



WORLD JOURNALISM PREPARATORY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q256

ADDRESS: 34-65 192ND ST. FLUSHING, NY 11358

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q285 **SCHOOL NAME:** World Journalism Preparatory School

SCHOOL ADDRESS: 34-65 192 Street

SCHOOL TELEPHONE: 718-461-2219 **FAX:** 718-461-2633

SCHOOL CONTACT PERSON: Cynthia Schneider **EMAIL ADDRESS:** CSchneider2@
Schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Laurence Malmud

PRINCIPAL: Cynthia Schneider

UFT CHAPTER LEADER: Kenneth Mengani

PARENTS' ASSOCIATION PRESIDENT: Antonella Villa

STUDENT REPRESENTATIVE:
(Required for high schools) GianAnthony Damasco

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 406

NETWORK LEADER: M. Cristina Jimenez

SUPERINTENDENT **JUAN MENDEZ**

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
Cynthia Schneider	*Principal or Designee	
Kenneth Mengani	*UFT Chapter Chairperson or Designee	
Antonella Villa	*PA/PTA President or Designated Co-President	
Barjes Angulo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
GianAnthony Damasco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laurence Malmud	Member/Teacher	
Nancy Poulos	Member/Assistant Principal	
Thomas DeBonis	Member/Parent	
	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.

World Journalism Preparatory School (WJPS) is a student-centered environment designed to prepare young people to make a difference in the community and the nation's democracy as an informed and active citizens. The WJPS student, through a rigorous standards-based, college preparatory curriculum, will follow curiosities, pursue answers, and publicly defend and support informed opinions. WJPS students are prepared for success in the college of their choice.

At WJPS, journalism is a vehicle to share learning with a wider public, to practice the habits of critical citizenship, and to foster public voices necessary to effect change through the power of language. The publications focus provides: intention – students empowered through choice and self-direction; dialogue – the opportunity and responsibility to respond to others' ideas and multiple perspectives around issues of importance; collaboration – where students' minds change and grow while producing tangible results together; and inquiry – the desire to follow one's curiosities and pursue answers.

WJPS is a small, unscreened secondary school serving 573 students in grades 6 – 12. We have grown the middle and high school components simultaneously over the last 4 years. The Class of 2010 was our first graduating class. 98% of our senior class applied to college and with the exception of 8 students who will be fifth year graduates, all are attending the college of their choice. Those colleges include selective universities from around the country as well as local community colleges. Our students come from the local community of Flushing, College Point, and Whitestone Queens, as well as from outlying boroughs of New York City.

Our primary focus is on creating self-directed learners who can ask questions, seek help regarding their own learning, and who can discuss with depth their learning goals and next steps. We do this through the rigorous Portfolio Assessment as measured against the common core standards. At WJPS, students lead parents through their portfolio of work with complex analysis of what they have learned and where they need to concentrate next in each of their courses. This is true from the sixth through the twelfth grade. At the end of the senior year, students present exhibitions of their learning for evaluative committees of students, teachers, parents, and community members. All grades present to groups of "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:	World Journalism Preparatory School			
District:	25	DBN #:	285	School BEDS Code: 342500011285

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9			<input type="radio"/> 12	<input type="radio"/> 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									
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
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									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<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				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<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			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

Close review of all data sources reveal the following school strengths:

1. **The school has high academic expectations for student achievement by all constituency groups.**
2. **Attendance is excellent at WJPS. Our students attend, participate actively in the life of the school and come to school ready to learn.**
3. **Programming facilitates the accrual of credit and the school session organization ensures inquiry and professional development to move student achievement forward.**
4. **Graduation rate of 89% is 29% higher than the NYC average.**
5. **94% of ninth grade earned 10 + credits. Ninth grade credit accrual is strongly correlated with graduation.**
6. **While middle school scores went down with the new cut scores, when analyzed, over 90% of middle school students did improve.**

Close review of all data sources reveal the following school growth areas:

1. **Middle School data reveals an urgent need to increase the rigor of our work so students improve given the new bar set last spring.**
2. **High school data shows a need to increase the number of credits earned by sophomores and juniors.**
3. **As each cohort improves, our expectation is for an improved graduation rate from 89%.**
4. **We need to leverage our 8th grade students and parents for articulation to the 9th grade.**
5. **We need to do a better job with special education students and those students in the bottom third who do not have IEPs. This is a need across all grade levels and content areas.**

Accomplishments

- 1. Graduation rate of 89% was successfully well above the city average. 98% of our graduates made it to the college of their choice.**
- 2. Students earning credits at 90% levels.**
- 3. Students selected for selective programs such as Youth About Business and the Intrepid Leadership Program.**
- 4. The numbers of off-track seniors have decreased significantly to only a handful of students.**

Aids and Barriers to Continued Improvement

- 1. Our staff is very stable. As we continue to grow, the sum effect of professional development and the professional learning community will continue to build teacher pedagogical skill. This will continue to affect the achievement of our students in positive ways.**
- 2. A barrier to improvement is the continual and significant budget cuts. We are significantly hampered by our inability to offer a robust after school program.**
- 3. Another barrier to overcome is the need for additional and equitable use of space in the building. This building was not intended for high school students. Consequently, the halls are small and cramped, and the shared spaces are desperately inadequate. There is no high school library – only an antiquated and inadequate middle school library. The cafeteria is straight out of Rikers and is not conducive for any level of students. The auditorium is showing its age with limited ability to be used as a high school drama space. All of these space issues affect the quality and tenor of our school's culture.**

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.

Goal # 1 Common Core Standards

As part of a DOE pilot project for 2010-2011, WJPS will implement use of the Common Core Standards across grade levels and subject areas. 100% of WJPS staff will organize their curriculum maps, assessments, and inquiry around the CCS to raise the level of rigor across content and grade levels.

Goal #2 Progress

Raise the rigor in all content areas and in all grades to better prepare all students to meet intellectual challenges. WJPS teachers will continue to refine their use of AFL (Assessment FOR Learning) as a vehicle to ensure student progress by June 2011.

- 80% of middle school students will increase scores on Math and ELA state exams by at least 5 points.
- The number of students passing regents exams with at least a 75 will increase by 5%.
- The number of students passing Advanced Placement exams will increase by 10%.

Goal #3 College Readiness

WJPS will continue its school-wide focus on creating and maintaining a college-going culture. Toward that end, by the end of June 2011:

- WJPS will increase the graduation rate by 3%.
- WJPS SAT results will increase by 5%.
- College applications will increase to 98%.
- Off-Track students will decrease by 3%.

Goal #4 Literacy Across the Curriculum and the further Development of WJPS Publications

WJPS will increase its publication content and products.

- 50% of staff will learn and implement the use of at least 1 CS5 tool in their classroom.
- Portfolio submissions will reflect a 10% increase in CS5 use.

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): 1. Common Core Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>As part of a DOE pilot project for 2010-2011, WJPS will implement use of the Common Core Standards across grade levels and subject areas. 100% of WJPS staff will organize their curriculum maps, assessments, and inquiry around the CCS to raise the level of rigor across content and grade levels. WJPS teachers will continue to refine their use of AFL (Assessment FOR Learning) as a vehicle to ensure student progress.</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>	<ul style="list-style-type: none"> • All teacher learning will revolve around CCS. • All curriculum and assessment (formative and summative) will organize around the CCS. • Support for implementation of CCS is provided through observation, Lunch and Learn, and curriculum planning, and professional development weekly. • Analysis of student work against CCS and through portfolio analysis will help to calibrate and raise the level of rigor across the school. • ELA and Math teachers will turnkey learning from the pilot professional development.
<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>	<ul style="list-style-type: none"> • TeacherEase will reflect use of the CCS. • All PD sessions revolve around implementation of CCS • Teachers of ELA and Math are attending professional development on the Network and City level around CCS. • Advisories will use the language of CCS to students.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Atlas Rubicon Curriculum maps reflect CCS.
- TeacherEase commentary reflect use of CCS.
- Portfolio submissions reflect use of CCS.
- Exemplars of student and teacher work will be shared on ARIS.

Subject/Area (where relevant): Progress

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- Raise the rigor in all content areas and in all grades to better prepare all students to meet intellectual challenges. WJPS teachers will continue to refine their use of AFL (Assessment FOR Learning) as a vehicle to ensure student progress by June 2011.**
- 80% of middle school students will increase scores on Math and ELA state exams by at least 5 points.
 - The number of students passing regents exams with at least a 75 will increase by 5%.
 - The number of students passing Advanced Placement exams will increase by 10%.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Targeted assistance is provided through differentiated and workshop based instruction and the consistent use of Assessment FOR Learning (AFL) strategies.
- Increase the ratio of informational/nonfiction texts to at least 60% of the curriculum in middle school and 80% in high school.
- Program struggling students for AIS in the school day.
- Regular analysis of student work against the CCS will monitor student progress and address next steps regularly and often.
- Advisories facilitate added support of all students.
- Professional Development time for grade level teams to meet for inquiry work that moves student achievement forward.
- Vertical teams meet for teachers planning, data analysis, and “kid talk” opportunities to move work forward on meaningful and rigorous work.
- Participation in CCS/Performance Assessment pilot for Math and ELA will help provide support for teachers and students.

<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>	<ul style="list-style-type: none"> • Pilot and network resources help offset expenses by providing professional development for Math and ELA teachers. • Teachers College coaches for Math and ELA will support teachers as they work through these very crucial changes. • Weekly professional development, common planning time bring teachers together collaboratively. • All of these initiatives will be achieved through creative programming and careful planning.
<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"> • Students submit portfolio exemplars every three weeks. These submissions include rubrics, self-assessment and reflection. • Curriculum maps will reflect acceptable accomplishment of goals. • Periodic Assessment of portfolio data will provide evidence of individual and grade progress. • Regents pass rates will increase by 5% • Advanced Placement exams will see an increase of students taking and an increase in students achieving a 3 or better by at least 5%.

Subject/Area (where relevant): College Readiness

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>WJPS will continue its school-wide focus on creating and maintaining a college-going culture. Toward that end, by the end of June 2011:</p> <ul style="list-style-type: none"> • WJPS will increase the graduation rate by 3%. • WJPS SAT results will increase by 5%. • College applications will increase to 98%. • Off-Track students will decrease by 3%.
<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>	<ul style="list-style-type: none"> • Student advisory sessions for SAT study plus add an SAT prep course. • Student advisory sessions for academic counseling will monitor credit repair and credit accumulation. • College Summit and peer leaders will provide support and motivation for students completing the college application process. • Programming includes time for students to make up and keep up. • Parent workshops will incorporate home support for student readiness for college.
<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>	<ul style="list-style-type: none"> • Teachers will monitor in advisory, the progress of students toward graduation. • College Counseling Office will monitor also the progress of students toward graduation and completing the college process.
<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"> • Meetings with students, parents, and counseling department will detail progress by grade and individually by student.

**Literacy Across the Curriculum and
the further Development of WJPS
Publications**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>WJPS will increase its publication content and products.</p> <ul style="list-style-type: none"> • 50% of staff will learn and implement the use of at least 1 CS5 tool in their classroom. • Portfolio submissions will reflect a 10% increase in CS5 use.
<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 WJPS content area teachers will produce a publication or contribute student content to a publication which is polished and reflects balanced literacy in the content. Students will have a firm understanding of what it means to read and write in the discipline; as an historian, as a scientist, etc. Writing will reflect emphasis on revision skills.</p>
<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>	<ul style="list-style-type: none"> • Teachers will have time to plan, monitor, and revise reading and writing activities to reflect literacy research. • Teachers use newly purchased CS5, the industry standard for publication print and nonprint. This will facilitate the publications by content area. • Publications staff and students will produce content for publications and outlets beyond the walls of our school. • WJPS will earn press recognition and credentials. • Students will interview with staff supervision Newsbreakers and Newsmakers through a vetted and professional speaker series.
<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"> • Inserts of the newspaper in local professional newspapers. • Implementation of WJPS cable programming. • Advertising revenue to provide for self-sustaining publication. • Students submit portfolio exemplars every three weeks. These submissions include rubrics, self-assessment and reflection. • Vertical and advisory teams will monitor portfolio submissions for inclusion in CA publications.

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	20	22	10	10	2	0	0	0
7	24	22	3	3	2	2	0	0
8	15	20	5	3	2	0	0	0
9	30	35	15	13	10	3	1	0
10	18	15	8	8	3	0	0	0
11	25	20	20	10	3	1	0	3
12	30	25	20	25	5	3	1	1

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Morning AIS is also available on an as needed basis. Great Leaps is used with the most needy of our ELA challenged students. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory. High School only have Saturday Regents prep in Nov., Dec., April, and May.</p>
<p>Mathematics:</p>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Morning AIS is also available on an as needed basis. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory. High School only have Saturday Regents prep in Nov., Dec., April, and May.</p>
<p>Science:</p>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory. High School only have Saturday Regents prep in Nov., Dec., April, and May.</p>
<p>Social Studies:</p>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory. High School only have Saturday Regents prep in Nov., Dec., April, and May.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor works closely with the PPT, SBST teams, as well as the building SAPIS worker. Students receive individual and small group counseling as needed and as detailed on IEPs.</p>

At-risk Services Provided by the School Psychologist:	<i>Students receive individual and small group counseling on an as-needed basis.</i>
At-risk Services Provided by the Social Worker:	<i>Students receive individual and small group counseling on an as-needed basis.</i>
At-risk Health-related Services:	<i>Three students have a health related paraprofessional to support chronic health issues. Other students require hearing, vision, OT, and PT services which are provided on site.</i>

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.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
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.

Appendix 3: Language Translation and Interpretation-

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.**

At WJPS we have established procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services that are critical to their child's education. Data and methodologies used to assess our school's written translation and oral interpretation needs take into consideration the following data-

- a. ATS Reports identifying home language preferences
- b. Parent Survey's identifying home language preferences
- c. Datacation Reports identifying home language preferences
- d. ARIS Reports identifying home language preferences
- e. STARS Reports identifying home language preferences
- f. Emergency Blue Contact Cards identifying home language preferences
- g. Face to face interviews with parents/students identifying home language preferences
 1. Done during PTC
 2. Done during Portfolio Conferences
 3. Done during PTA meetings
 4. Done during Admission interviews

- 5. Done during meetings with Parent Coordinator
- 6. Done during formal and informal meetings with AP and Principal
- h. SurveyMonkey transmissions requesting home language preferences
- i. Teacherease (Online communication mechanism) survey identifying home language preferences
- j. Signage is posted in the Main Office, corridors and lobbies of the school stating that translation services are available upon request. The signage is translated into various languages such as Spanish, Chinese, Korean, Urdu, Russian, etc.

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.

As documented by the ATS Adult Preferred Language Report the following spoken and written languages were identified by WJPS parents- Spanish/Korean/Mandarin/Urdu/Hindi/Russian/Greek/Punjabi/ Farsi/Chinese/Italian/Swahili/Armenian/Gujarat and Philipino . The majority of the home language/spoken language preferences were Spanish and Korean.

Findings are reported to the school community via the following mechanisms:

- a. At SLT meetings- oral and written interpretation services are discussed and reviewed
- b. At ELL Parent meetings- oral and written interpretation services are discussed and reviewed
- c. The schools’ safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers.
- d. During school information sessions/conferences/formal and informal meetings, parents are informed about the DOE’s website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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.**

All mailings, notices home, announcements, etc. are stamped with the approved DOE Translation Stamp notifying parents and guardians that this is an important notice which needs to be translated into their home language. We also offer DOE forms and announcements, as well as school mailings with the appropriate translations as dictated by the parent language preference data- i.e. Korean, Spanish, Urdu, Hindi, Russian, etc. These forms are ordered in advance and available in the main office. Promotion-In-Doubt letters are also sent accompanied by translated versions. Written translation service are provided in-house and occasionally by the DOE approved translation service department when we receive mandated mailings in advance.

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.

There are several key staff members identified who are available and accessible to offer translated phone services and language interpretation services. These include- Ms. Song- Korean, Ms. Fong- Mandarin, Mr. Lai-Cantonese, Mr. Vargas-Spanish, Ms. Valetk-Spanish, Mr. Nisonoff-Spanish, Ms. Poulos-Greek, Ms. Douvres-Greek, Ms. Vitale-Greek, Ms. Mitsiadis-Greek. During Portfolio and Parent Conferences/PTA Meetings/Orientations/Open Houses, etc. approved DOE vendors (outside contractors) are hired with our Parent Coordinator acting as the liaison for this..

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>.

Methods that WJPS uses to ensure that parental notification requirements for translation and interpretation services are met include the following:

- a. Determining primary language needs within 30 days of a student’s enrollment via the mechanisms outlined in the LAP and earlier responses.
- b. Making interpretation and translation services accessible and available as outlined in the LAP and earlier responses.
- c. Contacting the DOE translation and interpretation services as needed.
- d. Making sure that as part of the CEP the language assistance needs are consistent t with the requirements of the DOE’s Chancellor’s Regulation A-663.
- e. Seeking out the budgetary and staffing resources to fulfill the conditions defined in A-663
- f. Providing parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

- g. Posting in a conspicuous location at the primary entrance signage in each of the covered languages indicating the availability of interpretation services.
- h. Directing parents to the DOE's website as a resource for translation and interpretation services and how to access such services.

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.
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.
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>.

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:		\$196900.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$1969.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

* 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

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.

TITLE I SCHOOL PARENT INVOLVEMENT POLICY

NCLB requirement for all Title I schools

Statement of Parent Policy

WORLD JOURNALISM PREPARATORY SCHOOL

WJPS is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community, as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

WJPS agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning

(B) that parents are encouraged to be actively involved in their children's education at school

(C) that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- Provide to each parent an individual student report about the performance of their child on the State standardized tests

- 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)
- Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

II. Policy Involvement

WJPS will:

1. Convene an annual meeting at a time convenient for parents of participating children. The meeting shall be held in October.
 - All parents shall be invited and encouraged to attend
 - The school will provide information and explain the requirements of Title I and the rights of parents.
2. Offer a flexible number of meetings and may provide with Title I funds transportation, child-care, or home visits, as such services relate to parental involvement.
3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program
4. Provide parents of participating children:
 - Timely information about the Title I programs
 - Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

III. Shared Responsibility for High Student Academic Achievement

As set forth in a School-Home Compact

SCHOOL-PARENT-STUDENT COMPACT

WJPS and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they 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 the 2009-2010 school year.

SCHOOL RESPONSIBILITIES

WJPS will:

TEMPLATE - MAY 2010

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:
2. Hold portfolio conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: in the fall and spring.
3. Provide parents with frequent reports on their children's progress. Specifically, WJPS will provide reports as follows: twice-yearly conferences, progress reports and report cards as well as access to the TeacherEase on-line system.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: twice yearly during conferences, during a "Meet the Teacher" event and by appointment during the school day.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer to help set-up and/or observe special events such as publishing parties, science demonstrations and science fairs, presentations of exit projects, and as chaperones on trips.

PARENT/GUARDIAN RESPONSIBILITIES

I, as parent/guardian, will support my child's learning in the following ways:

1. Let the teacher(s) know if my child has any problems with learning.
2. Ensure that my child attends school daily and arrives on time and ready to learn.
3. Encourage my child to support the school dress and discipline codes.
4. Attend portfolio conferences and participate in discussions relating to the education of my child.
5. Join and participate in the PTA whenever possible.

STUDENT RESPONSIBILITIES

I will take responsibility for my own learning at WJPS by:

1. Letting my teacher and family know if I need help.
2. Reading and writing on my own every day.
3. Accepting responsibility for my own actions.
4. Honoring the school dress and discipline codes
5. Giving my parent/guardian all notices and information received by me from school.
6. Respecting myself, others, the school and its employees, and the materials provided to me for learning.

IV. Building Capacity for Involvement

WJPS:

- a. Shall provide assistance to the parents of children served by the school in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- c. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities such as a parent resource center and workshops that encourage and support parents in more fully participating in the education of their children
- d. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- e. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related meetings and training sessions;
- f. May train parents to enhance the involvement of other parents;
- g. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- h. May adopt and implement model approaches to improving parental involvement;
- i. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- j. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

V. Accessibility

In carrying out the parental involvement requirements of this part, WJPS, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.
Comprehensive needs assessments are on-going. State exams at all grade levels are analyzed and disaggregated to determine where the greatest need is. School programs are devised to meet those needs. This school focuses on Assessment for Learning strategies in all classes where students are assessed minute-by-minute, day by day, etc. so that teachers can adjust curriculum to differentiate for specific needs. All this information is collected and analyzed continuously.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address 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 are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Comprehensive needs assessments are on-going. State exams at all grade levels are analyzed and disaggregated to determine where the greatest need is. School programs are devised to meet those needs. This school focuses on Assessment for Learning strategies in all classes where students are assessed minute-by-minute, day by day, etc. so that teachers can adjust curriculum to differentiate for specific needs. All this information is collected and analyzed continuously. Our DYO uses portfolios as additional ways students can show their proficiency beyond standardized tests.

3. Instruction by highly qualified staff.
100% of our staff is highly qualified.

4. 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 is provided weekly. Expert pedagogues in all content areas provide the information, strategies and skills for teachers at various levels of mastery. Calif. Teaching Stds. are an integral part of our professional community. In addition, our partner The College Board provides high quality professional development on site and off.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
N/A

6. Strategies to increase parental involvement through means such as family literacy services. We have a parent/child Memoir Writing class, a book study group, and open our technology spaces to parents. Our families are encouraged to contribute to our publications.

7. 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.

N/A

8. 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.

Teachers participate on vertical and grade level teams where collaboratively they map curriculum and plan for assessments. Our DY0 is predicated on teachers working together to create a portfolio culture.

9. 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.

Assistance is provided in additional periods as well as extended day. Teachers also use the workshop model to provide differentiated learning experiences.

10. 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.

WJPS is developing an application for state certification as a Career and Technical Education program. Our journalism and media communication program is comprehensive and a fundamental part of our education plan as evidence through our portfolio, technology, and literacy goals. Additionally, as an NCLB receiving school, our students' participation in publications increases achievement and motivation for excellence. Our counselors are in daily communication with SBST teams, SAPIS and Youth Development to help meet student need. We also advocate for children travelling significant distances to attend our school.

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 <input checked="" type="checkbox"/>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/>	Page #(s)
Title I, Part A (Basic)	Federal			n/a			
Title I, Part A (ARRA)	Federal	y			\$196,900.00	x	13-21
Title II, Part A	Federal			n/a			

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.

Title III, Part A	Federal			n/a			
Title IV	Federal			n/a			
IDEA	Federal	y			\$179,000	x	13-21
Tax Levy	Local			n/a			

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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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.)
We currently have 0 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
Fee Waivers/Uniform Subsidies/Counseling/AIS for homework and study/Advisory support

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	World Journalism Preparatory: A College Board Scho								
District:	25	DBN:	25Q28	School		342500011285			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungrade		
	2		6	v	10	v			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				95.8/91	95.9/	96.1 /
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				92.2	96.6	98.3
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	79	85	81	Poverty Rate - % of Enrollment:					
Grade 7	59	77	79	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 8	57	65	74				38.0	44.0	44.3
Grade 9	87	88	105						
Grade 10	78	82	97	Students in Temporary Housing - Total Number:					
Grade 11	85	79	62	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 12	0	85	70				1	1	0
Ungraded	0	0	0						
Total	445	561	568	Recent Immigrants - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
							0	4	0
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions			60	65	100
# in Collaborative Team Teaching (CTT)	44	57	57	Superintendent Suspensions			1	0	5
Number all others	41	50	59						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	163	154
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	3	6	TBD	Number of Teachers			22	29	32
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals			5	6	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0	2	5

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	1	0	3	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	20.7	56.3
				% more than 5 years teaching anywhere	27.3	31.0	43.8
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		86.0	72.0	87.5
American Indian or Alaska Native	0.0	0.2	0.5	% core classes taught by "highly qualified" teachers	94.6	100.0	93.9
Black or African American	9.0	10.0	8.3				
Hispanic or Latino	29.0	25.3	21.5				
Asian or Native Hawaiian/Other Pacific	18.4	19.3	19.2				
White	43.6	43.5	50.5				
Male	41.1	43.5	43.3				
Female	58.9	56.5	56.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
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:		
Math:		v	Math:		
Science:		v	Graduation Rate:		

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-	-	-		
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	v	v	-	-	-		
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-	-	-		
Student groups	6	6	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C / A	Overall Evaluation:				NR	
Overall Score:	42 / 72	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.8 /	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9 /	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.8 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5 / 6						

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							

**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 CFN	District 25	School Number 285	School Name World Journalism
Principal Cynthia Schneider		Assistant Principal Nancy Poulos	
Coach N/A		Coach N/A	
Teacher/Subject Area Esther Nelson/ESL		Guidance Counselor Kimberly Paplow	
Teacher/Subject Area Mary Bernhardt/ELA		Parent Antonella Villa	
Teacher/Subject Area Kristin Frunzi/ITT		Parent Coordinator Helen Reed	
Related Service Provider Cathy Livigni		Other type here	
Network Leader Cristina Jimenez		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	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	573	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	0.70%
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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

1. Once students and parents report to the Main Office of WJPS for the purpose registration, the Home Language Survey is administered by a licensed certified pedagogue- either the school administrator for ELL (Assistant Principal) and/or the New York State Certified ESL teacher. The Parent Coordinator is available to assist and offer support as is the pupil accounting secretary.

The Home Language Survey is administered in the language of the student/parent preference . It can be administered in either English or the students native language. New and current DOE approved Home Language Survey's are used.

Being proactive at WJPS, the ESL teacher has already trained four other pedagogues in the Intake Process, in the event the ESL teacher is not available to do the intake should a parent come in to register a student.

An Oral Interview is then done in the families native language. The proper support and mandates are in place. If the parent or student's native language indicates that a translator is not available in the school during the Intake Process then the school will contact the Department of Education Translation Unit for Assistance.

WJPS understands that the purpose of the oral interview is to determine the student's dominant language. The school is aware that if the Home Language Survey conflicts with the assessment of the oral interview , this information will be documented and assessed accordingly for the proper placement of the child.

Students who are eligible of the LAB-R are administered the LAB-R within 10 days of admittance. Eligibility for the LAB-R is determined by the RLER ATS report. The LAB-R is then scored by the ESL teacher and the exam being forward to the Borough Assessment Office so that a finalized score can be entered into the ATS system. The date of entry is entered on the answer sheet of the LAB-R . As an ongoing precaution RLAT and RLER ATS reports are run to ensure that all eligible students are tested. Once a passing score is determined the student is placed in the general education population. Otherwise the student is assigned an ELL class.

The steps used to annually evaluate ELL's using the NYSESLAT are several. Using the RLAT Exam History Report the ESL teacher reviews and monitors student progress during their tenure here at WJPS. The NYSESLAT Assessment goal is for the ELL student to achieve proficiency status.

2. When a student is deemed eligible for services the ESL teacher extends an invitation in the parents native/home language for the Parent Orientation. The Parent Orientation is offered during the course of the school day, and again during on an alternate evening date. The Parent Orientation is also offered during Parent Teacher/Portfolio Conferences at WJPS.

During the Parent Orientation a video describing the three different ELL options (Bilingual/Transitional/ESL) is shown to the parent(s). The ESL teacher has an agenda and sign-in sheet prepared for the orientation. All of this documentation will be kept on file in the main office once the orientation is complete. Meetings are scheduled during the first trimester of school.

During the orientation the ESL teacher will discuss the three different program offerings and the research attached to it so that parents/guardians can make an informed and thoughtful decision. Once this is presented parents will be surveyed in the language of their choicie to make a decision regarding the program offerings for their child.

WJPS is aware that for middle school students, if 15 parents with students in two (2) continous grades request a bilingual program in the same language the school is obligated to make that offereing. The same applies for WJPS high school students with 20 parents with

students in the same grade for kids who speak the same language to also offer a bilingual program. Parents will also be informed that if those criteria are not met they still have the option to request that their students be placed in the ESL program which WJPS currently offers. All pamphlets and literature are in the native language of the WJPS constituency, aligned with detailed information. Also mentioned in the presentation and in the literature is the research on each of the ELL programs so that parents can make an informed decision. Research indicates that the dual language program is the most effective, followed by the transistional program, followed by the ESL program. Again, all of this occurs withing the frist trimester of school.

3. The safety nets that are in place to ensure that entitlement letters and surveys are returned in a timely fashion to the school are many. During Parent Teacher/Portfolio Conferences a note is placed with the student advisor to direct the parent to the ESL teacher for drop off and review of survey. Again, translators are available for this process. Notification regarding the return of Parent Survey's are sent via e-mail. WJPS has a program called Teacherease where the form can be scanned and downloaded onto a digital locker where all parents can access this form. WJPS is aware of the default mechanism that is in placed which is that any form that is not returned the default program is a bilingual program. Last ditch efforts to obtain the parent survey via retrieval is to send the form home and conduct the interview over the phone.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs include the following:

- a. Interview with Parent/Student in their native language- DOE Translation Services will be contacted if school translator is not available.
- b. Meeting with the Guidance Counselor/Programmer to schedule mandated allocated ESL minutes required as based on the LABR and NYSESLAT Exam.
- c. Review of Parent and Home Language Survey.
- d. Availability of program....i.e.Parent Preference of one program versus the other.

5. At this point in time the preference for an ESL program is preferred. Other than that, there are no new trends observed at the World Journalism Preparatory School. Because our ELL population is so small, currently 0.7% of the entire student population, there is not much change. Our ELL population has been under 1% since WJPS has been in existence. However, should this change and once we do analyze trends in population this will obviously drive the direction of the program. In the event that this does occur we will be proactive in doing projections to find out if we will need to reach out to certain qualified teachers who meet the need.

6. At this point in time all requests are closely monitored and the school ESL program is aligned with parent requests.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1		1	1			1	4
Total	0	0	0	0	0	0	1	0	1	1	0	0	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	2

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4				
Total	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 4				

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
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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:
Native American:	White (Non-Hispanic/Latino):	Other:

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										1				1
Chinese													1	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean									1					1
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	1	0	1	1	0	0	1	4

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.

1a. Currently WJPS has a pull out model for ESL delivery. With only four ELL students and one ESL teacher this approach meets all needs and mandates.

1b. Students are grouped in one class with the ESL teacher during the 8 th period on Monday, Tuesday, Thursday and Friday. The program model is ungraded- all students regardless of grade are in one class. Classes are heterogenous, with students having mixed proficiency levels. . Planning and articulation between the content area classroom teachers and the ESL teacher

is continuous- (done during common preps and vertical/horizontal team meetings) and ongoing to keep instruction seamless in order to build fluency of the English language. Instruction is provided by a dually certified New York State ESL teacher.

2. In our pull out ESL model student programs reflect the required amount of mandated minutes for each level of proficiency for explicit

ESL services and support. In some instances the instruction is explicit, in other instances (push in), the ESL teacher may go into push into the content area class providing additional supports as mandated so that students earn their required high school level credits while satisfying the ESL requirements so that they can graduate within the required 4 year plan.

3. In the content area subject ESL teachers are pushing in to satisfy this mandate. Available to ESL students are native language glossaries, word walls, native language dictionaries, student buddy systems, ESL software. ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving ELL students are aligned with the core standards. Literacy is developed through ESL and English Language Arts (ELA) curricula aligned with the state standards. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. There are sufficient numbers of well-prepared, competent, and appropriately certified teachers, administrators, and staff working with the ELL students. The staff participates in ongoing, long-term staff development with strong emphasis on the core curriculum learning standards. The single most critical element for successful learning by ELLs is the quality and preparation of the teachers. Content area teachers use the six types of scaffolding techniques which include the following:

-Modeling- includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.

-Bridging-forges connection between new concepts and language and previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.

-Contextualization-of new concepts and language-often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students-help make what might be otherwise impenetrable language clear.

-Schema building-develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Examples of schema building include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.

-Text Re-presentation is the recreation of concepts and language from one genre into another.

-Metacognition- involves the learner stepping beyond the experience to reflect on the processes involved. The notion of scaffolding has long been a part of the ELL teachers vocabulary. However, those who teach ELLs pursue these techniques more aggressively in the classroom. Scaffolding techniques are used extensively, as needs arise, and students are earning more responsibility for their own learning as they gain academic and communicative competence in the target areas. Teachers communicate the purpose and use of scaffolds to students, students can participate more fully in the learning tasks and eventually self-regulate the use of these structures and processes.

4. a. (This category was identified for revision) Not applicable- we do not currently have SIFE students. The purpose of a needs assessment is to plan for the needs of a school. As we have no SIFE students there is no need to plan for a non-existent population. It is counterproductive to do so. In the event we did receive SIFE students then we would plan accordingly, contingent on several factors such as years of not receiving formal education, years of interruption, etc. The good thing about WJPS is that we are very responsive to student needs and should we receive SIFE students we will plan for them accordingly.

b. c. & d. We have two ELL newcomers. One of our newcomers is a senior, Tzu Pai Hung, OSIS # 216-308-775. Tzu Pai likes to go by the name of "Wing". She lives in Great Neck and takes three buses to get to school. Wing resides with her aunt, who is her legal guardian. Wing scored a proficiency level on her Spring 2009 NYSESLAT exam. Wing's current schedule has her programmed for Pre-Calculus, English, College Seminar, Government and Economics, Graphic Art, Art Management, and ELL. Wing is a member of the Environmental Club. She is also a participant of the Toastmasters Club at WJPS where students are coached and mentored by this National Organization to work on their speech presentations while building fluency in the English Language. WJPS offers this program to middle school students as well. Another newcomer, Kamalpreet Kaur, grade 6, OSIS # 216-308-775 is a Toastmaster Club Member. Her ESL teacher accompanies her to these bi-monthly meetings. Kamalpreet has been in this country for 3 years. Wing is also a member of the editorial staff of the school newspaper, helping out with the layout. Wing is currently on track to graduate with her cohort. She is applying to colleges and has taken her SAT exam. She has successfully passed all of her Regents exams. ESL and ELA teachers articulate to come up with a well designed strategic plan for students taking the ELA exam or content area Regents. This helps our other students, our long term ELL's and our ELL's receiving 4 to 6 years of services. These students have come to us from other middle schools and are adjusting well in our school environment. Teachers in all content areas break down the task for ongoing assessments. They assign students to long term or ongoing projects with established steps and timetables. Teachers also model the process. For example, if students are assigned to write journals, then the teacher writes his/her journal while the students watch. To extend student language skills our staff is trained to repeat a question two or three times and to repeat, or have other students repeat student responses. Word for word glossary and

dictionaries/thesaures are available, as are an abundance of books in individuals classroom libraries. The classroom libraries have a nice selection of books in student native languages that are high interest as well as high level. Within the core content areas, teachers are trained to use a variety of text/material/artifacts that also is high interest, but perhaps low level so that students can follow along. In the after school regents prep ESL teacher pushes in to provide support for ELL students. Tutoring is continous and ongoing during lunch and after school. Going above and beyond, many teachers continue these practices during the extended day. All our students received the mandated allocation of ESL services as determined by the NYSESLAT and LABR results. Our ESL teacher incorporates scaffolding strategies into instruction. ESL classes and content area lessons can be taught using the six main types of instructional scaffolding techniques. The pedagogical structures and processes involved in scaffolding academic and linguistic development are dynamic and collaborative in nature, not rigid and impersonal. Staff is well aware that curriculum implementation in real time changes the way that the planned curriculum and particular lessons are carried out; as students develop academic and linguistic competence and begin to take charge of their learning, scaffolds and changed and dismantled.

e. Not-Applicable- At this time we do not have ELL's identified as having special needs.

NYSED REGENTS STATEMENT OF SCHOOL PERFORMANCE FOR ELL GRADES K-8

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. Targeted intervention programs for ELL's in ELA, math and other content areas include usage of the workshop model, Toastmasters International, Directed Independent Reading classes. We also utilize RTI- intervention strategies which direct differentiated instruction. Afterschool peer tutoring sessions are also available for our ELL population, as are Lunch and Learn programs (teacher and a small group of students being tutored individually) are also offered multiple days a week. Additionally ELL students are offered access to content area tutorials via teacher blogs, student created jings, etc.

6. Testing accomodations have been extended to all former ELLs who have tested out (time and half and double time). As is mandated the former ELLs are entitled to these services two years after they have tested out of the ELL programs and achieved proficiency levels on the NYSESLAT exam. ELLs are also give word-for-word translation in their native language, and are buddied up with another student who can assist them when and if necessary. Classroom libraries showcasing novels and classics in their native language are also available for our ELL's. Textbook companies are contacted to send textbooks in the native languages of our current students- Spanish, Korean, Chinese and Hindi. Aritulation between teachers is still continous and ongoing with the former ESL teacher and current content area teachers. ELLs are invited to participate in the Title III program.

7. The improvements we are planning for the upcoming school year is the addition of a designated and exclusive ELL Language Library to be housed in the school building campus library to service all three existing schools- PS 233, IS 25 and WJPS. We currently are in the process of designated space

8. At this time we do not anticipate discontinuing any services for the upcoming year.

75%

50%

C. Schools with Dual Language Programs

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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)?

9. ELL's are part of all club organizations, talent shows, art, drama and music programs that the school offers. Sports programs are also part of this. Students have accessibility to all of the programs and they are advertised through the many mediums of notices, blogs, website, etc..

10 - 12. Instructional materials used in the ESL program are ESL Intermediate/Advanced Writing by Steven Michael Gras, PH.D., ESL Intermediate/Advanced Grammar by Mary Elloen Monoz Page; The House on Mango Street (Spanish and English versions) by Sandra Cisneros, Jumpin the Nail, Scope Magazine, Teen Ink, Time for kids magazine, websites: <http://a4esl.org>, <https://eslbears.homestead.com>, http://grammar.ccc.commnet.edu/grammar/quiz_LIST.HTM. Students' native languages are supported with instructional materials. Models used for reading and writing workshop often include writers of students' native countries. Attention is given to foster pride and respect for the students' native language.

13. Before school begins WJPS hosts a school orientation day. During this special day, students are informed of various programs, routines, rituals and special events. Before school and after school tutoring sessions are discussed as are lunch and learns. Students are informed of clubs, activities and programs which are held on the school premises.

14. ELL's are offered the opportunity to take the following electives- broadcast, newspaper, yearbook, publications, art, drama, magazine, and mixed media.

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 Every Wednesday the staff of WJPS has a professional development meeting. The topics of differentiation and assessment are often discussed. Both are adapted into our ESL program. The minimum of 7.5 hours of ELL training for all staff will be scheduled for upcoming professional development meetings. Also, professional articles of interest regarding ELLs and their needs will be distributed for the staff. Staff members have been trained to use Atlas Rubicon, which is an online approach to curriculum mapping. A section of the mapping addresses differentiated needs and differentiated instruction. PD done during Election Day allows vertical and horizontal teams to review one another's maps to look for areas of redundancy. Teachers meet weekly in Grade Level Team meetings to review student performance data on a regular basis and design units of study in order to meet the diverse needs of our ELL students while targeting grade-level core curriculum course standards. Extended day support and one-to-one tutoring is provided to students who require additional support to meet standards. For students transitioning from middle to high school, our teachers articulate with one another the progress of each student. Because we are a 6-12 school we have the opportunity to do this. Students, parents and staff review electronic and paper portfolios during portfolio conferences to see that the standards and core curriculum needs are being met. Each student has an assigned advisor who follows the ELL student during the course of the year monitoring their academic and social progress. Advisories meet several times during the week. The advisory facilitator conducts workshops throughout the year to offer support for this process.

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?

Paste response to questions 1-4 here

Parents of ELLs are meaningfully involved in the education of their children and are informed about the state standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of ELLs are encouraged to

become more active and involved members of the school community and to participate in decision-making activities. For example, notification to attend CEC meetings for District 25 are sent to ELL parents. At this moment in time, there is an English Language Learner Member Vacancy for the Community Education Council for District 25. Parents at WJPS are involved in various workshops, PTA activities, fundraising and school events. Field trips are also an important feature of our school community. Parents volunteer as chaperones and enjoy helping. Invitations to these activities are advertised via notices home, phone messenger, internet/e-mail contact, posted on the school website, bulletin board advertisements, posted in the school calendar, and through outreach by the Parent Coordinator. The school has partnered with various Community Based Organizations to provide workshops to ELL parents. These include, but are not limited to: the LIFTT program and Toastmasters International. Parents are invited to orientations that these Community Based Organizations offer and work with the students and parents in such areas as community service, college preparation and outreach. College Board, our intermediary partner also offers multiple workshops and opportunities for our ELL students and parents at their main headquarters at their 45 Columbus site in Manhattan. We evaluate the needs of parents based on feedback during portfolio conferences, parent-teacher conferences, PTA meetings, after-school workshops, surveys as they are posted on survey monkey, responses as recorded on the Learning Environment Survey, and personal contact with teaching staff and administration. We ensure that parental involvement activities address the needs of our ELL parents by extending invitations to these events in their native language and by having translators available, or DOE translation phone services accessible. Also, all letters and notifications that are sent home are stamped with the DOE Translation Stamp informing parents that the notice contains important information and needs to be translated accordingly. Our parent workshops focus on ways parents can assist their children with school work, showing them how to navigate ARIS, how to contact teachers via e-mail or through their blogs. Our guidance counselor also meets with each senior parent exclusively for transcript review, and for a thorough discussion on the college application process. Once he is done with the seniors he extends his appointment schedule to include the parents of our juniors.

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)														0
Intermediate(I)										1				1
Advanced (A)							1		1				1	3
Total	0	0	0	0	0	0	1	0	1	1	0	0	1	4

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

	P													
--	----------	--	--	--	--	--	--	--	--	--	--	--	--	--

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1			1
7			1		1
8		1			1
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	1								1
7					1				1
8			1						1
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	n/a	0	0						0
8					1				1
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								0
8	0				1				1
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	1		0	
Math <u>Algebra</u>	1		1	
Math <u>A</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language	0	0	0	0
Other <u>Geometry</u>	1	0	1	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

1. Teachers utilize DRA, NYSESLAT, LAB-R, ELA and math scores. Information is analyzed and we examine how far the student is from the next proficiency level and we take that info to drive differentiated instruction. Workshops are given to the rest of the staff to show how far away the student is from reaching the next proficiency level, and a review of strategies to get that child to progress to the next level are examined. Also examined are which modality did the student need the most support. With that information we can craft, differentiate, and group accordingly, and students can be grouped with sub skills. All data will be shared with the (RNMR report) staff. ARIS reports (item analysis) will also be shared and evaluated so that we can differentiate instruction, and group students accordingly. Leadership shares this information on ARIS, NYSTART and Datacation access with staff and parents alike during scheduled workshops.

2. Data patterns across the proficiency levels show that 100% of our ELL population have shown an increase in the listening/speaking portion of the NYSESLAT. 75% of our ELL population have shown an increase in the reading/writing modality. Only Gun Hee Cho a current eighth grade student had a decrease in the reading/writing portion of the NYSESLAT.

3. Patterns across the NYSESLAT modalities dictate that there needs to be more of a focus on building literacy and fluency not only with the ESL teacher but across all content areas as well. Our Professional Development workshops and CEP/SMART goals reflect this as well. Three of our students are advanced scoring the following totals:

Cho, Gunhee- NYSESLAT Total - 97

Hung, Tzu Pai- NYSESLAT Total - 94

Kaur, Kamalpreet- NYSESLAT Total - 85

One of our students is still at an intermediate level -

Enriquez, Cinthya- NYSESLAT Total - 88. This student is being evaluated as she has been an ESL student for 8 years. Cinthya is in her second year here at WJPS and we suspect a learning disability which needs to be explored further.

4. Data patterns across the proficiency levels show that 100% of our ELL population have shown an increase in the listening/speaking portion of the NYSESLAT. 75% of our ELL population have shown an increase in the reading/writing modality. Only Cinthya has shown no growth, and again, we are going to explore the possibility that there is a learning disability. At this time, teachers are keeping accurate running records and reflections on her progress and reviewing her electronic portfolio so that they can see where the deficiencies are. Our resource room teacher has been working with Cinthya to develop strategies and strengthen literacy skills. We receive weekly

5. We do not currently have a dual language program so this question does not apply to WJPS.

6. We evaluate the success of our ELL program by monitoring the progression of the NYSESLAT Modality Reports and how our students fair on ELA/Math/Standardized Social Studies & Science and Regent Exams. Also, for the high school students we measure if they are on track to graduation.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may 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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		