



# **JONATHAN LEVIN HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS**

## **2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 09X414**  
**ADDRESS: 240 EAST 172ND STREET, BRONX, NY 10457**  
**TELEPHONE: 718-992-3709**  
**FAX: 718-992-4170**

## TABLE OF CONTENTS

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>PART A: NARRATIVE DESCRIPTION.....</b>	<b>5</b>
<b>PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT.....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN.....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>16</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....</b>	<b>18</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....</b>	<b>19</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,         CORRECTIVE ACTION, AND RESTRUCTURING.....</b>	<b>25</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>26</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....</b>	<b>27</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....</b>	<b>28</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 414      **SCHOOL NAME:** Jonathan Levin High School for Media and Communication

**SCHOOL ADDRESS:** 240 East 172<sup>nd</sup> Street, Bronx, NY 10457

**SCHOOL TELEPHONE:** 718-992-3709      **FAX:** 718-992-4170

**SCHOOL CONTACT PERSON:** Mr. Florentino Rosa      **EMAIL ADDRESS:** [FRosa2@schools.nyc.gov](mailto:FRosa2@schools.nyc.gov)

**POSITION/TITLE** Assistant Principal of Organization      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Lesley Terry

**PRINCIPAL:** Mr. Nasib Hoxha

**UFT CHAPTER LEADER:** Mr. Michael Grant

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Marilyn Espada

**STUDENT REPRESENTATIVE:** Christopher Andrews / Kassandra Santiago / Leila Nombre  
*(Required for high schools)*

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 09      **SSO NAME:** CUNY

**SSO NETWORK LEADER:** Ms. Cass Conrad

**SUPERINTENDENT:** Ms. Elena Papaliberios

**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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Mr. Nasib Hoxha	*Principal or Designee	
Mr. Michael Grant	*UFT Chapter Chairperson or Designee	
Ms. Marilyn Espada	*PA/PTA President or Designated Co-President	
Ms. Marilyn Espada	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Jeanette Logan	DC 37 Representative, if applicable	
Florentino Rosa	Member/ Assistant Principal of Organization	
Christopher Andrews	Student Representative	
Kassandra Santiago	Student Representative	
Leila Nombre	Student Representative	
Lesley Terry	Member/ Chairperson	
Stephanie Kallicharan	Member/ Teacher	
Barbara Hull	Member/ Teacher	
Zachary Macholz	Member/ COSA	
Annette Rodriguez	Member/ Parent	
Yanira Soler	Member/Parent	
Kenia LLenas	Member/Parent	

### **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.

---

### **SECTION III: EXECUTIVE SUMMARY**

#### **PART I: SCHOOL VISION AND MISSION –**

**THIS SCHOOL WILL BE A LIVING TRIBUTE TO JONATHAN LEVIN'S SPIRIT, VALUES, COMMITMENT, AND IMPASSIONED BELIEF THAT A QUALITY EDUCATION IS THE RIGHT OF EVERY CHILD IN THE NEW YORK CITY SCHOOL SYSTEM.**

##### **School Vision**

The vision of the Jonathan Levin High School for Media and Communications is to create a unique collaboration among students, teachers, and corporate partners to provide students with opportunities in media (film, television, and print) employing the Internet as a highly integrated instructional tool. Media will be a vehicle for students from varying backgrounds to develop and express their special perspectives.

##### **School Mission**

Our school mission is to develop the skills and knowledge that will prepare a diverse student population to take advantage of the burgeoning career opportunities in media and communications.

In addition to providing a comprehensive academic program, which will ensure the capacity of all students to meet graduation requirements, each student will gain a strong foundation in media literacy.

The Jonathan Levin High School for Media and Communications will provide a groundbreaking, media-based education where students will work collaboratively with professional mentors in the areas of film, television, print, and other media.

#### **PART II: NARRATIVE DESCRIPTION OF THE SCHOOL –**

The Jonathan Levin High School for Media and Communications (JHLS) is a four-year, theme-based school at the William Howard Taft High School Educational Campus, located in the historic Morrisania section of the Bronx. Our school provides students with a them-based, comprehensive instructional program, which addresses the specific needs of our incoming classes. Furthermore, the school provides students with a safe, positive, nurturing, comprehensive educational experience that focuses on their achieving academic success in their core subject areas: English Language Arts, Mathematics, Science, and Social Studies. Our rigorous curriculum along with high quality teaching ensures that all students will meet State Standards in core subject areas. The partnership that the school has developed with Cablevision and other potential partners, serves to enrich the curriculum by providing

authentic learning experiences in the areas of media and communication for our students. Every graduate will be prepared to pursue higher education and/or successful career placement.

The Jonathan Levin High School for Media and Communications currently served 429 students. JLHS serves students from a very diverse community. Recently, the school neighborhood has experienced large waves of immigration from the Caribbean Islands (mainly the Dominican Republic), Central America, and Africa. JLHS has a student body from more than ten countries, with an ethnic breakdown as follows: Latinos comprise approximately 61% of the population; African-Americans comprise approximately 37%; and Whites comprise approximately 1%. Close to 24% of students at JLHS are classified as English Language Learners. JLHS's average daily attendance is currently 84%.

A review of the high school applications for the entering ninth-grade classes indicates that well over 92% of list-notice students have earned scores in Performance Level I on the eighth-grade English Language Arts and Mathematics examination. Over 78% of this student population was absent in excess of sixteen days while in the eighth grade, and close to 33% will enter high school over age.

In 2010-2011, JLHS will have one principal, four assistant principals, thirty-seven teachers, two guidance counselors, one parent coordinator and sixteen school aides. Our goal is to continue to offer a program with a heavy emphasis on content area instruction that will be enriched by the school's media and communications-based them.

As a result of the school's partnership with Cablevision, our students have the opportunity for authentic media-related training. Cablevision has proposed to have students work closely with professionals in their fields of interest. For example, a student interested in video editing may have the opportunity to work in a studio with a video editor in a 12<sup>th</sup> grade internship. To ensure that students are familiar with the complete scope of opportunities in the field of media, experts from varying disciplines will be scheduled to make presentations to students prior to assigning students to professional mentors. By the time a student graduates, he/she will have participated in every phase of producing a television or radio broadcast. Students will visit the working studios of CNN and radio stations. Students will have an authentic career-readiness education, which will provide them with an opportunity to develop their interpersonal skills and corporate etiquette that will facilitate their successful transition to the workforce upon completion of their higher educational endeavors. In turn, our partner and potential partners will have access to a trained pool of student who are familiar with the demands and rewards of contributing to the overall success of an organization.

The ninth grade will consist of five classes of approximately thirty students. Students will follow a block program consisting of a double period of English Language Arts/ESL, single periods of Mathematics, Global Studies, Foreign Language, Living Environment, Physical Education/Health and US History and Government for the 11<sup>th</sup> graders. Students will work individually and in small cooperative groups with media-based technology to address the various aspects of the core curriculum.

The goal of JLHS is to enable our students to achieve academic excellence and to meet the educational standards established by the New York State Education Department. A core curriculum of English Language Arts, Social Studies, Mathematics, Science, Foreign Language, the Arts, Health, and Physical Education will be infused with a focus on Media Studies related themes. In the freshman and sophomore year, students will be block programmed for a nine-period day. Juniors will be programmed for an eight-period day; available classes will include subjects that lead to an Advanced Regents diploma. Monolingual and ELL students will receive a double period of English Language Arts

instruction. Students will take a single period of Social Studies, Math (sophomores will receive a double period), and Foreign Language. Science will meet six periods a week to permit students to receive laboratory instruction. Physical Education and Health will comprise the balance of their program.

In order to increase our students' skill level and foster development of self-esteem, independence, self-discipline, motivation, and responsibility, Media Studies-related issues will be explored and promoted in all subject classes, as well as in extracurricular activities, internships, school trips, presentations by outside speakers, and summer job opportunities. The school will explore partnerships with The S.I. Newhouse School of Public Communications at Syracuse University for implementation in subsequent years, and offer instruction in Journalism and Media studies. The school will also foster a relationship with the University of Vermont.

In order to identify the programming needs of each student, academic progress will be assessed each semester and discussed between students, teachers, and the guidance counselor. Individual academic improvement plans will be prepared with input from the student, the student's parents, the guidance counselor, teachers, and other staff. Based on each student's improvement plan, JLHS intends to provide a number of academic intervention services in order to help students meet state standards. These services will include a double period of English Language Arts instruction for monolingual students, a triple period of ESL instruction for ELL students, after-school tutoring in all major subjects, and a Saturday program for intensive tutoring in English and Mathematics.

To further meet the needs of each student, JLHS faculty will share common preparation periods in order to permit case conferencing and the development of a cohesive program of instruction. Teachers will meet across disciplines to encourage teamwork and to discuss standards-based instructional strategies. Professional Development will address literacy-based instructional strategies through the services of instructional specialists, UFT Teacher Center specialists, master teachers, and district personnel. Mentoring, peer coaching, inter-visitation, and model lessons will allow master teachers to demonstrate classroom techniques to newer teachers.

This past year we initiated a partnership with the Office of Special Education (OSE). They have provided teachers with professional development in individualized instruction. In addition, they have provided teachers who are not highly qualified as per the NCLB guidelines, with professional development in classroom management and instruction delivery techniques.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	Jonathan Levin High School for Media and Communications			
<b>District:</b>	09	<b>DBN #:</b>	09X414	<b>School BEDS Code #:</b> 320900011414

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2008-09:</b>	<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 checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09*	2009-10		
Pre-K					<b>87.6%</b>	<b>91.7%</b>	<b>84.8%</b>		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09*	2009-10		
Grade 3					<b>74.1%</b>	<b>62.3%</b>	<b>72.1%</b>		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)68.9%	2007-08	2008-09*	2009-10		
Grade 7					<b>60.2%</b>	<b>63.4%</b>	<b>62.1%</b>		
Grade 8									
Grade 9	<b>101</b>	<b>96</b>	<b>103</b>	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	<b>132</b>	<b>143</b>	<b>101</b>	(As of June 30)	2007-08	2008-09*	2009-10		
Grade 11	<b>128</b>	<b>141</b>	<b>125</b>		<b>14</b>	<b>7</b>	<b>16</b>		
Grade 12	<b>61</b>	<b>77</b>	<b>123</b>						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09*	2009-10		
Total					<b>58</b>	<b>45</b>	<b>46</b>		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09*	2009-10	(As of June 30)	2007-08	2008-09*	2009-10		
Number in Self-	<b>51</b>	<b>51</b>	<b>49</b>						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions		78	44
Number all others	19	16	17	Superintendent Suspensions		32	7
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09*	2009-10
(As of October 31)	2007-08	2008-09*	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes		N/A	N/A	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs		N/A	N/A				
# receiving ESL services only	87	103	102	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	6	7	7	(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	42	40	39
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09*	2009-10				
	82	64	86				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09*	2009-10
(As of October 31)	2007-08	2008-09*	2009-10	% fully licensed & permanently assigned to this school	100	96	100
American Indian or Alaska Native	2	2	0	Percent more than two years teaching in this school	88	52	92
Black or African American	175	201	123	Percent more than five years teaching anywhere	49	41	49
Hispanic or Latino <sup>324</sup>	238	242	324				
Asian or Native Hawaiian/Other Pacific Isl.	7	8	6	Percent Masters Degree or higher	96	85	96
White		0	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED)	100	91	100
Multi-racial	0	0	3				
<b>Male</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>				

DEMOGRAPHICS						
Female	49%	49%	49%	definition)		

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="radio"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input checked="" type="checkbox"/> Improvement – Year 2	
<input checked="" type="checkbox"/> Corrective Action – Year 1	<input checked="" type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year ____	

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	√
	Math:		Math:	√
	Science:		Grad. Rate:	50%

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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native				—	—	
Black or African American				√	√	
Hispanic or Latino				√	√	
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White				—	—	
Multiracial				—	—	
<b>Other Groups</b>						
Students with Disabilities				√SH	√SH	
Limited English Proficient				√SH	√SH	
Economically Disadvantaged				√	√	
<b>Student groups making AYP in each subject</b>				<b>5</b>	<b>5</b>	

**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	—	Insufficient Number of Students to Determine AYP Status		

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Target		
--------	--	--

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-2010		Quality Review Results – 2009-2010	
Overall Letter Grade	<b>B</b>	Overall Evaluation:	<b>Proficient</b>
Overall Score	<b>64.6</b>	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	<b>Well Developed Proficient</b>
School Environment (Comprises 15% of the Overall Score)	<b>10.8</b>	Quality Statement 2: Plan and Set Goals	<b>Proficient</b>
School Performance (Comprises 30% of the Overall Score)	<b>9.4</b>	Quality Statement 3: Align Instructional Strategy to Goals	<b>Well Developed Proficient</b>
Student Progress (Comprises 55% of the Overall Score)	<b>35.4</b>	Quality Statement 4: Align Capacity Building to Goals	<b>Well Developed Proficient</b>
Additional Credit	<b>9</b>	Quality Statement 5: Monitor and Revise	<b>Proficient</b>
<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?
- 

The Jonathan Levin High School for Media and Communication is a high school with 429 students from grade 9 through grade 12. The school population comprises 37% Black, 61% Hispanic, 1% White, and 1% Asian students. The student body includes close to 24% English language learners and 20% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009-2010 was 84%.

The school community regularly showcases their students' skills in their media and communication productions, acting and art, thereby motivating and building the self-esteem that enables their students to make academic progress. The school has formed numerous partnerships to support students that include a relationship with Bronx Net Cable Television. This organization motivated students by sponsoring media and communication internships for them. The school services such a highly transient population that it replaces approximately 60% of its student body each year through discharges and new admissions. Despite these very difficult conditions, the school manages to make consistent academic progress as evidenced by yearly scholarship report increases.

The School has been under review from NYSED since 2006. School needs to satisfactorily complete the compliance standards as requested by the State Education Department's Special Education monitoring process.

Additionally, the principal has united the staff in the school's goal of raising student outcomes. He has organized the staff by subject area into teacher teams that use varied sources of data to focus primarily on the school's lowest achieving students. These collaborative inquiries have fostered instructional coherence as evidenced by the writing that takes place in every subject class to accelerate English language arts, an area of need identified by data analysis. They also empower teachers to make key decisions and adjust classroom practices to ensure student success.

Professional development activities have increased the use of technology in the school. At this time, the school is working to improve differentiation in all lessons. However, teachers demonstrate varied abilities resulting in unequal levels of student engagement. Although rubrics are common in many classrooms to prepare for Regents exams, they are not used in

many grades and subjects to provide students with specific next steps to improve the quality of submitted work. The school does not generate differentiated learning goals to subgroups and is developing systems to do so in order to make even greater gains with these students. Despite this absence of learning goals, the school's use of technology, multi-level textbooks and workbooks, hands-on lessons, after-school, summer school, Saturday classes and tutoring have all contributed to exemplary proficiency gains for all student subgroups.

Parents praise the open-door policy of the principal and are especially pleased that the school is a very safe, supportive environment for their children. They also appreciate the frequent phone calls they receive regarding the progress of their children and the translators available to them at all meetings. The school effectively adjusts organizational and instructional practices to achieve goals in some subject areas. However, action plans designed to meet these goals do not contain interim benchmarks linked to long-term goals to measure progress along the way. This results in the school not making necessary timely adjustments in all targeted areas.

## Part 2: Overview

- The school is a safe place where students are engaged in learning and they appreciate the high level of support they receive for their personal and academic development.
  - All classes are self-contained so that the teachers move from class to class instead of the students, except for classes requiring special locations. As a result, the school reports extremely low numbers of incidents and minimal suspension rates.
  - Each assistant principal is assigned, and collaborates with, grade-specific teachers to form a support group for their cohort. This results in each student being know by name and receiving high levels of support. Staff contacts families immediately if attendance needs attention and also calls homes with positive feedback to recognize progress. The school conducts monthly school assemblies to acknowledge exemplary attendance and honor roll resulting in improvement in both of these areas.
- The school's systems and partnerships are highly effective in supporting students and their families in continual learning that promotes students' personal and academic growth.
  - The integrated service center's youth development team works with staff by conducting sensitivity workshops to help them build trust with high-risk students. In addition, the New York City police department provides gang awareness and internet safety workshops for staff and students. These practices are successful in contributing to the creation of a safe and respectful school culture.
  - The school has developed solid external partnerships that provide student support services as evidenced by the appearance of the Channel 7 news anchor who is sponsoring college scholarships for students together with the Atlantic Broadcasting Corporation and Disney through an essay writing and community service video contest. The school has also formed a partnership with Bronx Net, the local cable television

provider, to establish media internships for its students. These supports are especially important to many families in this community with challenging economic conditions.

- **Professional collaboration is a high priority and faculty profit from varied opportunities to share and develop strengths as individuals and as members of the teaching community.**
  - **All teachers are engaged in twice weekly subject team meetings where they work collaboratively to develop strategies designed to improve student outcomes. English language arts teachers have developed low-status writing techniques to reduce student anxiety and improve the skills of reluctant writers after noticing low test scores and examining student writing.**
  - **Team members embrace collaborative practice because they feel empowered to make decisions and are supported in this by colleagues and by the administration. As one team member remarked, “We develop our lessons together and look forward to feedback from our assistant principal in order to develop even more effective practices.”**
- **The principal and his cabinet have established effective systems for evaluating instructional and organizational decisions and make adjustments to improve student learning.**
  - **Administrators keep a close eye on adherence to curriculum maps and pacing calendars and review students’ performance and progress to know when to make organizational adjustments. This year’s geometry classes were moved mid-year to double block scheduling because of pacing problems. In addition, the school is presently revising math offerings for the upcoming school year to include an algebra/geometry course to support student learning and give them broad-based knowledge that prepares them more adequately for the Regents.**
  - **School leaders attend teacher team meetings each week and conduct daily walkthroughs to help teachers make instructional adjustments that improve student outcomes. For example, subject areas like algebra and geometry exams are analyzed to determine the topics that appear most frequently. This item analysis is used to prioritize topics and adjust time on task for each area to enable the curriculum to be fully covered in time for the Regents exam, with extra emphasis on the more heavily weighted topics. This practice has contributed to a 10 percent pass rate increase in this year’s scholarship report.**
- **Administrators and teachers gather a wide-range of data to understand individual student and subgroup performance, progress, and learning needs.**
  - **Because of irregular Acuity reporting patterns, the school supplements these tools by administering a specialized reading assessment and using data-linked software to create assessments in math, science, and social studies. These results are combined with class level data by teams and individual teachers to adjust school practices such as increasing**

students' writing in every class, and area identified as in need of improvement.

- Teachers utilize subject-specific grading software to generate progress reports each marking period that enable students and families to track performance towards meeting subject goals. Staff uses these reports to support students through after-school and Saturday classes, on-line programs, and teacher tutoring, resulting in steady gains in Regents pass rates and scholarship reports.
- The principal is creating a learning community that is focused on student outcomes with a vision to accelerate learning.
  - The school's Comprehensive Educational Plan, principal's performance review objectives, and self-evaluation form align with each other and drive the school's focus on improving student attendance and performance. As a result, the school has experienced robust gains in math and science Regents and earned extra credit on their progress report for exemplary gains for their English language learner, special education, and lowest third students.
  - The principal shares data with the entire community and gathers input from all staff through his departmental team leaders before finalizing goals with the school leadership team. This team adds input from its parent and student members to foster ownership of the goals by the entire community.

What the school needs to improve

The school needs assessment indicates the need to improve in the following areas:

- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at the right levels, including effective questioning that elicits higher-order thinking and extends learning.
  - While many teachers demonstrate sound open-ended questioning and utilize technology during their lessons, levels of student engagement vary and most classrooms have limited displays or portfolios of student work products.
  - All curriculum offerings align with State standards and bi-leveled workbooks provide differentiated homework in many subjects. Many teachers group students, but this grouping is not purposeful as, in many classes, all groups perform identical tasks. Some teachers do not plan differentiated activities to engage both the lowest and highest achieving students in challenging activities to successfully meet their needs.
- Set measureable and differentiated learning goals in all subjects for student subgroups, including special education students and English language learners, in order to specifically target their needs and improve student outcomes still further.

- **All students are set scholarship goals that target credit accumulation. However, differentiated learning goals for targeted subgroups have not yet been established. Despite this, the school's use of multi-leveled workbooks, manipulatives, and teacher interventions has enabled it to make exemplary gains in closing the achievement gap. Even though the school has action plans to develop a school-wide goal setting process, it is still developing systems to set goals for student subgroups in all subjects to accelerate they're learning.**
- **Strengthen teachers' responses to all student work by ensuring they reflect guiding comments and levels of performances based on specific rubrics in order to convey specific next steps for improvement.**
  - **Teachers regularly use rubrics to prepare for upcoming Regents exams. However, it is not established instructional practice in all grades and subjects to use rubrics to identify next steps and provide students with the opportunity to improve the quality of submitted work.**
  - **The school's parent coordinator has conducted workshops for parents in the used of ARIS Parent Link with minimal numbers of parent participation. The school uses Easy Grade Pro grading software to make grading data available to students and teachers. This program is used to print progress reports that are mailed home to the families of students whose promotion is in doubt.**
- **Refine action planning by linking all interim goals to specific benchmarks to enable the principal and faculty to modify goals and objectives in a timely manner in order to optimize the impact of actions.**
  - **Action plans generally use percentage-based target gains as the measurement toward meeting overall goals in the areas of attendance, graduation rate, credit accumulation, goal setting, and differentiated instruction. However, there are no interim benchmarks to enable progress towards these goals to be measured so that changes can be made along the way. In addition, structures to measure progress of student subgroups are informal and just beginning to develop.**

## 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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

---

**Based on our needs assessment and our school quality review we have decided to concentrate our efforts in five major areas of improvement:**

- 1. School Attendance**
- 2. Graduation Rate**
- 3. Credit Accumulation**
- 4. Goal Setting Process**
- 5. Differentiation of Instruction**

**These goals will lead our school efforts to attain adequate academic progress for each one of our students.**

**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 2009-10 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 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):** Attendance

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school will improve the attendance average for 9<sup>th</sup> graders from 78% to 83% and for ELL’s from 84% to 87% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have established regular home visits from our attendance teacher and family assistant in an effort to close all open 407’s and address LTA students. Guidance Counselors have exit conference with students who are seeking alternative placement. Teachers regularly call all students who are absent and send letters home to parents. In addition to addressing 407’s and LTA’s, our attendance teacher and family assistant visit homes of students who are showing patterns of sporadic attendance. During the Fall semester we had staff members making phone calls in the afternoon from 3:00-5:00 and on Saturdays from 8:00a.m.-12noon to address attendance.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Title I</li> <li>- Fair Student Funds</li> <li>- Contracts for Excellence</li> <li>- General Hold Harmless</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Improvement of overall attendance through monthly PAR. Improvement from grade to grade through monthly PAR, daily ATS reports such as RDAL and weekly absence reports such as RCUA in ATS.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Graduation Rate

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve 4-year graduation rate by 5% from 50% to 55% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Focus the work of the Inquiry Team and data from ARIS in order to identify students in need of assistance in graduation cohort. Provide all staff with data on these students. Set up individualized schedules that will help students meet graduation requirements. Provide students with after school Regents preparation and P.M. School classes to help credit accumulation and prepare students for Regents. Provide cohort with maximum opportunities to take Regents in order to make them eligible for component retesting. 12<sup>th</sup> Grade Guidance Counselor will have an individualized plan for each student that provides the student and parent with the criteria that the student needs to meet in order to graduate. She will also provide any additional support services we will provide to the student.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>- Fair Student Funds</li> <li>- General Hold Harmless</li> <li>- Title I for Professional Development, AIS salaries</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Through Scholarship Reports and credit accumulation. Regents and RCT results. Every marking period, end of term reports, annual credit accumulation.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Credit Accumulation

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase credit accumulation by 5% from 70% to 75% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In the first year we schedule students to a 1 to 9 schedule which gives students an opportunity to earn a maximum of 16 credits by the end of the first year. In years 2 and 3 students can earn up to 14 credits and are given opportunities to attend P.M. and Saturday School in order to gain additional credits. Guidance Counselors will check transcripts on a regular basis and program students based on individual needs. Guidance Counselors will provide Assistant Principals with data that will help determine the courses that will be offered in PM and Saturday School.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Through the use of Title I and C4E funds, our school will develop a reduced class size based on space availability. This will ensure a smaller teacher to student ration.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Through Scholarship Reports and credit accumulation reports at the end of every marking period, term and academic year.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** School-Wide Goal Setting Process

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>We will achieve a 100% goal setting process for Assistant Principals, Teachers and individual students.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>School-wide goals will follow PPR goals. Department goals will address school-wide goals and Progress Report improvement. Teacher goals will be centered around school-wide and department goals with a focus on improvement of instruction. Student goals will be set through uniform grading policy. The goal setting process will address the Quality Review recommendation.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Professional Development will be conducted daily as part of teachers’ circular six using Title I and Title I ARRA. It will be used to develop a school-wide goal-setting process for assistant principals, teachers, and students.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Staff and students will have developed a set of goals which will result in improvement of instruction which we can evaluate through informal and formal observations. The results of student goal setting will be evident in improved Scholarship Reports and RCT results.</b></p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Differentiation of Instruction

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>95% of our teachers will master the skills of differentiated instruction in the classroom.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Working with PSO (CUNY), OSE, Literacy Coach, and Assistant Principals to develop a professional development schedule around differentiated instruction in order to address Quality Review recommendation. New teachers will participate in school-based mentoring program.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>A Professional Development period will be established as part of the circular six. It will concentrate on the third year of differentiated instruction and goal-setting process for each student.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Through walkthrough, informal and formal observations. Through Scholarship Reports, Regents and RCT results.</b></p>

## **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								
7								
8								
9	108	71	17	108	29	7	9	3
10	65	65	12	55	22	2	4	2
11	45	32	7	25	8	2	3	1
12	52	4	3	36	7	2	3	2

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Read 180 and Wilson Program are offered to students in the lower third during their second period of ELA instruction. Double period of ELA instruction five days a week in 9<sup>th</sup> and 11<sup>th</sup> grade.</b>
<b>Mathematics:</b>	<b>After school Monday-Thursday Math tutoring Double period of Math classes five days a week.</b>
<b>Science:</b>	<b>Science tutoring and Lab make-up. Double period of Science Three days a week to maximize continuous instruction in the subject area.</b>
<b>Social Studies:</b>	<b>Identification of cohort 09 and cohort 10 student who have yet to pass the Global and US History Regents. Additional Global and US History courses for students who have yet to pass the Regents examination in these areas.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One on One conference Group Conference Class visits Outside resources</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>One on One conference Intervention with Special Education students</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Drug abuse counseling Family counseling</b>
<b>At-risk Health-related Services:</b>	<b>Drug abuse counseling Family counseling Home visits</b>

**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.

**SCHOOL** (DBN): 09X414\_\_\_\_\_

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12 **Number of Students to be Served:** 147 **LEP:** 147 **Non-LEP:** 0

**Number of Teachers** 2 **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

---

**Students who are ELL learners will receive additional academic intervention services (AIS) on weekdays and after school to supplement their ESL and content area instruction.**

**The Title III program will be used to serve the lowest 40 students who have been targeted to participate in this program based on their NYSESLAT scores and class grades. We will conduct the program during 20 weeks, beginning on October 4, 2010 until June 2011, 4 times a week, for 1 ½ hour, from 2:30 PM-4:00 PM. An ESL teacher will be present in the classes along with a content area Math, Social Studies and Science teacher. In addition, extensive Saturday tutoring will be given to ELL students to increase their opportunity to pass the ELA Regents examinations. This program will meet for the five Saturdays prior to the Regents examination period for four hours.**

**Additionally, we hired an F-Status ESL licensed teacher to do a pull-out program for the lowest performing ESL students as indicated by the LAB-R and NYSESLAT results. This teacher will meet with these students twice a week for 20 weeks. However, Title III funds were not used to pay for this teacher's salary.**

**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.

---

**In September, we looked at data involving the results of NYSESLAT Exam, final marking period grades from June 2010, Regents Results, Attendance and Cutting Reports. Using this information we will program students accordingly Teachers will be involved in planning activities and aligning the curriculum to meet the desired outcomes. Emphasis will be placed on adjusting the curriculum to include Clear Expectations, Academic Rigors and Accountable Talk. In addition, teachers will include writing activities in their lessons to reach the desired goals. Learning Walks will be conducted to improve instruction. Teachers will meet twice a week during their professional period to continue the work on planning activities and aligning the curriculum. Professional development will be designed for regular teachers serving ESL population or effective methods and techniques on content area instruction for ESL students. Title III monies will not be used for professional development.**

**In addition, OSESI has been diligently working with us to help develop the skills of newer teachers in creating lessons who are reflective on the individualized instruction model.**

**Form TIII – A (1)(b)**

School: 09X414

BEDS Code: 320900011414

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

<b>Allocation Amount:</b> \$14,235.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$11,973.60</b>	<b>240 hours of per session for ESL and General Ed teacher to support ELL Students: 240 hours x \$49.89 (current teacher per session rate with fringe) = \$11,973.60)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	<b>In-House Professional Development</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	<b>\$ 620.00</b>  <b>\$1,641.40</b>	<b>NYSESLAT Review Book (\$15.50 X 40 books)</b> <b>Refreshments for parents of the 100 ELL students to be served during the Semi Annual meetings.</b>
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b><u>\$14,235.00</u></b>	

### 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.
  - **Our school through the Parent Coordinator has established a translation center for every correspondence we sent to our parents.**
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.
  - **Through informal surveys, parent association request, and through the SLT recommendations, we realized that there is a need for Spanish translations of our school information. School members have been informed of the availability of these services and the personnel for interpretation, especially during a parental visit to school.**

#### **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 documents sent to parents are translated. These documents are reviewed by the school administration prior to be sent home.**
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.

- **When a parent visits the school, we have translators available to serve the parent and to facilitate the meeting with the school staff.**
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>.
- **As it is our tradition, we will continue translating every document into Spanish which is the language of most parents, outside of English. We are in the process of securing the translation of documents into French since several of the parents of our newest students have expressed interest.**

**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:	\$400,612.00	\$123,691.00	\$524,303.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,006.12	\$1,236.91	\$5,243.03
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 20,030.60	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 40,061.20	*	

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**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **School Parent Involvement Policy**

**At Jonathan Levin HS for Media and Communications parents are active participants in their children’s education. Through the School Leadership Team and through the school’s Parent Association they will have the opportunity to be involved in the planning, implementation, evaluation, and continuous improvement of school-level programs funded by Title I. Both parents and teachers are fully responsible for the high achievement of students. To provide with the support to accomplish this task, the school will provide parents with capacity-building activities during the Parent Association meetings. In addition, we will conduct semi-annual meetings for parents of students served by Title I funds to provide them with information on the school’s Title I program and its services, inform parents of their right to be involved in the program and to offer suggestions for specific school-level opportunities for parent involvement. These meeting will be scheduled flexibly to accommodate working parents who are interested in participating.**

**Parents who cannot be present to meetings could contact Ms. Celsa Lopez at 718-992-3709, Ext. 1314 to raise their concerns or to give any suggestion. Ms. Lopez will also be in charge of mailing parents any relevant school information, especially regarding Title I funds. Every school mailing must be done in at least Spanish and English, languages spoken by the vast majority of our parents.**

**Every year parents will be given the opportunity to evaluate the effectiveness of the parental involvement policy through the use of a school parental survey. They will be able to identify barriers to greater parental participation, especially parents of economically disadvantaged students, disabled, English Language Learners or any parent of students with limited literacy or any racial or ethnic minority group.**

## **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

***Explanation:*** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## School-Parent Compact

It is of outmost importance that schools provide student with the highest curriculum and instruction to all students. At Jonathan Levin High School for Media and Communications we strive to provide students with an effective learning environment that enables students to meet the State and City performance standards. Parents will be an integral member of this effort. They will provide with the support students need at home. They will also be responsible for monitoring school performance data by being active members of the School Leadership team, the Parent Association, and the newly formed School Data Assessment team. The school commits to establish and maintain an ongoing communication with parents, including students' report cards, reasonable access to staff, and opportunities to volunteer, observe, and participate in classroom activities. The school also commits to measure success in parental involvement not by the number of participating parents but rather by the impact these activities have in the academic progress of their children.

## 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.

### (NOT APPLICABLE)

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.
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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

**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.

#### **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.
  - a. We will continue offering Academic Intervention Services to the lowest third children in Math and literacy development using after school tutoring, Saturday Academy, Read 180 and the Wilson program.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - a. Title I funds are allocated based on the consensus within the School Leadership Team and as per state and federal regulations.
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;  
Our school offers an after school/Saturday program in addition to summer school for students who are not making adequate progress.
4. Coordinate with and support the regular educational program;
  - a. We will identified the lowest third of the students and help them develop their literacy/math skills to match the rest of the population.
5. Provide instruction by highly qualified teachers;
  - a. We will make every effort to hire only the most qualified teachers and to keep the highly qualified instructors we currently have.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - a. Our teachers meet during the common professional period to conduct professional development on individualized instruction.
7. Provide strategies to increase parental involvement
  - a. Our new Parent Coordinator has been very active in communicating with parents. Since she joined our school community, parental involvement has increased considerably. We will continue to emphasize parental communication using English and their home language.
8. Coordinate and integrate Federal, State and local services and programs.
  - a. The school will make every effort to align the programs and services offered by the government to facilitate that the budget is always used to maximize classroom instruction. We will assign an assistant principal to assess the budget alignment with the established goals on the CEP

**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:** \_\_\_\_\_ **SURR<sup>1</sup> 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.

**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.

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

## 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.)

**21**

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

**Students in temporary housing are identified and provided with various services. The guidance counselors meet with them to identify their individual needs and a referral is made to the school social worker. The child is also included in every academic intervention service (AIS) that the school provides at risk students.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
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 the borough Integrated Service Center (ISC) or 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**

<b>School Name:</b>	Jonathan Levin High School for Media and Communica						
<b>District:</b>	9	<b>DBN:</b>	09X414	<b>School</b>	320900011414		

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				86.0
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		107	98				
Grade 10		104	104				
Grade 11		115	94				
Grade 12		116	114				
Ungraded		3	3				
<b>Total</b>		<b>445</b>	<b>413</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			82.2

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		78.8	83.6

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			28

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			15

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		57	50	Principal Suspensions			228
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			37
Number all others		38	38				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			35
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			12
# receiving ESL services only		119	TBD	Number of Educational Paraprofessionals			4
# ELLs with IEPs		21	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			86	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			82.9
				% more than 5 years teaching anywhere			74.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.2	0.5	% core classes taught by "highly qualified" teachers			94.9
Black or African American		28.3	25.2				
Hispanic or Latino		70.1	73.6				
Asian or Native Hawaiian/Other Pacific		0.7	0.5				
White		0.4	0.2				
<b>Male</b>		50.8	50.1				
<b>Female</b>		49.2	49.9				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	62
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	55.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CUNY SSO</b>	District <b>09</b>	School Number <b>414</b>	School Name <b>Jonathan Levin HS</b>
Principal <b>Nasib Hoxha</b>		Assistant Principal <b>Florentino Rosa</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Fabia Cancela</b>		Guidance Counselor <b>Linda Cervantes</b>	
Teacher/Subject Area <b>Yara Ruiz</b>		Parent <b>Annette Rodriguez</b>	
Teacher/Subject Area <b>Ramdatt Deba</b>		Parent Coordinator <b>Celsa Lopez</b>	
Related Service Provider <b>Elaine Cox</b>		Other <b>type here</b>	
Network Leader <b>Cass Conrad</b>		Other <b>type here</b>	

### 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	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>430</b>	Total Number of ELLs	<b>147</b>	ELLs as Share of Total Student Population (%)	<b>34.19%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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.

When students arrive to register at our school they are met by the parent coordinator. They are escorted then to the Guidance Counselor who conducts the HLIS and the initial assessment. Then she fills the information requesting the LAB R examination if needed. The Guidance Counselor also informs parents of the three existing programs albeit our school only offers Stand-Alone ESL. The parents are asked to select a program using the Program Selection form. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent wants a Bilingual or Dual Language program, they are informed that our school does not offer the program due to lack of space and licensed teachers and they are referred to the Borough Enrollment Office to discuss alternate placement.

Mr. Deba, fully licensed ESL teacher, conducts the actual LAB R examination within 10 days of admission. Once students are identified, they are programmed to receive the ESL services as prescribed by NY State guidelines.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	147	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	11
SIFE	9	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	32

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	4	2	79	3	6	32	2	1	147
Total	36	4	2	79	3	6	32	2	1	147

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	0	0	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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
Spanish										32	31	30	50	143
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other										0	2	0	2	4
<b>TOTAL</b>	<b>0</b>	<b>32</b>	<b>33</b>	<b>30</b>	<b>52</b>	<b>147</b>								

## 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.

At Jonathan Levin HS for Media and Communications we have a self-contained Stand-Alone ESL model. Students are block programmed based on their grade. However they are programmed for ESL instruction based on the most recent NYSESLAT results. Additionally, they are scheduled to take a full period of NLA instruction five times per week. Core classes are taught by fully certified teachers, who have a bilingual extension whenever possible. During last year we began training our teachers to incorporate differentiated planning and delivery of instruction based on students individualized needs. In addition, these students are receiving additional academic intervention services including counseling, tutoring, regents prep classes and an F-Status teacher to conduct a push out model.

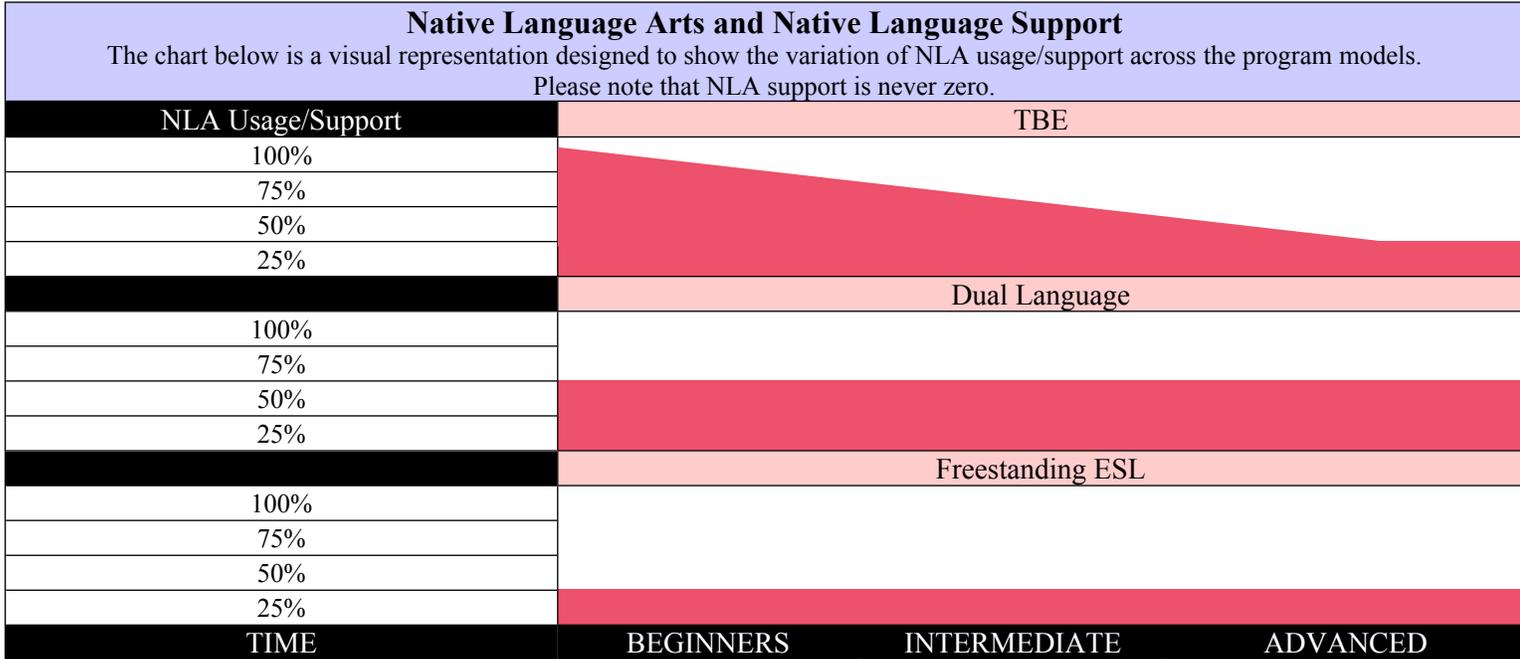
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

As part of the data analysis of instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Math Regents. To that extent, we are providing them with additional tutoring services for five Saturdays, five hours each for a total of 25 hours.

In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. These students are also given a period of Spanish as a Native Language a day to compliment the ESL program. In addition, they are provided with counseling services to facilitate the transition into our academic program. For Parents and newly enrolled students, we offered an orientation session the week prior to the beginning of the semester. During this orientation students are explained the school system, scanning, uniform, credit accumulation, state examinations, etc.

### **C. Schools with Dual Language Programs**

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

### **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.

For all teachers, we provide we a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in differentiaition of instruction to facilitate the teaching of special needs students, includin ELL's.

### **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?

Parent involvement in our school continues to be a challenge. Participation is very limited at our Parent Association meetings. However we continue to mail home all school documents and information translated into Spanish. For the PA meetings our school partners with several organization including Montefiore Hospital to provide parents with valuable health information. To asses parent interest, the PA conducts a parent survey in their meeting which helps us determine the resources that we will seek for them.

## 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)										9	12	10	7	38
Intermediate(I)										14	9	6	21	50
Advanced (A)										9	12	14	24	59
Total	0	0	0	0	0	0	0	0	0	32	33	30	52	147

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	9	10	6
	I										14	9	12	4
	A										11	15	10	42
	P										0	0	0	0
READING/ WRITING	B										6	9	10	7
	I										15	8	12	8
	A										11	16	10	37
	P										0	0	0	0

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

NYS Math				
Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
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	30	0	2	0
Math <u>Algebra</u>	1	60	1	25
Math <u>Geometry</u>	0	18	0	3
Biology				
Chemistry				
Earth Science	0	7	0	4
Living Environment	0	8	0	1
Physics				
Global History and Geography	0	16	0	11
US History and Government	0	52	0	22
Foreign Language	0	14	0	14

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

It is clear that most of our student need further enhancement on their native language skills. Students arriving at our school exhibit low level of native language skill development which place them at a further disadvantage when learning a second language. For the most part new comers to our country have been arriving with little or no English skills which makes them "begginer" and thus slated to receive three periods of ESL instruction dalily. This has made our professional development series on Differentiated Instruction that much more significant since teachers will strive to provide instruction tailored to each child individualized need. Additionally, we have been analyzing

**Additional Information**

tutoring for students who have yet to score 75 or higher in any regents. we also provide them with assistance in completing class and

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		