



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** WORLD JOURNALISM PREPARATORY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q285

**PRINCIPAL:** CYNTHIA SCHNEIDER **EMAIL:** CSCHNEIDER2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**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
Cynthia Schneider	*Principal or Designee	
Kenneth Mengani	*UFT Chapter Leader or Designee	
Antonella Villa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Erik Kim Alyssa Longo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
GIANNAKOPOULOS, MONICA	Member/Parent	
KONNARIS, KATHY	Member/Parent	
MAVROUDES, CAMILLE	Member/Parent	
POST, LINDA	Member/Parent	
MALMUD, LAURENCE	Member/Teacher	
	Member/	

**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. **All references to City wide Expectations are marked with an \* asterisk.**

The following table represents the budget and resources alignment for all goals listed below.

<b>PROGRAM</b>	<b>TITLE</b>	<b>ACTIVITY CODE</b>	<b>QUICK CODE</b>	<b>AMOUNT</b>
Teacher’s College— Math & ELA	Curriculum & Staff Development	XT90	64559	\$24,000
Richer Picture (ePortfolio)	Edu. Software	XML5	14556	\$5,500
iObservation	Edu. Software	W83W	14556	\$3,036
Datacation – CASENEX	Non-Contractual Services	ZTL0	34556	\$7,500
Datacation – CASENEX (TPR)	Supplies-General	YUKA	14556	\$11,000

**Annual Goal #1**

Goal #1

Increase levels of progress through a strategic process to develop, revise, and refine rigorous curriculum and assessment tasks aligned to Common Core Standards as evidenced in portfolio submissions, increased regents scores and middle school state test scores by June 2012.

**Comprehensive needs assessment**

Progress report data show increases of 17 and 23 points respectively in the middle and high school. Even though progress was evident, there are significant areas that need improvement. Middle school Math scores were at the bottom of the district and must increase. High school regents pass rates are acceptable and improving, however, need to increase the levels of proficiency and mastery (75/85) overall. Science achievement is the one content area in the high school which requires additional focus to increase pass rates.

**Instructional strategies/activities**

- Continued participation in CFN Network 4 pilot in Performance Based Assessments and CCS \*
- Coaches from Teachers College in Math with a focus on middle school achievement.\*

- Participation in College Board PBA – C-PAS\*
- Continued focus and learning around Assessment FOR Learning (AFL) through Individualized, \* Workshop Model pedagogies. \*
- Portfolio Submissions through Richer Picture ePortfolio as evidence of learning depth.\*
- Rigorous planning with Atlas Rubicon with intensive Vertical Team calibration and collaboration\*
- Focus on Teacher Effectiveness with the Danielson framework, specifically – Designing Student Assessments.\*

**Strategies to increase parental involvement**

- Study Team meetings for Targeted Students\*
- Student-led portfolio conferences\*
- Judge of Portfolio Graduation Exhibitions

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Weekly Professional Development\*
- Frequent walkthroughs for continuous feedback\*
- Coaches from Teachers College
- College Board Training for Math and ELA teachers on C-PAS\*

**Service and program coordination**

- Guidance Counselors work to ensure support
- Advisory program provide students peer and staff support to meet needs.

**Budget and resources alignment**

See Budget Table at the beginning of the goals document.

**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**

Increase achievement in middle school Math as evidenced by grade level growth by each targeted student by June of 2012.

**Comprehensive needs assessment**

Even though our middle school made good progress overall, Progress Report data indicates falling Math scores from sixth to eighth grade. Comparisons with other District 25 middle schools places us at the bottom of the district achievement data.

**Instructional strategies/activities**

- Math Coach from Teachers College will work with middle school math teachers to ensure forward progress.
- Continued focus in professional development and classroom observations on pedagogy that is based in Common Core Standards with reasonable, rigorous formative assessments.\*
- Continued participation in CFN Network 406 pilot project in Math which focuses on Performance based assessments and the Common Core Standards\*
- Vertical team collaboration with planning and learning to support the development of proficient middle school math students.\*
- Intervisitation to other District 25 schools where Math achievement is higher for the purpose of observation and analysis of practice.\*
- Work on C-PAS assessments to diagnose areas of need for individual students and the school at large.\*

**Strategies to increase parental involvement**

- Study Team meetings for Targeted Students\*
- Student-led portfolio conferences\*
- Parent judging of Graduation Portfolio Exhibitions

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Weekly Professional Development\*
- Frequent walkthroughs for continuous feedback\*
- TC Coaches
- College Board Training for Math and ELA teachers on C-PAS\*

**Service and program coordination**

- Guidance Counselors work to ensure support
- Advisory program provides students peer and staff support to meet needs.\*

**Budget and resources alignment**

See Budget Table at the beginning of the goals document.

### 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**

Continue to develop, monitor, and revise the levels of College Readiness as evidenced through increased Regents pass rates, AP participation and testing rates, Middle School achievement increases on state exams, and Pre AP strategies in the middle school by June of 2012.

#### **Comprehensive needs assessment**

As our school grows, so does the level of proficiency of our students. As proficiency grows, the need for remediation post-graduation decreases. This is evident year by year in our graduating classes. To continue this movement, it is important we continue our vertical team planning and implementation of David Conley's Key Cognitive Strategies for greater college preparedness.

#### **Instructional strategies/activities**

- Professional Development around the staff and then student understanding of the Key Cognitive Strategies (all of which are aligned to the Common Core Standards).\*
- Advisory work on the Key Cognitive Strategies.\*
- Class work using and applying the Key Cognitive Strategies.\*
- Further development of Pre-AP strategies in the middle school which lead to high school proficiency and mastery across content areas.\*
- Use of C-PAS and development of WJPS performance assessments aligned to CCS and Key Cognitive Strategies.\*
- Career Day organization and implementation by Student Ambassadors and Student Government.

#### **Strategies to increase parental involvement**

- Study Team meetings for Targeted Students
- Student-led portfolio conferences
- Parent judging of Graduation Portfolio Exhibitions
- Parent volunteers and networking for participation in Career Day activities.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Weekly Professional Development
- Frequent walkthroughs for continuous feedback
- TC Coaches
- College Board Training for Math and ELA teachers on C-PAS

**Service and program coordination**

- Allocation for Teachers College coaches
- Allocation for ePortfolio and Atlas Rubicon curriculum mapping
- Attendance of Math and ELA teachers at C-PAS trainings

**Budget and resources alignment**

See Budget Table at the beginning of the goals document.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	16	15	1		6			10
<b>7</b>	18	16	2		4			11
<b>8</b>	22	18	23	1	6			7
<b>9</b>	5	9	9	6	7	2		6
<b>10</b>	9	12	5	9	9			4
<b>11</b>	11	11	9	9	3		1	2
<b>12</b>	12	5	5	3	3			4

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
<b>ELA</b>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Morning AIS is also available on an as needed basis.</p> <p>Great Leaps is used with the most needy of our ELA challenged students. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory.</p> <p>Wed. early dismissal affords departmental tutoring for all targeted students and those wishing to use the time as study group time.</p> <p>High School students receive Saturday Regents prep in Nov., Dec., April, and May.</p>
<b>Mathematics</b>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Morning AIS is also available on an as needed basis. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory.</p> <p>Wed. early dismissal affords departmental tutoring for all targeted students and those wishing to use the time as study group time.</p> <p>High School students receive Saturday Regents prep in Nov., Dec., April, and May.</p>
<b>Science</b>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory.</p> <p>Wed. early dismissal affords departmental tutoring for all targeted students and those wishing to use the time as study group time.</p> <p>High School students receive Saturday Regents prep in Nov., Dec., April, and May.</p>

<p><b>Social Studies</b></p>	<p>AIS is provided in a variety of ways. Extended day offers small group tutoring, some one-to-one tutoring. Additionally, students are programmed for an additional period intended for individualized assistance and differentiation. Advisories groups offer additional assistance as well as peer tutoring. Middle School reading strategies in the content areas; Homework help is also available after school and with peers in advisory.</p> <p>Wed. early dismissal affords departmental tutoring for all targeted students and those wishing to use the time as study group time.</p> <p>High School students receive Saturday Regents prep in Nov., Dec., April, and May.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>The Guidance Counselor works closely with the PPT, SBST teams, as well as the building SAPIS worker. Students receive individual and small group counseling as needed and as detailed on IEPs.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Students receive individual and small group counseling on an as-needed basis.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Students receive individual and small group counseling on an as-needed basis.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Three students have a health related paraprofessional to support chronic health issues. Other students require hearing, vision, OT, and PT services which are provided on site.</p>

## WJPS PARENT INVOLVEMENT POLICY

### Statement of Parent Policy

#### WORLD JOURNALISM PREPARATORY SCHOOL

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

#### **I. General Expectations**

**WJPS** agrees to:

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

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

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

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

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

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

- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- Provide to each parent an individual student report about the performance of their child on the State standardized tests
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)
- Provide each parent timely notice information regarding the professional qualifications of the student's classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

#### **II. Policy Involvement**

**WJPS** will:

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

### **III. Shared Responsibility for High Student Academic Achievement**

As set forth in a School-Home Compact

#### **SCHOOL-PARENT-STUDENT COMPACT**

WJPS and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**This school-parent compact is in effect during the 2009-2010 school year.**

#### **SCHOOL RESPONSIBILITIES**

**WJPS will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold portfolio conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: in the fall and spring.
3. Provide parents with frequent reports on their children's progress. Specifically, WJPS will provide reports as follows: twice-yearly conferences, progress reports and report cards as well as access to the the Pupil Path of Datacation, on-line records system.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: twice yearly during conferences, during a "Meet the

- Teacher" event and by appointment during the school day.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer to help set-up and/or observe special events such as publishing parties, science demonstrations and science fairs, presentations of exit projects, and as chaperones on trips.

### **PARENT/GUARDIAN RESPONSIBILITIES**

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

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

### **STUDENT RESPONSIBILITIES**

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

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

#### **IV. Building Capacity for Involvement**

##### **WJPS:**

- a. Shall provide assistance to the parents of children served by the school in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- c. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities such as a parent resource center and workshops that encourage and support parents in more fully participating in the education of their children
- d. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- e. May pay reasonable and necessary expenses associated with local parental involvement

activities, including transportation and child-care costs, to enable parents to participate in school-related meetings and training sessions;

- f. May train parents to enhance the involvement of other parents;
- g. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- h. May adopt and implement model approaches to improving parental involvement;
- i. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- j. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

**V. Accessibility**

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

**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 <b>Cristina Jimenez</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>285</b>
School Name <b>World Journalism Preparatory</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Cynthia Schneider</b>	Assistant Principal <b>Nancy Poulos</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
Teacher/Subject Area <b>Mary Bernhardt/ESL</b>	Guidance Counselor <b>Kimberly Paplow/Vincent Lumett</b>
Teacher/Subject Area <b>Kristin Frunzi/ICT</b>	Parent <b>Antonella Villa</b>
Teacher/Subject Area <b>Cathy Livigni/SETSS</b>	Parent Coordinator <b>Helen Reed</b>
Related Service Provider <b>n/a</b>	Other <b>n/a</b>
Network Leader <b>Cristina Jimenez</b>	Other <b>n/a</b>

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

### D. School Demographics

Total Number of Students in School	<b>601</b>	Total Number of ELLs	<b>5</b>	ELLs as Share of Total Student Population (%)	<b>0.83%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

The steps used to annually evaluate ELL's using the NYSESLAT are several. Using the RLAT Exam History Report the ESL teacher reviews and monitors student progress during their tenure here at WJPS. The NYSESLAT Assessment goal students are determined by 0.

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

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

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

WJPS is aware that for middle school students, if 15 parents with students in two (2) continuous grades request a bilingual program in the same language the school is obligated to make that offering. The same applies for WJPS high school students with 20 parents with students in the same grade for kids who speak the same language to also offer a bilingual program. Parents will also be informed that if those criteria are not met they still have the option to request that their students be placed in the ESL program which WJPS currently offers. All pamphlets and literature are in the native language of the WJPS constituency, aligned with detailed information. Also mentioned in the presentation and in the literature is the research on each

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

4. Students are appropriately evaluated in their native language as part of the initial interview process and utilizing the Home Language Survey. Not to sound redundant, but as we responded earlier, between the interview, a showing of the DVD, discussion of program options, making notices and translators available in the students native language is the protocol we follow for appropriate placement and evaluation.

5. At this point in time there are no trends observed at the World Journalism Preparatory School. However once we do analyze trends in population this will obviously drive the direction of the program. In the event that this does occur we will be proactive in doing projections to find out if we will need to reach out to certain qualified teachers who meet the need.

6. At this point in time all requests are closely monitored and the school ESL program is aligned with parent requests. Parents opt for the ESL program that we offer.

## 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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2				1		5
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	2	2	0	0	0	1	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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. [i](#)

	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				2		1	1		1	3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

**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	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

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								1				1		2
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1a. Currently WJPS has a pull out model for ESL delivery.

1b. Students are grouped in one class with the ESL teacher during the literacy block for middle school students, and during the elective blocks for High School teachers. These blocks are paralleled to each other. Planning and articulation between classroom teachers is continuous- (done during common preps and vertical/horizontal team meetings ) and ongoing to keep instruction seamless to build fluency of language. The ESL students are ungraded and heterogeneously grouped. Instruction is provided by a dually certified New York State ESL teacher.

## A. Programming and Scheduling Information

2. In our pull out ESL model student programs reflect the required amount of mandated minutes for each level of proficiency for explicit ESL services and support. In some instances the instruction is explicit. In only one instance where an intermediate student has been identified, for 360 minutes, the ESL teacher works with the SETSS teacher to ensure that the learning target, ESL goals and objectives are incorporated into the Resource Room lesson. The ESL teacher will go to the content area teachers providing additional supports as mandated so that students earn their required high school level credits while satisfying the ESL requirements so that they can graduate within the required 4 year plan.

3. In the content area subject teachers incorporate ESL strategies to satisfy this mandate. Available to ESL students are native language glossaries, word walls, native language dictionaries, and student buddy systems. , and when necessary the following strategies are used to address the needs of ESL students- using mnemonic devices to help with memorization, using visualization to help students focus, having students write down information and instructions in a notebook, using categorization or grouping to facilitate memory, using chunking to adequately recall sequences of numbers and other types of information, use reauditorization/silent rehearsal, having students think of words that mean the same thing, etc.

4. Students are properly evaluated in their native language by having a second assessor available. This may mean collaborating with another staff member who speaks/reads/understands the students native language to help with the assessment process. Where, and if one can not be found, the proper DOE channels will be used to have the assessment properly translated for evaluative purposes.

5. a. Not applicable- we do not currently have SIFE students.

5b. Not applicable- we do not currently have any students for newcomers. If and when the situation arises where we do receive enrolled newcomers, we will assess and evaluate their learning needs to offer them the finest supports and pedagogical practices to provide them with the best instructional plan.

5c. Our ESL students receiving 4 to 6 years are taught English using ESL strategies. We use cooperative learning strategies for our divers learners. For instance, we use jigsaws often so students can work in pairs to learn a particular part of an article or material, confer with one another on the meaning, then present their finding to the class. Each pair shares what they've learned and the students learn from them. It helps to build their reading, writing, speaking, and listening skills. This year we will be reading more informational text and writing more expository pieces. Our plan is to complete complex publications and presentations. In this process we plan, organize, research, discuss, have teacher and peer conferences, and write reflections.

5d. The plans for the Long-Term ELLS are the same as the above, however, the Special Education teacher and their IEP goals are considered as part of the goal setting.

6. Small group, one-to-one, whole class instructional strategies are used on a rotating basis. Because our class is small, we are able to conference often about the work and progress. The grade-level materials are provided by their content teachers, as well as, a classroom library, computer and writing center is available.

7. We use differentiation in our curricular and instructional development in order to meet the diverse needs of our ELLs-SWDs. The classroom allows a lot of space and various seating configurations to promote the least restrictive environment. ESL and content area teachers articulate to come up with a well designed strategic plan for students taking the ELA/Math exams or content area Regents. Students who seek additional help are tutored/mentored on Weds. afternoon by rotating vertical teams of staff. One week it may be Science and Math teachers, the next week may be SS and ELA teachers. During the course of the year we open up additional peer tutoring and after-school tutoring as funding becomes available. Going above and beyond, many teachers continue these practices during the extended day.

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	n/a		
Social Studies:	n/a		
Math:	n/a		
Science:	n/a		

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

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

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

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

#### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

## 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. WJPS offered our targeted groups such as ELLS supports in ELA, math, and other content areas afterschool test preparation and weekend Regents prep classes . These supports are offered in English, however glossaries and student buddies are available as needed.

9. Teachers are made aware of the former ELLs and it is explained to them the necessary accommodations and supports entitled for their ELL students success at professional development and vertical team meetings.

10. A designated and exclusive ELL Language Library has been made available in the school building campus library to service all three existing schools-PS 233, IS 25, and WJPS.

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

12. ELLs are part of all club organizations, talent shows, art, drama, and music programs that the school offers. Sport programs are also part of this. In conclusion, students have accessibility to all of the programs.

13. ESL language writing and grammar handouts from a variety of workbooks and the internet are used for instruction. Technology is used for tutorials and additional ESL sites for enrichment.

14. Native language is supported with online translators, as well as, in-class glossaries and dictionaries.

15. Yes, the resources are age and grade appropriate for the ELLs.

16. There is a school orientation which explains school policy and procedures. There is also our parent-coordinator and guidance counselor available to assist in welcoming all students and preparing them for the beginning of the school year.

17. Spanish and Latin are the language electives available at WJPS.

## 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 (dual language, immersion, etc.) is used?

### 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.

Paste response to questions 1-3 here

1. Professional Development will include an overview of the program, the students involved, and the best teaching practices recommended for ELLs' progress. WJPS' professional development sessions included instruction in differentiation strategies and application regularly.
2. Staff provides differentiation, conferencing, tutoring, peer tutoring, and emotional support to our ELL population, as well as, others during the transition from elementary to middle and/or middle to high school.
3. ELL training for all staff includes overview of program, profile of each student (only 5 in program), updated articles about the best teaching practices, and suggested free webinars offered by Scholastic for reading and writing strategies in the content areas.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents are thoroughly-involved with all school events, field trips, PTA meetings, SLT and fundraisers.
2. At this time, WJPS does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Parents needs are evaluated during the initial identification process, Meet the Parent Day, and later during student portfolio conferences. Our Parent Coordinator, Helen Reed, has a website and emails parents with school updates-translations available. She makes a point of keeping the lines of communication open with all parents.
4. ELL parents can have translators available if necessary. Other parents and staff members also extend help to any parent who does not speak English.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>I</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>A</b>	0	0	0	0	0	0	1	2	0	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	1	0	0	0	0	1	0
READING/ WRITING	<b>B</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>I</b>	0	0	0	0	0	0	0	0	0	0	0	1	0
	<b>A</b>	0	0	0	0	0	0	2	2	0	0	0	0	0
	<b>P</b>	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language	1		1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

## 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

<b>School Name: <u>World Journalism Prep</u></b>		<b>School DBN: <u>285</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Schneider	Principal		9/28/11
Nancy Poulos	Assistant Principal		09/28/11
Helen Reed	Parent Coordinator		09/28/11
Mary Bernhardt	ESL Teacher		9/28/11
Antonella Villa	Parent		9/28/11
Kristin Frunzi	Teacher/Subject Area		9/28/11
Cathy Livigni	Teacher/Subject Area		9/28/11
n/a	Coach		9/28/11
n/a	Coach		9/28/11
Kimberly Paplow	Guidance Counselor		9/28/11
Cristina Jimenez	Network Leader		9/28/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 25Q285      **School Name:** World Journalism Preparatory

**Cluster:** Chris Groll      **Network:** Cristina Jimenez/CFN406

**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**

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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.

The school relies on the Home Language Survey, ATS Ethnicity Report and on occasion Survey Monkey to assess the school's written translation and oral interpretation needs. Upon request, staff members fluent in the language are available to translate documents verbatim. Also, when and where available all school letters, report cards, progress reports and other relevant notifications go out with the Translated Stamp which states that this is an important document which needs to be translated.

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.

Findings indicate that the translation services that are requested are needed in the following languages- Spanish, Korean, Chinese, and Urdu. Findings are reported to the school community during Professional Development sessions when ELL's are discussed, during grade level team meetings, during vertical and horizontal team planning.

## Part B: Strategies and Activities

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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.

Translation services are as follows:

- All outgoing WJPS and PTA notices are stamped with the "Please have Translated" stamp.
- All DOE letters are available in other languages

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.

- Outside vendors (via DOE Channels) are contacted upon request for Portfolio Conferences, Parent Conferences, and school special events such as plays/performances, graduation, National Honor Society.
- On occasion, as it pertains to the situation, other staff members fluent in the parent or students native language is made available to translate. These include teachers/para's/ assistant principals and on occasion students fluent in the language.

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>.

WJPS provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

WJPS posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent

covered languages, indicating the availability of interpretation services.  
WJPS know to order additional Translated signs, in the covered languages, at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.  
WJPS's school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.