



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SECONDARY SCHOOL FOR JOURNALISM

SCHOOL NAME : _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **15K463**

PRINCIPAL: ABBIE REIF EMAIL: AREIF@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Abbie Reif	*Principal or Designee	
Iveth Bernardez	*UFT Chapter Leader or Designee	
Clarence Neely	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jessica Neely Chuntal Mejia	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gerald Wagoner	Member/ Teacher	
Brianna Harris	Member/ Teacher	
Deborah Echevarria	Member/ Parent	
Karen McDonald	Member/Parent	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, both the Middle School and the High School will demonstrate progress toward achieving state standards, as measured by a 2% increase in students scoring at Levels 3 & 4 on the NYS ELA Assessments and ELA Regents.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After a three year review and analysis of student performance data on state assessments, it was determined that all student groups were not meeting AYP on the English Language Arts assessments. Our priority is for improvement in English Language Arts for all student groups and with emphasis on these skills in all subject areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity :

1. **Professional Development:** all activities provided will be for all student populations and focus on ELA skills & strategies needed in all subject areas.
2. **Monday, PD time will periodically be devoted to specific skills & strategies needed in ELA with particular attention to Writing as per CCSS- topics may include but are not limited to: Interim assessments to monitor and align curriculum with the CCSS; use of rubrics with the language of the CCSS standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of the interdisciplinary teams of teachers analyzing student assessment data in the identification of gaps in student achievement and specific subgroups needs; continuing work in the use and implementation of differentiated lesson planning.**
3. **Subject Department Meeting:** on-going work in all subjects on the use of ELA skills & strategies in all subject areas. ELA Department will continue its in depth work-every other week/ working with AP and Aussie coach in the on-going refinement of school policy and curriculum map planning in the area of ELA
4. **Interdisciplinary Grade Teams:** on-going work with Chancellor's Interdisciplinary project and utilizing ELA teacher to turn key information in regard to the ELA working being done in Department.
5. **Use of Aussie Coach-** ELA working with all ELA teachers; Special Education and ELL
6. **After-school and weekend support programs** made available to all student populations with particular attention to ELA skills and strategies in test preparation for all standardized assessments
7. **Target Populations:** All student groups/ all subject areas
8. **Responsible Staff Members:** Principal, AP's, ELA Coach
9. **Implementation:** September 2011 through June 2012

10. **Inclusion of Teachers in the decision-making process: teachers will meet in both subject and interdisciplinary grade teams; on-going look at student data gathered from periodic assessments in both subject and grade teams; teachers determined via cep and inquiry team committees that a 2% increase in student performance would be the benchmark used to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.**
11. **Periodic Assessment Dates: November 2011; January 2012 and March 2012**

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
1. **ELA, ELL and Special Education departments will design and implement ELA workshops and information sessions with parents. Workshop materials will be translated where possible and support/interpretation will be provided in the dominant languages spoken by parents in the school**
 2. **The school will host, through our PTA meeting a curriculum night focused on ELA skills & strategies for our parents.**
 3. **Parent Coordinator will host on-going communication, workshops and information sessions for our parents in regard to ELA skills & strategies needed for our students**
 4. **Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries**
 5. **Parents will be trained on how to use ARIS Parent link**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
1. **Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers**
 2. **Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.**
 3. **Mentors are assigned to support all new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. **After-school programs are focused on specific subject areas with particular attention to the needs of all populations in ELA**
 2. **Over 50% of entire school population has signed up for SES tutoring services being provided in school or at home-opportunities are made to encourage all students who are free or reduced lunch to enroll in these various programs: emphasis on these programs are in literacy and math-providers are working with teachers in identifying the needs of students registered**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as: Student Fair Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2011 to June 2012.**
1. **Per Session Supervisor and Teacher allotments for after-school and weekend support programs**

2. Professional Instructional materials to support curriculum development during the regular school day
3. Consumable instructional materials for use during after-school and weekend programs

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, the four-year graduation rate will increase from 61% in the 2012-2011 school year, to 66% in the 2011-2012 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
After a three year review and analysis of our four year graduation rate, it was determined that we have to make a priority to ensure that our rate increases. Our intervention strategies begin in grade nine with introduction to high school and the things students and parents need to do to ensure success. Continued emphasis on having students move forward in a timely fashion is being done through the efforts of grade teams, work with our guidance counselor and our CBO- PRY.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. **Grade 9 Summer Orientation program for incoming students will provide the initial introduction to high school and the steps our students need to take to be successful.**
- 2. **Fall guidance information sessions with ninth grade students to inform them of what the next four years will be like; the expectations for their program and the initial planning for their future.**
- 3. **Grade 10-11, will have on-going sessions both small group and individual to help students plan their programs; make possible outside opportunities such as College Now in preparing students for the future.**
- 4. **Spring of students Junior year, each student is met individual through guidance to begin the decision making process for September of their senior year. Students are encouraged to begin the search process for colleges and/or career programs and the steps needed for application.**
- 5. **Senior year-students are individually counseled in September-October as to what their plans will be for after graduation and then advised throughout the fall term.**
- 6. **Throughout the four years, parents and students are continuously informed about academic progress, encouraged to attend additional academic opportunities at local colleges and are informed that opportunities are there for all academic advancement.**
- 7. **Regent's preparation courses are made available for all students prior to exam periods- January and June.**

8.Target Populations: All student groups/ all subject areas

9.Responsible Staff Members: Principal, AP's, Teachers, Guidance Counselor, CBO- PRY

10.Implementation: September 2011 through June 2012

11.Inclusion of Teachers in the decision-making process: Interdisciplinary Grade Teams are encouraged in September and February to review the steps necessary for on time graduation. Teams are encouraged to make specific plans and programs for students, working with guidance, in enforcing what students need and the importance of on time graduation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 1.The school will host, through our PTA meetings on the steps needed to prepare parents for getting their students into college and or career programs within four years.**
 - 2.Parent Coordinator will host on-going communication, workshops and information sessions for our parents in regard to steps needed to prepare for life after high school.**
 - 3.Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries**
 - 4. Parents will be trained on how to use ARIS Parent link**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 1.Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers**
 - 2. Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.**
 - 3. Mentors are assigned to support all new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - 1. After-school programs are focused on specific subject areas with particular attention to preparing our students for regents exams**
 - 2. Over 50% of entire school population has signed up for SES tutoring services being provided in school or at home-opportunities are made to encourage all students who are free or reduced lunch to enroll in these various programs: emphasis on these programs are in literacy and math-providers are working with teachers in identifying the needs of students registered**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as: Student Fair Funding (Tax

Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2011 to June 2012.

1. Per Session Supervisor and Teacher allotments for after-school and weekend support programs
2. Professional Instructional materials to support curriculum development during the regular school day
3. Consumable instructional materials for use during after-school and weekend programs

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, as measured by a 5% increase in the lowest third earning 10 credits in their third year of high school, all teachers will be utilizing Curriculum Mapping as the alignment with state standards and instructional focus for all subject areas.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After a three year review and analysis of student performance data on state assessments, it was determined that our lowest third student population was having some difficulty in obtaining 10 credits in their third year. In assessment of teacher planning, it was determined that teachers must plan more effectively, pace their scope and sequences to align themselves with state standards and instructional focus for all subject areas in helping our students achieve the necessary credits in their third year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. All teachers will meet 2x per week in Interdisciplinary Grade Teams to discuss student progress and interdisciplinary strategies that align instruction with student achievement**
 - 2. All teachers teams will be planning and developing curriculum maps which will align the subject stands to the scope and sequences of their subject areas**
 - 3. All teachers will meet by departments to reflect, analyze and compare their curriculum maps through on-going development of curriculum maps.**
 - 4. All teachers will attend to the lowest third of their grades through the reflection of ARIS, predictive assessments and teacher-made assessments and align instructional strategies which will focus on the needs of the targeted students in meeting the number of credits needed to advance to the next grade.**
 - 5. Teachers will focus on differentiated instructional strategies for all students that encourage and support interdisciplinary teaching.**
 - 6. Professional development opportunities will be provided in the development of the strategies and skills needed by our lowest third in ensuring their academic success in all subject areas.**
 - 7. Vertical planning by subject departments in meeting the seamless connection of all subjects and the understanding of scaffolding the learning to help student achieve, on level, for all subject areas.**
 - 8.Target Populations: All student groups/ all subject areas**
 - 9.Responsible Staff Members: Principal, AP's, Interdisciplinary Team Leaders**
 - 10.Implementation: September 2011 through June 2012**
 - 11.Inclusion of Teachers in the decision-making process: Interdisciplinary Grade Teams are encouraged in September and February to review the steps necessary for on time promotion to the next grade. Teams are encouraged to make specific plans and programs for students, working with**

guidance, in enforcing what students need and the importance of on time promotion to the next grade.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 1.The school will host, through our PTA meeting a curriculum night focused on the skills & strategies needed to ensure students stay on track for promotion and what our parents can do to support them.**
 - 2.Parent Coordinator will host on-going communication, workshops and information sessions for our parents in regard to helping our students stay on track for timely promotion needed for our students**
 - 3.Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries**
 - 4. Parents will be trained on how to use ARIS Parent link**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 1.Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers**
 - 2. Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.**
 - 3. Mentors are assigned to support all new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - 1. After-school programs are focused on specific subject areas with particular attention to the needs of all populations, those in the lowest third are encouraged to participate and attend these sessions.**
 - 2.Over 50% of entire school population has signed up for SES tutoring services being provided in school or at home-opportunities are made to encourage all students who are free or reduced lunch to enroll in these various programs: emphasis on these programs are in literacy and math-providers are working with teachers in identifying the needs of students registered**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as: Student Fair Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III;TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2011 to June 2012.

 - 1. Per Session Supervisor and Teacher allotments for after-school and weekend support programs**
 - 2. Professional Instructional materials to support curriculum development during the regular school day**

3. Consumable instructional materials for use during after-school and weekend programs

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, building on existing practices to extend collection and analysis of data across the school to support more effective goal-setting and planning, 100% of faculty will be able to shoe evidence of understanding and analyzing student data for the purpose of setting goals and planning instruction accordingly.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After a three year review and analysis of student performance data on state assessments, it was determined that our teachers need more support in understanding data and then making instructional decisions as to the adjustment needed in curriculum planning and alignment of instruction as based on the findings with the data. In assessment of teacher planning, it was determined that teachers must plan more effectively, pace their scope and sequences to align themselves with state standards and instructional focus for all subject areas in helping to provide the necessary skills and strategies needed by teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1.All teachers will me 2x per week in Interdisciplinary Grade Teams to discuss student progress as based on specific data (predictive assessment, regents, teacher made assessment) and interdisciplinary strategies that align instruction with student achievement

2.All teachers teams will use data to determine the areas of needs of their students as based on performance: i.e. highest third, lowest third, etc.

3.All teachers will meet by departments to reflect, analyze and compare their data finding through on-going analyzation of data and how they are vertical planning for scaffolding and ongoing assessments.

4.All teachers will maintain assessment binders of their students and utilize the resources of ARIS and school data to maintain ongoing records of all students.

5.Teachers will focus on differentiated instructional strategies for all students that encourage and support interdisciplinary and subject specific teaching.

6.Professional development opportunities will be provided in the development and use of assessment and the planning for specific strategies and skills needed by our students in ensuring their academic success in all subject areas.

7.Vertical planning by subject departments in meeting the seamless connection of all subjects and the understanding of scaffolding the learning to help student achieve, on level, for all subject areas will use data analysis in the on-going use of alignment of data to the curriculum.

8.Target Populations: All student groups/ all subject areas

9.Responsible Staff Members: Principal, AP's, CFN 112- Instructional Specialists

10.Implementation: September 2011 through June 20121

11. Inclusion of Teachers in the decision-making process: Interdisciplinary Grade Teams and Department team meetings will be used in the decisions of curriculum planning and use of data for each grade. Teams are encouraged to share at PD Mondays their findings and conclusions in regard to student achievement.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 1. All interdisciplinary grade teams and departments will design and implement workshops and information sessions with parents, that explain data and how teachers make decisions in curriculum scope & sequences. Workshop materials will be translated where possible and support/interpretation will be provided in the dominant languages spoken by parents in the school**
 - 2. The school will host, through our PTA, meetings that will focus on understanding ARIS and the Data that is listed.**
 - 3. Parent Coordinator will host on-going communication, workshops and information sessions for our parents in understanding data and how to interpret it.**
 - 4. Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries**
 - 5. Parents will be trained on how to use ARIS Parent link**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - 1. Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers**
 - 2. Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.**
 - 3. Mentors are assigned to support all new teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - 1. After-school programs are focused on specific subject areas with particular attention to the needs of all populations and subjects.**
 - 2. Over 50% of entire school population has signed up for SES tutoring services being provided in school or at home-opportunities are made to encourage all students who are free or reduced lunch to enroll in these various programs: emphasis on these programs are in literacy and math-providers are working with teachers in identifying the needs of students registered**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as: Student Fair Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2011 to June 2012.

 - 1. Per Session Supervisor and Teacher allotments for after-school and weekend support programs**

- 2. Professional Instructional materials to support curriculum development during the regular school day**
- 3. Consumable instructional materials for use during after-school and weekend programs**

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	13	13	10	10	0	0	0	0
8	20	20	10	10	0	0	0	0
9	60	30	30	25	0	0	0	0
10	25	25	25	25	0	0	0	0
11	25	25	25	25	0	0	0	0
12	25	25	25	25	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Intervention is provided in Grades 7-9 through double blocked periods and increased times students meet in ELA classrooms. Additional support is provided for targeted students, M-Th /8:00-8:40 AM; Regent’s and middle school test preparation is provided during after school and weekend times prior to testing period. Free and Reduced lunch students are encouraged to enroll in SES tutoring services provided in school and at home.
Mathematics	Intervention is provided in Grades 7-8 through increased times students meet in Math classrooms. Additional support is provided for targeted students, M-Th /8:00-8:40 AM; Regent’s and middle school test preparation is provided during after school and weekend times prior to testing period. Free and Reduced lunch students are encouraged to enroll in SES tutoring services provided in school and at home.
Science	Intervention and additional support is provided during extended times, M – Th 8:00 -8:40 AM; small group and one-to-one tutoring; regents preparation during after school and weekend times prior to regents testing period.
Social Studies	Intervention and additional support is provided during extended times, M – Th 8:00 -8:40 AM; small group and one-to-one tutoring; regents preparation during after school and weekend times prior to regents testing period.
At-risk Services provided by the Guidance Counselor	Services provided to students during the school day as based on need; additional support for attendance/issues; family crisis. Extended time used to counsel and meet with students M- Th, 8:00-8:40 AM in individual or small group settings.
At-risk Services provided by the School Psychologist	At-risk services by school psychologist are available, however no students served at this time.

At-risk Services provided by the Social Worker	At-risk services by school social worker are available, however no students served at this time.
At-risk Health-related Services	At-risk services by school health-related providers are available, however no students served at this time.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



237 ~~State~~ *New York City Department of Education*
 THE SECONDARY SCHOOL FOR JOURNALISM

Abbie Reif, Principal

K. Haynes, AP

Title I Parent Involvement Policy

1. The Secondary School for Journalism, 15K463 will take the following actions to involve

parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- ✎ The principal will hold an annual meeting to provide information about the schools
- Title I SWP program and types of services provided and to inform and involve parents in the joint development of the Title I Parent Involvement Policy
- ✎ Send notices home and encourage parents to attend District CEC meetings and school
- PTA meetings to increase parental understanding
- ✎ Providing professional development for parents through parent workshops
- ✎ Parent Coordinator and the PTA will reach out to inform, educate and involve parents

2. The Secondary School for Journalism, 15K463 will take the following actions to involve

parents in the process of school review and improvement under Section 1116-Academic

Assessment and Local Educational Agency and School Improvement of ESEA:

- ✎ Parents are active and integral members of the School Leadership Team
- ✎ Parents will collaborate and assist in providing a needs assessment to assist in the evaluation and continuous school improvement
- ✎ Parent Coordinator, the PTA and the School Leadership Team will inform and communicate with parents through timely notices, meetings, bulletins and newsletters, sent home
- ✎ Parent meetings will be held at different times of the day to ensure as many parents as possible attend
 - 🕒 Translators will be available at the meetings
 - 🕒 Parent teacher conferences twice a year
 - 🕒 Day and evening hours
 - 🕒 By appointment with teachers per parent request at other times during the year

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

- ✎ Our Social Worker will be accessible to 6-12 parents for support and referrals to

other programs available
begin  Pupil Personnel Team will identify “at-risk” behavior at an early stage and

Interventions
 Parent Coordinator and the Parent Association will assist parents concerning family literacy programs available

4. The Secondary School for Journalism, 15K463, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

 Parent Coordinator and the PTA will survey parents to assess their needs and concerns

 Parent Coordinator and the PTA will reach out to economically disadvantaged and limited English proficient parents and provide workshops

 Parents will attend workshops such as Child Health Plus for health insurance, English as a Second Language and Nutrition workshops

5. The Secondary School for Journalism, 15K463 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

-
- i. The State’s academic content standards;
- ii. The State’s student academic achievement standards;
- iii. The State and local academic assessments including assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child’s progress; and
- vi. How to work with educators.

alternate

 The school administrators and teachers will provide capacity building workshops to parents on State Standards, State and City-wide Standardized Assessments, Promotional Policy, and Princeton Assessment, Requirements of Title I and How to Monitor Children’s Progress

 The Parent Coordinator will give capacity building workshops on How to Work With Educators, Questions to Ask During Parent-Teacher Conferences

 Administrators, Parents and Teachers will be invited to attend educational conferences and conventions

the

academically

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

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

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

c. The Secondary School for Journalism, 15K463, will with the assistance of the

of
build ties

and a
monthly

of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work

with parents as equal partners, in the value and utility of contributions

parents and how to implement and coordinate parent programs and

between parents and schools by:

 The school administration will provide parental newsletter, notices

web site to access information

 The Parent Coordinator and Parent Association will provide a

Newsletter to build ties and keep parents informed

- d. The Secondary School for Journalism, 15K463, will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Learning Leaders Parent Volunteer Tutor Program, Home Instruction Programs, and GED related programs, and other programs and conducts and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

 Reaching out to parents through our Parent Coordinator, Social Worker

And Parent Association

 Encouraging parents to volunteer in school activities such as assisting in

in the classroom, on trips and with fundraisers

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

 Notices are sent in English and Spanish

 Staff and Parent Coordinator and Parent Association members available to

assist parents in understanding information

Adoption

This School Parental Involvement Policy and the School Parent Compact has been

Developed jointly with, and agreed on with, parents of children participating in Title I,

Part A programs, as evidenced by minutes/agenda reflecting presentation and approval.

This policy was adopted by The Secondary School for Journalism, 15K463 on 10/20/2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before November 15, 2011.

Principal's Signature: _____

Date: _____



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THE SECONDARY SCHOOL FOR JOURNALISM

Abbie Reif, Principal

Kim Haynes, A.P.

TITLE I

SCHOOL-PARENT COMPACT

The Secondary School for Journalism and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the

school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2011 – 2012.

School Responsibilities

The Secondary School for Journalism will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning

Environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

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

Fall: October 27 – Evening October 28 – Day
Spring: March 29 – Evening March 30 - Day

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

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

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

Parent Responsibilities

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

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

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

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

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

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

The Secondary School for Journalism will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an Organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been Taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

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

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

Secondary School for Journalism
School

Parent

Student

School Year 2011-2012

Date

Principal

Date

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 15K463 **School Name:** Secondary School for Journalism

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Recommendations, June 2011 – ESCA review

- Implement instructional strategies that increase opportunities for high-order thinking, analysis and problem solving, and deeper content understanding.
 - Develop and implement specific strategies for incorporating appropriate student voice, choice, and opportunities for autonomy and leadership in the classroom.
 - Develop and implement a school wide system to identify at-risk students using assessment data, provide multi-tiered academic interventions, and employ ongoing progress monitoring to address student needs.
 - Develop and implement a professional development plan that is aligned to school goals and focused on subject-area content.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - All teachers are on Interdisciplinary Grade Teams. Teams will develop common student assessments that include rigorous and authentic tasks and summative assessment tasks, through a shared understanding of instructional rigor through collaborative curriculum planning, design and/or redesign. Expectations will be monitored through classroom observations, lesson plan review, and student achievement results on common formative assessments.
 - Through professional development, teachers will be trained in instructional practice that makes an overt effort to incorporate their students' interest, values, and goals into the learning process by learning about student concerns through informal and classroom dialogue. Teachers need to enable students to choose classroom activities and tasks that are consistent with their interests and goals by creating a means to allow students for input on classroom activities that will allow teachers to become more aware of student needs and to incorporate those needs into lessons.
 - School will implement a Data team, made up of one member of each interdisciplinary grade team who responsibility will be to define and structure intervention programs, monitor assessments and provide the tools and strategies for all teachers in the identification of at-risk students; develop routines and procedures for making decisions about students; develop record-keeping systems that communicate student progress to all stakeholders; determine type of intervention, delivery of intervention and timeline for monitoring progress of students.
 - Professional Development committee has been working toward a systematic alignment of school goals to the professional development plan. Emphasis will be on efforts needed in the development pd opportunities that help

teachers to develop and align student assessments; look at rigor at the design and implementation of authentic, summative and formative tasks; provide programs that help to define and structure intervention programs, monitor them and develop systems that will ensure types of intervention, delivery of intervention and timelines for monitoring student progress.

Recommendations: Data Drive Inquiry

- We will provide after-school and weekend additional student preparation sessions in ELA and all other subjects in the effort to meet the needs of all of our students in the areas that require literacy and focus on our areas of ELA not meeting AYP in both the Middle & High school.
- ELA subject department will continue their work in developing and implementing school-wide rubric following CCSS in Writing, meeting 2x per month during morning and after-school times
- We will continue to support all subject teachers in ELA strategies and skills necessary for achievement during our Professional development times
- We will continue to build our high school ELA student libraries through additional purchases needed to support the ELA vertical curriculum which was written and implemented by our ELA department with support by our ELL and Special Education teachers.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

10% of Title I funds for professional development are used to: pay 50% of AP's salary who is directly concerned with the professional development plan for our teachers; provide funds for Aussie Literacy Coach who is used to directly meet the needs of our ELA teachers, which is the area in which both the middle school and high school did not meet AYP.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Currently all new teachers are provided with in house mentors who have been trained through the DOE mentoring program. In addition, we are developing teacher leaders in Teacher Effectiveness and other areas to increase leadership/mentoring opportunities for all of our teachers.

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.

Parents will be notified through PTA meetings; parent workshops run by our Parent Coordinator; and school run teacher workshops in the areas of concern. We are aware of the various languages in our school and provide teacher translators and utilize the translation unit by hiring translators to ensure that all our parents have access to information being sent or given out and use the translation unit to translate documents when possible.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Kathy Pelles	District 15	Borough Brooklyn	School Number 463
School Name Secondary School for Journalism			

B. Language Allocation Policy Team Composition

Principal Abbie Reif	Assistant Principal Kim Haynes
Coach type here	Coach type here
ESL Teacher Deirdre Quinn	Guidance Counselor Mayleen Cummings
Teacher/Subject Area Robyn McCullough/ELA	Parent Clarence McNeely
Teacher/Subject Area Rosie Monroe/Math	Parent Coordinator Susan Stein
Related Service Provider Arlene Rives	Other type here
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	348	Total Number of ELLs	58	ELLs as share of total student population (%)	16.67%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for LAB-R testing. Licensed pedagogues, the ESL teacher/ Deirdre Quinn and the Spanish teacher/ Brianna Harris, assist with this intake interview. Translation services are made available to parents through the DOE Translation Unit when they are filling out the HLIS, for languages other than Spanish.

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

The NYSESLAT is administered annually during the administration period from April to May. The R-LER, R-LAT and indicator check lists are generated in order to determine eligibility for the NYSESLAT. The ESL teacher prints out each of these reports and reviews them with school leadership. A schedule is put into place by school leadership and programming to ensure that each mandated student takes each of the four components of the NYSESLAT.

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

Parents of two students (sisters) chose the bilingual option. However, their parents chose not to transfer them to another school, so they were programmed for ESL at our school. All other parents chose the ESL option. Our program models are aligned with parent requests.

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

Part 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained								2	9	8	18	12	9	58
Push-In														0
Total	0	0	0	0	0	0	0	2	9	8	18	12	9	58

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	11
SIFE	4	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31	2	1	10	2	2	17		8	58

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	31	2	1	10	2	2	17	0	8	58
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2	9	4	9	5	8	37
Chinese											4	1		5
Russian														0
Bengali											2	4	1	7
Urdu										1				1
Arabic										1	1	2		4
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1			3
TOTAL	0	2	9	8	18	12	9	58						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

The language of instruction of our ESL department is in English. As we do not have either a bilingual or dual language program, students are not evaluated in their native language. Instead, the work is differentiated according to individual student needs, and scaffolding is part of the everyday process within classrooms. This enables students to make progress in English language acquisition while also learning the content in their courses. In the case of Spanish-where translations are made available these are given to students. In any other language, assessments are done in English with the use of glossary's and dictionary's.

Instruction is differentiated for different sub-groups of ELLs. SIFE students participate in extended day and after school enrichment activities. Focus is on differentiated instruction in order to assist students in reading and writing skills. In class work focuses on strategies, such as graphic organizers and outlining techniques to help students with reading comprehension. In addition, cloze exercises and dictation passages are used to help students improve in writing and listening skills. For our newcomers, the focus is on immersion in reading, writing, speaking and listening in English. To this end, we employ a variety of techniques and strategies in class, including

A. Programming and Scheduling Information

vocabulary mapping, cloze and dictation exercises, previewing for reading comprehension, retelling, writing about films and photographs, dialogue practice and learning English structures. Students are also given scaffolded instruction and practice for NYS examinations, with an emphasis on reading short passages, filling our graphic organizers, multiple choice answer strategies and writing short responses. For ELLs who have been here for 4-6 years, we employ techniques that emphasize group work and differentiated instruction. We use the ‘Access’ series, which uses scaffolded activities to help students with reading in the content area. Students create vocabulary maps as a means of expanding vocabulary and aiding in reading comprehension. Long-term ELLs have focused essay-writing strategy sessions to assist students in writing for state examinations; they learn to use graphic organizers and highlighting of text to help with their writing. Students with special needs choose from a variety of high interest, accessible texts and work with graphic organizers to help them improve in their reading and writing skills.

7. For our ELL/SWDs, there is curricular, instructional and scheduling flexibility in order to meet diverse needs within the least restrictive environment. Curricular: Access (Great Source)series, Visions series: Both series allow for modification of academic tasks to meet the needs of each student. Instructional: Students are engaged in multi-sensory activities and work with high interest material. Teachers use graphic organizers and chunking of text to aid in reading comprehension. Scheduling: Students are scheduled according to their designation of beginner, intermediate and/or advanced. Schedules are developed to give optimum time in general ed with supportive esl services as based on need.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

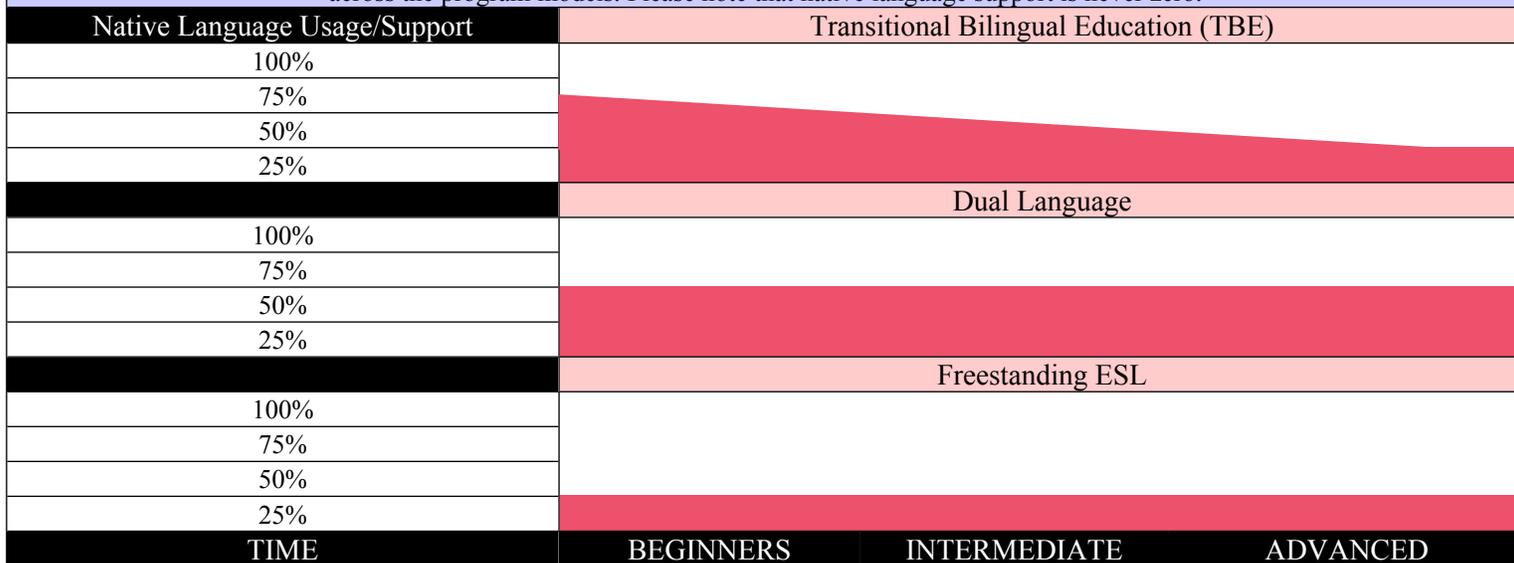
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLS in ELA:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Student will do self-paced work on Rosetta Stone.

SIFE: Students will participate in Academic Advantage tutoring after school. In class, focus will be on developing skills in making inferences, identifying main idea, and making predictions during reading.

ELLs 4-6: Focus will be on teaching students to annotate, outline and paraphrase while reading. Students will create vocabulary maps and

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Our targeted intervention programs for ELLS in ELA:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Student will do self-paced work on Rosetta Stone.

SIFE: Students will participate in Academic Advantage tutoring after school. In class, focus will be on developing skills in making inferences, identifying main idea, and making predictions during reading.

ELLS 4-6: Focus will be on teaching students to annotate, outline and paraphrase while reading. Students will create vocabulary maps and work on understanding word parts, such as suffixes and prefixes.

SpEd: Students will attend extended day programs for work on reading and math skills.

Longterm: Focus will be on using graphic organizers in pre-writing, creating a template for identifying key parts of a paragraph, and creating mini-lessons on grammatical topics.

Our targeted interventions for ELLS in Math:

Newcomers: Students will be engaged in multi-sensory activities that utilize student strengths.

SIFE: Teachers will use task analysis to teach concepts in small, meaningful steps.

ELLS 4-6: In-class interventions include assigning a classwork/homework review buddy.

SpEd: Teachers will create shorter assessments with fewer problems on page.

Longterm: Students will attend after school programs. Student strengths will be used to remediate weaknesses.

Our targeted interventions for ELLs in Science:

Newcomers: Teachers will provide manipulative and concrete/tactile materials.

SIFE: Teachers will utilize visual and auditory aids.

ELLS 4-6: Students will be taught to use highlighters to identify key words, phrases, scientific words.

SpEd: Tasks will be analyzed so that concepts can be broken down and taught in small chunks.

Longterm: Students will be taught organizational skills and techniques for writing up lab reports.

Our targeted interventions for ELLS in Social Studies:

Newcomers: Materials will be chunked into manageable portions; teachers will adapt written text to student level.

SIFE: Students will be provided with shorter assignments and given writing templates to help develop writing in social studies.

ELLS 4-6: Students will be teamed with class buddies to help them with material.

SpEd: Teachers will use the arts and technology to reinforce concepts.

Longterm: Teachers will make historical events accessible to students through the use of technology and multi-media projects.

Intervention services in our school include the guidance counselor, PRY and SPARK. These services are conducted in English or Spanish. These services provide general school counseling; drug and alcohol prevention services; additional support programs in leadership training, college preparation and general transition into high school. Services are offered during school day, other languages are provided when providers are available in those particular languages.

Transitional support will be provided for ELLS for up to 2 years after testing out of ESL services. Content area and ESL teachers work

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLS in ELA:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Student will do self-paced work on Rosetta Stone.

SIFE: Students will participate in Academic Advantage tutoring after school. In class, focus will be on developing skills in making inferences, identifying main idea, and making predictions during reading.

ELLS 4-6: Focus will be on teaching students to annotate, outline and paraphrase while reading. Students will create vocabulary maps and work on understanding word parts, such as suffixes and prefixes.

SpEd: Students will attend extended day programs for work on reading and math skills.

Longterm: Focus will be on using graphic organizers in pre-writing, creating a template for identifying key parts of a paragraph, and creating mini-lessons on grammatical topics.

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SIFE: Teachers will use task analysis to teach concepts in small, meaningful steps.

ELLS 4-6: In-class interventions include assigning a classwork/homework review buddy.

SpEd: Teachers will create shorter assessments with fewer problems on page.

Longterm: Students will attend after school programs. Student strengths will be used to remediate weaknesses.

Our targeted interventions for ELLs in Science:

Newcomers: Teachers will provide manipulative and concrete/tactile materials.

SIFE: Teachers will utilize visual and auditory aids.

ELLS 4-6: Students will be taught to use highlighters to identify key words, phrases, scientific words.

SpEd: Tasks will be analyzed so that concepts can be broken down and taught in small chunks.

Longterm: Students will be taught organizational skills and techniques for writing up lab reports.

Our targeted interventions for ELLS in Social Studies:

Newcomers: Materials will be chunked into manageable portions; teachers will adapt written text to student level.

SIFE: Students will be provided with shorter assignments and given writing templates to help develop writing in social studies.

ELLS 4-6: Students will be teamed with class buddies to help them with material.

SpEd: Teachers will use the arts and technology to reinforce concepts.

Longterm: Teachers will make historical events accessible to students through the use of technology and multi-media projects.

Intervention services in our school include the guidance counselor, PRY and SPARK. These services are conducted in English or Spanish. These services provide general school counseling; drug and alcohol prevention services; additional support programs in leadership training, college preparation and general transition into high school. Services are offered during school day, other languages are provided when providers are available in those particular languages.

Transitional support will be provided for ELLS for up to 2 years after testing out of ESL services. Content area and ESL teachers work

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?

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

2. CBO and community based organizations are not applicable.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

We will engage in those activities which support our ELL teacher and the general education teachers in providing the necessary adaptations and strategies for the ELL student. The ESL teacher will attend professional development meetings through the CLSO. The teacher will turn-key all information at PD sessions to assistant principals, paraprofessionals, subject area teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and the parent coordinator.

School leadership and guidance support staff in assisting ELLs as they move from one school level to the next in the following ways: 1) School staff receives lists of ELLs, their levels and schedules during the first two weeks of school. 2) Staff/ELL teacher confer about needs of individual students. 3) Grade teams confer with each other on ways to help ELLs transition to the new grade, e.g. with curricular or instructional modifications. 4/ For High School- we rely on transcripts from other schools or countries to aide in assessing the student achievement correctly. In a case where a transcript is in another language assistance is sought from the Translation unit in helping us determin accurate grade leve/ achievement of our new immigrant student. Every effort is made to the general ed teacher in providing as much background information about the student and their current academic levels.

Our Pd program will focus on assisting our ELLs through differentiation. This is in alignment with our instructional program because our goal is to increase English language proficiency and differentiation is the key to this. To this end, we are planning the following PD sessions for our classroom and ESL teachers. Each workshop is 45 minutes, with a total of 7.5 hours as per Jose P. The training includes strategies subject area teachers can use for teaching listening, reading, writing and speaking to ELLS in the mainstream classroom. Furthermore, bilingual glossaries and dictionaries are provided so that teachers can facilitate learning for their ELL students.

September: English language learners: Transitioning from middle to high school

October: Helping the ELLs transition to high school

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.

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Furthermore, bilingual glossaries and dictionaries are provided so that teachers can facilitate learning for their ELL students.

- September: English language learners: Transitioning from middle to high school
- October: Helping the ELL acquire academic language
- November: Differentiating for ELLs in the science class and labs
- December: ELA test prep for ELLs
- January: Helping ELLs succeed: Differentiating for SIFE students
- February: Test preparation for math
- March: Parent Engagement
- April: Newcomers – helping the newcomer get acclimated to New York City
- May: Test prep for ELLs in social studies DBQs
- June: Regents prep workshop/Paste response to questions 1-4 here/questions 1-3 here ere

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?

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

2. CBO and community based organizations are not applicable.

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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

2. In examining the NYSESLAT scores for 2011, it is clear that it is the reading and writing sections of the exam that are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that very few students achieved proficiency in the reading and writing subtest.

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

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

1. Literacy must be the focus for the ELL in both the ESL and mainstream classroom.
2. We need to ensure that Title 3 monies be used to fund after school literacy activities.

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7		3	4		1		1		9
8	1		2						3
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	2		1						3
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	4		0	
Integrated Algebra	8	5	4	1
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6	2	1	1
Living Environment	5	2	4	0
Physics				
Global History and Geography	4	2	1	1
US History and Government	2	1	2	0
Foreign 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:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Abbie Reif	Principal		1/1/01
Kim Haynes	Assistant Principal		1/1/01
Susan Stein	Parent Coordinator		1/1/01
Deirdre Quinn	ESL Teacher		1/1/01
Clarence Neely	Parent		1/1/01
Rosie Monroe/Math	Teacher/Subject Area		1/1/01
Robyn McCullough/ ELA	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mayleen Cummings	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
Arlene Rives/ SETTS	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15k463 **School Name:** Secondary School for Journalism

Cluster: KATHY PELLER **Network:** BEST

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

Part A: Needs Assessment Findings

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

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

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

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

Our assessment has indicated that our needs have increased due to the varied languages we now service. Our primary language of communication is Spanish-for both written and oral translations. Interpretation services at group or one-to-one meetings are provided for through parent volunteers, staff members who are fluent in their available languages (Spanish, French and Arabic). When needed we use the DOE translation services for phone-to phone translations , written translations and the hiring of translators for major school events , such as Open School Day & Night. All DOE translations for all documentation (such as Parent notices, DOE publications, etc.) are copied and sent in

all languages that are made available. In the event a language is not provided for we include the document that states that someone who reads English should interpret the documents sent. Many of our parents will also provide us with those family members who have knowledge of English and their contact information, if a need arises to reach the parent and communicate vital information to them.

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>SSJ</u>	DBN: <u>15K463</u>
Cluster Leader: <u>KATHY PELLE</u>	Network Leader:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

The language of instruction is English.

4 teachers x 4 hours x 3 trips x \$49.89 = \$2396.00

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

Targeted population
Newcomers/Beginners

After school/Saturday ELA Regents Prep:

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

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

Part B: Direct Instruction Supplemental Program Information

1 teachers x 1 hours/weekly x \$49.89 x 30 weeks = \$1470.00

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

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

2 teachers x 2.5 hours x 8 sessions x \$49.89 = \$1,995.00- subject to change

Rationale

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

Targeted population

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

Purpose

The purpose of the program is two-fold:

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

Service providers and qualifications:

Teachers certified in ESL/bilingual: 1 ESL teacher

Teachers certified in content areas: 2 teachers

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

Materials:

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies. We will buy the EDGE series, a research-based program shown to assist ELLs in gaining proficiency in literacy skills.

Data Analysis

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

Part B: Direct Instruction Supplemental Program Information

interim assessments are analyzed as another method for understanding individual student progress.

Part C: Professional Development

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

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

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

PD schedule:

Target audience: subject area teachers

Monthly in-school PDs

January: Differentiating for the SIFE student

February: Assisting the ELL in acquiring academic language

March: Test prep for the English language learner

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Type of program: Family breakfast

Part D: Parental Engagement Activities

Targeted number of parents attending: 20
Language of services: English/Spanish
Schedule: One session in January/one session in March Service providers: 1 ESL teacher; 1 general teacher; duration: 90 minutes each session
Refreshments: breakfast for families
Providers: Deirdre Quinn, ESL; Brianna Harris, Spanish
Parents will be notified with a flyer distributed to ELLS

!

Activities:

Workshop #1 January breakfast workshop: Supporting academic achievement for your child
Workshop #2 March breakfast workshop: Preparing your child for state examinations

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$1470.00</u> <u>\$1995.00</u> <u>\$2,396.00</u>	<u>After-school extended learning</u> <u>1 teacher x 1 hour/weekly x 49.89 x 30 weeks</u> <u>Saturday Regent's / Test Prep</u> <u>2 teachers x 2.5 hours x 8 sessions x \$49.89</u> <u>Field Trips: 4 teachers x 4 hours x 3 trips x \$49.89</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional 	<u>\$2,775.00</u> <u>\$714.00</u>	<u>Edge Series, level A, student book, interactive practice book, leveled library (\$2775); dictionaries, glossaries (\$200), parent breakfast (\$150).</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"> • Must be clearly listed. 	<u>150.00</u>	
Educational Software (Object Code 199)		
Travel	<u>\$288.00</u> <u>\$200.00</u>	<u>Metro Cards:</u> <u>Field Trips: 24 students/teachers x 3 trips x \$4.00</u> <u>Parent Involvement: to participate in school program during school day</u> <u>25 parents x 2 trips x \$4.00</u>
Other	<u>\$1012.00</u>	<u>Museum of Natural History</u> <u>24 students/teachers x \$14.00 = \$336.00</u> <u>Museum of the City of New York</u> <u>24 students/teachers x \$9.00 - \$216.00</u> <u>Theater production</u> <u>23 students/teachers x \$20.00</u> <u>\$460.00</u>
TOTAL	<u>11,000.00</u>	