeted population

Newcomers/Beginners

Purpose

The purpose of the program is two-fold:

- 1) to develop language skills: reading, writing, listening and speaking
- 2) to acquaint our newcomers with knowledge of New York City and American culture.

Data Analysis

We keep track of student progress through consultation with ARIS as well as with mainstream teachers. Furthermore, we use student portfolios to track progress in targeted areas. The English language learner interim assessments are analyzed as another method for understanding individual student progress.

After school/Saturday ELA Regents Prep:

1. Every Tuesday and Thursday, 3:15 – 4:15 p.m. (October – June)

There will be two teachers working in the Title III after-school program. The duration of the program will be two hours on Tuesday and Thursday for 30 weeks.

$2 \text{ teachers} \times 2 \text{ hours/weekly} \times \$49.89 \times 30 \text{ weeks} = \$5,986.80$

2. There are 8 Saturday sessions prior to ELA regents examination.

There will be two teachers working in the Title III Saturday program. The duration of the program will be 2.5 hours, from 9-11:30, for 8 weeks.

$2 \text{ teachers} \times 2.5 \text{ hours} \times 8 \text{ sessions} \times \$49.89 = \$1,995.60$

Rationale

Our ELA regents' results demonstrate that our ELLs need extra assistance in preparing for regents examinations. Our intention is to provide after school and Saturday classes to assist students in preparing for the ELA regents and other state examinations.

Targeted population

High school ELLs taking ELA Regents examinations.
Middle school ELLS taking state ELA examinations.

Purpose

The purpose of the after school program is to target the skills students need in order to meet standards on state examinations.

Data Analysis

We keep track of student progress by monitoring interim assessments through ARIS as well as results of regents and middle school state examinations.

Service provider and qualifications

Teachers certified in ESL/bilingual: 2 ESL teachers
Teachers certified in content areas: 2 teachers

ELA content area teachers will team-teach with the ESL teachers during these sessions. Content area teachers will teach the ELA regents content material, and ESL teachers will provide ESL support during the teaching sessions.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional development activities are going to be provided through participation in citywide and CLSO activities. As per decision of the Title III committee, we will not use Title III fund to support PD activities. PD activities for ELL teachers will be supported through Title I/SWP allocations. In addition, ELL school instructional specialists meet and collaborate with subject teachers in the alignment of instruction for students in providing support to the general ed teachers in differentiating instruction for students.

PD schedule:

Target audience: subject area teachers

Monthly in-school PDs

January: Differentiating for the SIFE student

February: Assisting the ELL in acquiring academic language

March: Test prep for the English language learner

Target audience: ESL Teachers

“Accelerating Achievement for English language learners”

Sponsored by the Chief Achievement Office, NYC DOE

3 professional development days in October, November and December

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

We will use Title III funds to hold parent orientations at which we will discuss state standards and assessments, and where we will give information to parents about how they can support their children in reaching standards. Supplemental workshops will be held in conjunction with our PTA.

Type of program: Parent Breakfast

Targeted number of parents attending: 20

Language of services: English/Spanish

Schedule: One session in January/one session in March

Service providers: 2 ESL teachers; 1 bilingual teacher

Refreshments: Breakfast for parents

Activities:

Workshop #1 January breakfast workshop: *Supporting academic achievement for your child*

Workshop #2 March breakfast workshop: *Preparing your child for state examinations*

**Title III LEP Program
School Building Budget Summary**

| Allocation: \$15,000.00 | | |
|---|------------------------|---|
| Budget Category | Budgeted Amount | Explanation of Proposed Expenditure |
| Per Session | \$5,986.00 | <u>After-school extended learning:</u> 2 teachers x 2 hours/weekly x \$49.89 x 30 weeks |
| | \$1,995.00 | <u>Saturday Regent's/Test Prep:</u> 2 teachers x 2.5 hours x 8 sessions x \$49.89 |
| | \$2,396.00 | <u>Field trips:</u> 4 teachers x 4 hours x 3 trips x \$49.89 |
| Purchased services such as curriculum and staff development contracts | | |
| Supplies and materials | \$3,013.00 | Supplementary instructional materials: multicultural libraries, dictionaries and glossaries; content-based learning materials in all subjects; dual language materials |
| | | |
| Travel | \$288.00 | For field trips: 24 students/teachers x 3 trips x \$4.00 |
| | \$160.00 | For parent involvement/ incentive to participate in programs during the school day 20 parents x 2 trips x 4.00 |
| | \$150.00 | Parent breakfast |
| Other Admission Fees | \$1012.00 | Admission fees for trips: Museum of Natural History 24 students/teachers x \$14.00 = \$336.00 Museum of the City of New York 24 students/teachers x \$9.00 = \$216.00 Union theater: theater production 23 students/teachers x \$20.00 = \$460.00 |
| TOTAL | \$15,000.00 | |