



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** JONATHAN LEVIN HS FOR MEDIA AND COMMUNICATIONS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X414

PRINCIPAL: NASIB HOXHA EMAIL: 09X414@SCHOOLS.NYC.GOV

SUPERINTENDENT: TBD

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Nasib Hoxha	*Principal or Designee	
Michael Grant	*UFT Chapter Leader or Designee	
Marilyn Espada	*PA/PTA President or Designated Co-President	
Jeanette Logan	DC 37 Representative, if applicable	
Leila Nombre	Student Representative	
Katherine Tejada	Student Representative	
Florentino Rosa	Member/CSA	
Leslie Terry	Member/Teacher-Chair Person	
Stephanie Kallicharan	Member/Teacher	
Yanira Soler	Member/Parent	
Faustino Rosa	Member/Parent	
Annette Rodriguez	Member/Parent	

Goal Number 1	
Goal	Engage all students in at least one literacy task and one math task aligned to strategically selected Common Core standards.
Comprehensive Needs Assessment	School leaders and faculty align curriculum to State standards. The CCLS will be implemented in order to close the achievement gap and promote postsecondary readiness in all grades.
Instructional Strategies/Activities	<ul style="list-style-type: none"> <li>• The School Planning Team will participate in Network sponsored professional development designed to support their implementation of task bundles aligned with Common Core Standards.</li> <li>• The School Planning Team will plan for professional development with grade and department teams.</li> <li>• Teachers will use NYC DOE provided bundles to plan and implement selected units that engage students' in Common Core-aligned, curriculum-embedded task bundles in Math and English.</li> <li>• In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.</li> <li>• In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.</li> <li>• Teachers meet two or three times per week in department teams to assess student work and plan lessons that demand evidence to support a claim.</li> <li>• Teachers meet two or three times per week in department to develop a rubric to assess the use of evidence to support a claim.</li> <li>• Network Support Team and administration support teachers on implementing the aligned task bundles with classes</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Curricula</li> <li>• Teacher Task</li> <li>• Rubric Aligned to the Common Core</li> <li>• Student Work</li> <li>• Agendas</li> </ul>
Strategies to increase parental involvement	<ul style="list-style-type: none"> <li>• Communications will be sent to parents to explain the Common Core Learning Standards and their implication in their children's education.</li> </ul>
Strategies to attract HQT	<ul style="list-style-type: none"> <li>• All teachers will be trained in the used of the CCLS with the full expectations that classroom practices are improved to reflect only best teacher practices in all classrooms.</li> </ul>
Service and Program Coordination	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> </ul>
Budget and Resources Alignment	<ul style="list-style-type: none"> <li>• Coverage for outside training for teachers and AP will be done using NYC TL funds.</li> </ul>

Goal Number 2	
Goal	Engage in short, frequent cycles of classroom observation with a focus on the three domains and six components of Danielson's Framework.
Comprehensive Needs Assessment	To provide professional development using the three domains of Danielson which promotes learning amongst administration and faculty, independent shared reflection opportunities for leadership growth and enables teachers to continuously evaluate and revise their classroom practices in order to improve learning outcomes for students.
Instructional Strategies/Activities	<ul style="list-style-type: none"> <li>• Principal and Assistant Principal will conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice Learning Walks, peer reviews, and teacher meetings.</li> <li>• Teachers self assess on selected components of the Danielson Framework.</li> <li>• Principal and APs will conduct formative observations for teachers with a focus on domains 1, 2, and 3 Danielson's Framework.</li> <li>• Professional Development committee consisting of tier I, II &amp; III develops and implements coherent PD plan for teachers that integrates the selected components of the Danielson framework.</li> <li>• School leaders setup and follow a schedule for teachers' formative observation and feedback with a focus on domains 1, 2, and 3 Danielson's Framework.</li> <li>• Teachers will be involved in inter-visitation and make formative observation and provide feedback to each other using the Danielson's framework.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Meeting agendas and sign-in sheets for teachers</li> <li>• Formative observation reports</li> <li>• Schedules (ex. Schedule for teachers' formative observations and feedback which focus on domains 1, 2, and 3 Danielson's Framework)</li> <li>• Teacher inter-visitation feedback</li> <li>• School 2011-12 professional development plan</li> </ul>
Strategies to increase parental involvement	<ul style="list-style-type: none"> <li>• Communications will be sent to parents to explain the CCLS and their implications.</li> </ul>
Strategies to attract HQT	<ul style="list-style-type: none"> <li>• All teachers will be trained in the used of the CCLS with the full expectations that classroom practices are improved to reflect only best teacher practices in all classrooms.</li> </ul>
Service and Program Coordination	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> </ul>
Budget and Resources Alignment	<ul style="list-style-type: none"> <li>• Coverage for outside training for teachers and AP will be done using NYC TL funds.</li> </ul>

Goal Number 3	
Goal	To have teachers involved in the goal setting process in order to improve instruction.
Comprehensive Needs Assessment	Teachers collaborate with principal and assistant principals to set goals that improve learning outcomes.
Instructional Strategies/Activities	<ul style="list-style-type: none"> <li>• Teachers develop goals that leverage changes in classroom practice to accelerate student learning.</li> <li>• Teacher set individual focused goals with students.</li> <li>• Teachers use data to track progress of school-wide goals.</li> <li>• Teacher goals include benchmarks which allow them to make timely assessment of their progress towards meeting goals and take corrective action as needed.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Written plan of the goal setting process in school handbook.</li> <li>• Teacher written goals aligned with personal and school-wide goals.</li> <li>• Students are aware of their contribution values to classroom goals.</li> <li>• Goal setting is a component of the teacher formal observation process.</li> <li>• Teachers generate and analyze classroom data to measure progress towards meeting benchmarks.</li> </ul>
Strategies to increase parental involvement	<ul style="list-style-type: none"> <li>• Communications will be sent to parents to explain the Common Core Learning Standards and their implication in their children's education.</li> </ul>
Strategies to attract HQT	<ul style="list-style-type: none"> <li>• All teachers will be trained in the used of the CCLS with the full expectations of making improvement to reflect only best teacher classroom practices.</li> </ul>
Service and Program Coordination	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> </ul>
Budget and Resources Alignment	<ul style="list-style-type: none"> <li>• Coverage for outside training for teachers and AP will be done using NYC TL funds.</li> </ul>

Goal Number 4	
Goal	To improve our Performance Index in Mathematics to meet Safe Harbor.
Comprehensive Needs Assessment	To improve our Performance Index in Mathematics from 154 to 159 to meet Safe Harbor.
Instructional Strategies/Activities	<ul style="list-style-type: none"> <li>• Review NCLB Data</li> <li>• Identify students in the cohort who have not passed the Math Regents.</li> <li>• Offer PD development for teachers on how to help students making adequate academic progress in Math</li> <li>• Create benchmarks to measure academic progress.</li> <li>• Program students for January and June Math Regents.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Results in the January and June Math Regents examinations.</li> </ul>
Strategies to increase parental involvement	<ul style="list-style-type: none"> <li>• Communications will be sent to parents to explain the Math Regents requirement and their implication in their children's academic progress.</li> </ul>
Strategies to attract HQT	<ul style="list-style-type: none"> <li>• All teachers will be trained in the used of the CCLS with the full expectations of making improvement to reflect only best teacher classroom practices.</li> </ul>
Service and Program Coordination	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> </ul>
Budget and Resources Alignment	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> <li>• Tax Levy and Title I per session funds.</li> </ul>

Goal Number 5	
Goal	To improve our Performance Index in English to meet Safe Harbor.
Comprehensive Needs Assessment	To improve our Performance Index in ELA from 132 to 139 to meet Safe Harbor.
Instructional Strategies/Activities	<ul style="list-style-type: none"> <li>• Review NCLB Data</li> <li>• Identify students in the cohort who have not passed the ELA Regents.</li> <li>• Offer PD development for teachers on how to help students making adequate academic progress in ELA</li> <li>• Create benchmarks to measure academic progress.</li> <li>• Program students for January and June Math Regents.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• Results in the January and June ELA Regents examinations.</li> </ul>
Strategies to increase parental involvement	<ul style="list-style-type: none"> <li>• Communications will be sent to parents to explain the ELA Regents requirement and their implication in their children's academic progress.</li> </ul>
Strategies to attract HQT	<ul style="list-style-type: none"> <li>• All teachers will be trained in the used of the CCLS with the full expectations of making improvement to reflect only best teacher classroom practices.</li> </ul>
Service and Program Coordination	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> </ul>
Budget and Resources Alignment	<ul style="list-style-type: none"> <li>• We will use an SBO to conduct these PD sessions during students' lunch period.</li> <li>• Tax Levy and Title I per session funds.</li> </ul>

**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>								
<b>7</b>								
<b>8</b>								
<b>9</b>	89	86	46	88	89	12	16	1
<b>10</b>	65	54	32	72	61	11	11	2
<b>11</b>	42	38	28	54	46	9	7	1

12	31	41	21	36	37	3	3	1
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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	<p>Read 180 and Wilson Program are offered to students in the lower third during their second period of ELA instruction.            Double period of ELA instruction five days a week in the 11<sup>th</sup> grade.            After school tutoring for ELL's students to enhance their ELA language acquisition.</p>
Mathematics	<p>After school Monday-Thursday Math tutoring            Double period of Math classes five days a week.</p>
Science	<p>Science tutoring and Lab make-up.            Double period of Science three days a week to maximize continuous instruction in the subject area.</p>
Social Studies	<p>Identification of cohort 11 and cohort 12 student who have yet to pass the Global and US History Regents.            Additional Global and US History Regents preparation courses for students who have yet to pass the Regents examination in these areas.</p>
At-risk Services provided by the Guidance Counselor	<p>One on One conference            Group Conference            Class visits            Outside resources</p>
At-risk Services provided by the School Psychologist	<p>One on One conference            Intervention with Special Education students</p>
At-risk Services provided by the Social Worker	<p>Drug abuse counseling            Family counseling</p>
At-risk Health-related Services	<p>Drug abuse counseling            Family counseling            Home visits            Participation in the Montefiore Health Center located in the school Campus</p>

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## **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 1<sup>st</sup> 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 an asserting leadership role in educating their children.
- 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 1<sup>st</sup> 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 with 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 their child's attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;
- ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;
- check and assist their child in completing homework tasks, when necessary;
- read to their child and/or discuss what their child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time their 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 their child to follow school rules and regulations and discuss this Compact with their child;
- volunteer in their child's school or assist from their home as time permits;
- participate, as appropriate, in the decisions relating to their child's education;
- communicate with their 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 their child;

### **III. Student Responsibilities:**

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

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 09X414  
Communications

**School Name:** Jonathan Levin HS for Media and

*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:** x 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       x Comprehensive

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

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**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.

The school did not meet AYP for Math and ELA in the following sub-groups:  
Hispanic and economically disadvantaged.

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.

The school has set up professional development for teachers twice a week and has provided teachers a common planning period 2 to 3 times a week. The school has implemented AIS services; i.e. PM school and Saturday Regent's prep. The Inquiry Team has targeted students in cohort who are required to attend Regents.

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**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.

We have professional development incorporated into the daily routine. Therefore, we use the 10% to pay part of the salary of the individual doing professional development.

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

All our teachers are tenured and highly qualified as reported in the school's BEDS Report.

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.

The school will mail out letters to parents, send home copies with students, and announce the SINI status during the Parents' Association Meeting and the School Leadership Team meeting.

**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>Cass Conrad/ Dennis Sanchez</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>414</b>
School Name <b>Jonathan Levin HS for Media and Communic</b>			

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

Principal <b>Nasib Hoxha</b>	Assistant Principal <b>Florentino Rosa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yara Ruiz</b>	Guidance Counselor <b>Linda Cervantes</b>
Teacher/Subject Area <b>Michael Grant/Science</b>	Parent <b>Marilyn Espada</b>
Teacher/Subject Area <b>Barbara Hull/Math</b>	Parent Coordinator <b>Celsa Lopez</b>
Related Service Provider <b>Linda Cervantes</b>	Other <b>type here</b>
Network Leader <b>Dennis Sanchez</b>	Other <b>type here</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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>439</b>	Total Number of ELLs	<b>165</b>	ELLs as share of total student population (%)	<b>37.59%</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. 

When students arrive to register at our school they are met by the parent coordinator who refers them to the ESL teacher who conducts the ELL Orientation including the HLIS and initial assessment. If the ESL teacher is not available, they are escorted to the Guidance Counselor who conducts the ELL Orientation in lieu of the ESL teacher. The first step is to conduct an informal oral interview to determine whether the student is English proficient. Guidance Counselors, who are fluent in both Spanish and English, were trained on how to properly complete this process. However, for parents and students of other languages, the City translation services will be used. If the student is not proficient in English, the student is then assigned to take the LAB-R to determine eligibility. The Guidance Counselor shows the parents the ELL Orientation Video and asks them to fill out the Program Selection Form. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent chooses a program other than ESL, they are promised that when the school reaches the number of 20 students requesting the bilingual program, it will be offered and their child will be given a priority seat. We will continue using the Program Selection Form to guide us in future programming to determine whether a program other than ESL is needed. After the initial informal assessment, Ms. Hyman-Clarke, fully licensed ESL teacher, conducts the actual LAB R examination within 10 days of admission. Once students are formally identified, they are programmed to receive the ESL services as prescribed by NY State guidelines. If a child is considered beginner level, he/she is assigned to three daily periods of ESL instruction, two daily periods for the intermediate, and one daily period for the advanced level students. The parents of the newly identified ESL students are sent a letter informing them of the services students will receive within five days of the LAB-R examination. They are also invited to the semi-annual ESL/Title III meeting that takes place in October/March of each academic year. Additionally for student who will have continued entitlement, receive a letter informing the parents of the services. A copy of these letters is kept on file.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	165	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	4
SIFE	18	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	4

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	135	14	4	26	18	0	4	4			165
<b>Total</b>	<b>135</b>	<b>14</b>	<b>4</b>	<b>26</b>	<b>18</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>		<b>165</b>

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	33	33	42	140
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										7	7	5	6	25
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>39</b>	<b>40</b>	<b>38</b>	<b>48</b>	<b>165</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?

At Jonathan Levin HS for Media and Communications we have a self-contained Stand-Alone ESL model. Students are block programmed based on their grade. However they are programmed for ESL instruction based on the most recent NYSESLAT results. Additionally, they are scheduled to take a full period of NLA instruction for 47 minutes, five times per week to facilitate the skill acquisition in their native tongue with the expectation of accelerating the second language learning process. Core classes are taught by

## A. Programming and Scheduling Information

fully certified teachers, who have a bilingual extension whenever possible. During last year we began training our teachers to incorporate differentiated planning and delivery of instruction based on students individualized needs in a standard-based modality using the Common Core Learning Standards. Beginner students are scheduled for 705 minutes of ESL instruction; Intermediate students are scheduled for 470 minutes and Advanced students are scheduled for 235 minutes every week, well beyond the state minimum mandates. During these classes, teachers used the sheltered English method of instruction. In addition, these students are receiving additional academic intervention services including counseling, tutoring, and regents prep classes. For Long Term ELL's we have developed a push-in model where one of the ESL instruction periods they take the class with an ESL teacher and an ELA teacher. This allows for a more targeted instruction to meet the students' individualized academic needs. Additionally, we created a Saturday program where students meet to study the skills needed to successfully take the ELA Regents. These classes are matched with a guidance program that encourages and facilitates the transition into the mainstream ELA classes.

### 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	Spanish			
Social Studies:				
Math:				
Science:				

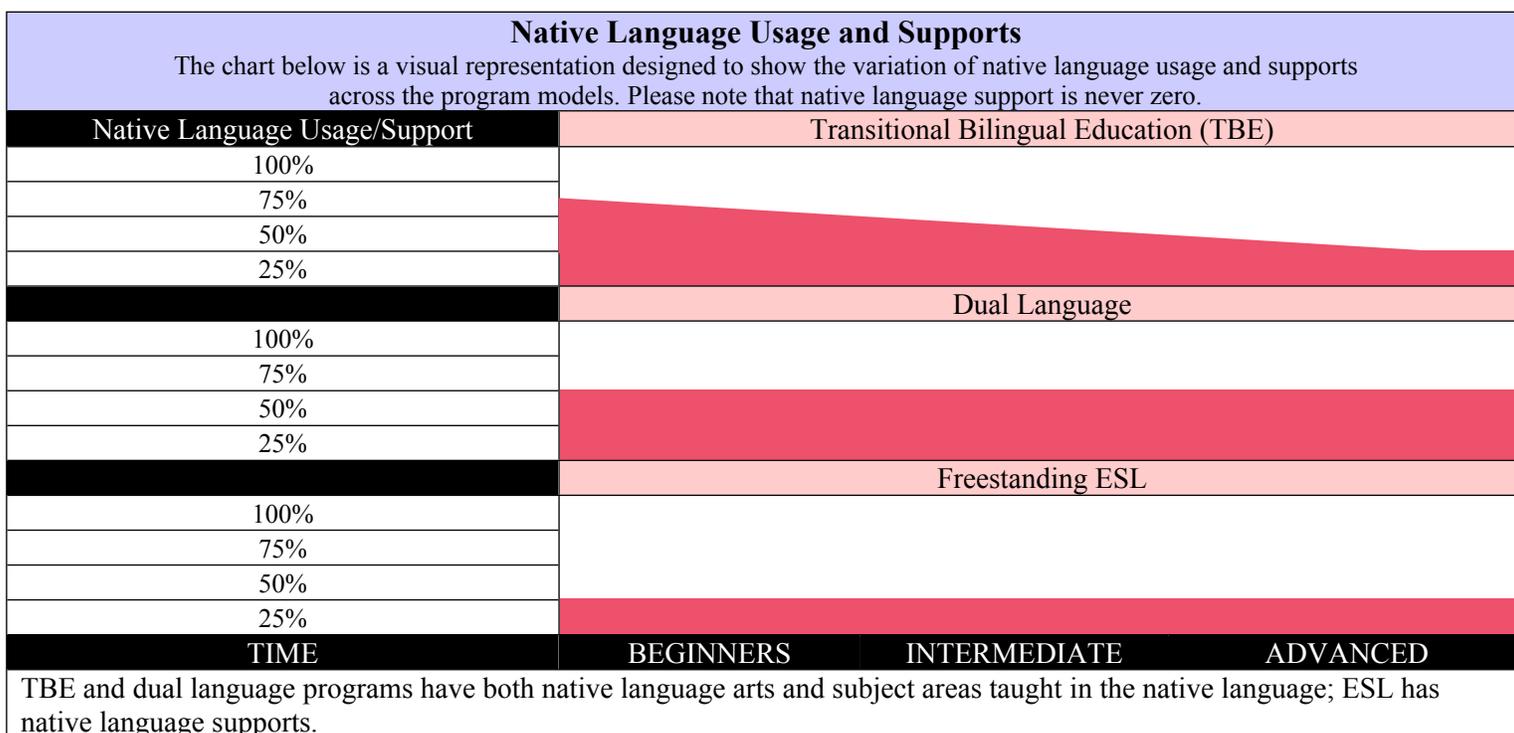
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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**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?

As part of the data analysis of instructional best practices, we have concluded that our ESL population needs additional assistance in the ELA and Math Regents. To that extent, we are providing them with additional tutoring services for five Saturdays, five hours each for a total of 25 hours using the Title II funds. In addition, we offer these students ESL instruction two days a week to enhance their language acquisition and to facilitate learning skills and concepts related to the core subject areas. Students who have passed the NYSESLAT are scheduled for Spanish NLA and ELA classes. They are offered additional tutoring in ELA and core classes to help them pass the NY state Regent examinations. Students who are not making adequate academic progress or have failed a core subject area class, are offered remedial courses to make progress and to receive the missing credit.

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

To conduct our ESL classes, we use age appropriate material and resources like the abridged version of the Prentice Hall Literature textbook.

## 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.
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To conduct our ESL classes, we use age appropriate material and resources like the abridged version of the Prentice Hall Literature textbook. For NLA classes we use a literature development course to facilitate the language.

## 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.

For all teachers, we provide we a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in the use of the Workshop Model, Common Core Learning Standards and Inquiry Teams to facilitate the instruction when teaching special needs students, including ELL's. We will also conduct professional development in Standard-Based Instruction for all teachers using the Charlotte Danielson's Framework method. For core subject area teachers of ELL's, paraprofessionals, and ESL teachers we will offer professional development aimed at Differentiation of

### 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?
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### E. Parental Involvement

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

Parent involment in our school continues to be a challenge. Participation is very limited at our Parent Association meetings. However we continue to mail home all school documents and information translated into Spanish. For the PA meetings our school partners with several organization including Montefiore Hospital to provide parents with valuable health information. To assess parent interest, the PA conducts a parent survey in their meeting which helps us determine the resources that we will seek for them. In addition, we conduct parent orientation sessions to explain to the parents the different intructions options they have for their children (SL, Bilingual Education, Dual Language). We also discuss with them ways to assist the school to ensure that their children are making adequate academic progress. To this extent, we discuss witht them the concept of credit accumulation and Regents examinations. Additionally, every correspondence to parents is translated to their native language or they are provide with information on how to secure translation into their native languages using the NYC Translation services.

## 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)										32	26	24	21	103
Intermediate(I)										6	13	12	18	49
Advanced (A)										1	1	2	9	13
Total	0	0	0	0	0	0	0	0	0	39	40	38	48	165

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										28	21	16	7
	I										8	15	8	20
	A										3	3	10	22
	P										1	2	4	9
READING/ WRITING	B										31	16	12	3
	I										6	19	10	25
	A										2	3	14	5
	P										0	1	2	5

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

NYS Math									
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									0
8									0
NYSAA Bilingual Spe Ed									0

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	34	0	12	
Integrated Algebra	5	55	2	27
Geometry	3	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	8	22	4	16
Living Environment	26	22	12	10
Physics	0	0	0	0
Global History and Geography	10	48	4	26
US History and Government	16	52	6	32
Foreign Language	0	45	0	45
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### Native Language Tests

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

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

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

It is clear that most of our student need further enhancement on their native language skills. Students arriving at our school exhibit low level of native language skill development which place them at a further disadvantage when learning a second language. To assist students in the second language acquisition, we have implemented a solid native language art class to develop their mother tongue skills. These teachers work in together to carefully plan their classes and to discuss how to better serve the individual need of each student. For the most

## 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: Jonathan Levin HS for Media an</b>		<b>School DBN: 09X414</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nasib Hoxha	Principal		10/18/11
Florentino Rosa	Assistant Principal		10/18/11
Celsa Lopez	Parent Coordinator		10/18/11
Yara Ruiz	ESL Teacher		10/18/11
Marilyn Espada	Parent		10/18/11
Barbara Hull	Teacher/Subject Area		10/18/11
Michael Grant	Teacher/Subject Area		10/18/11
	Coach		1/18/01
	Coach		1/18/01
Linda Cervantes	Guidance Counselor		10/18/11
Dennis Sanchez	Network Leader		10/18/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x414      **School Name:** Jonathan Levin HS for Media and Com

**Cluster:** \_\_\_\_\_      **Network:** CUNY

**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.

JLHS uses a survey to identify the language of parents/students coming to our school. This information is constantly updated in ATS. When a school communication is sent to parents, it is translated in their language to the extent possible or they are provided with the telephone numbers where to obtain translation into their native language.

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.

The vast majority of our children have a need for translation into Spanish. During the first Faculty Conference in September, staff members are made aware of the language need and the availability of Ms. Celsa Lopez, parent coordinator, to translate any outreach effort to parents who only speak Soanish. Additionally, staff members are informed of the NYC translation services using the Translation and Interpretation Unit at 718-752-7373, Ext 4.

## 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.

Written translation at our site has been provided by the parent coordinator and by the assistant principal. In case of language other than Spanish, these staff members are aware to call the Translation and Interpretation Unit.

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 translation is mainly provided by the guidance counselors or the parent coordinator. In case of large events like the Parent-Teacher Conferences, we will facilitate other staff members who speak Spanish to translate the conversation. If the parents speak another language, other than Spanish or English, every staff member is aware to call the Translation and Interpretation Unit to facilitate the conversation in the parent's native 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>.

At our school, we take pride in encouraging parental participation in school activities. Parents are notified by mail and by phone of upcoming school activities. They are also encourage to participate in the Parent Association meeting which are held monthly. Most of our parents are English or Spanish speakers and we have ample staff available to assist us with translation of every communicaion and outreach. For the limited number of parents who speak a different language, staff has been trained to offer the services of the Translation and Interpretation Unit which is a city service free of charge.

## 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: Jonathan Levin HS for Media an	DBN: 09X414
Cluster Leader: Debra Maldonado	Network Leader: Dennis Sanchez
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

### 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: By improving teaching and learning in core subject areas and implementing strong student support we expect to help increase graduation rates for the ELL's. To this extent, we will conduct an intensive ELA Regents preparation for English Language Learners during the five Saturdays prior to the January (December 3, 10, and 17 and January 7 and 21) and June 2012 (May 5, 12 and 19 and June 2 and 9) Regents examination periods from 9:00 AM-12:00 PM. The targeted students are in the 11th and 12th grades and have already taken the ELA regents and failed to score a 75 or higher (Approximately 28 students). The selected teacher will be an ESL licensed person along with an ELA licensed person. Classes will be conducted in English using the ESL mode of instruction. These sessions will target specific language skills these students need to master based on their prior ELA Regents examination.

In addition, we will conduct a daily, Monday-Thursday, (November to June for a total of 150 sessions) tutoring sessions for 18 newcomer students to assist them in their English language acquisition. These sessions will be taught by a fully licensed ESL teacher. They are intended to provide an additional period of literacy instruction for students who are transitioning into the NYC public schools whose primary language is one other than English with the goal of raising their passing rate in the ELA Regents examination. For 11th graders, who have yet to pass the ELA Regents, we are conducting a daily ELA Regents prep class (November to June for a total of 150 sessions) to refine their individual skills needed to pass the examination based on prior ELA Regents.

### 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: We have developed a professional development series twice a week based on the Danielson's Framework for Teaching and the Common Core Learning Standards. Teachers also meet three times a week to conduct inquiry work to assess students performance and to find ways to better serve our ELL population. This professional development will be conducted by the assistant principals who were previously trained on both the Common Core Learning Standards and Danielson's Framework. These sessions will discuss the three domains and six components of the Danielson's Framework in details as well as give teachers an opportunity to improve their own practices by applying the knowledge acquired in the planning and execution of their lessons. Because these professional development sessions take place during the school day, they will not represent any additional cost to the school. Professional Development will be conducted using mostly our in-house resources. Additionally, Two ESL and a core subject area teachers will participate in the Q-Tel training during the Spring semester.

**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 have a firm believe that of ELL's need to fully understand ways to assist their children in making adequate academic progress and credit accumulation as an essential component of their children success in school. As part of the monthly Parent Association meeting, we will conduct two workshops on academic progress and credit accumulation. During these workshops we expect to enrich parent engagement in their children's education process while securing appropriate translation and interpretation services for them. These workshops will be conducted by the school guidance counselor in conjunction with the Parent Coordinator. Parents will receive a mailing informing them of the days and times of the workshops, followed by a phone call to remind them as the dates approaches.

**Part E: Budget**

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

Allocation Amount: \$21756

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)	4004.80	Intensive Regents Prep 2 teachers X 4 hours X 10 Saturdays
• Per session	7509.00	ESL for Begginers 1 teacher X 1 hour X 150 days
• Per diem	7509.00	ELS Regents Prep Daily 1 teacher X 1 hour X 150 Days
	300.36	Guidance Counselor Presentation 1 GC X 3 hours X 2 days
Purchased services	2400.00	Q-Tel 3 teachers X \$800.00
• High quality staff and curriculum development contracts.		
Supplies and materials		
• Must be supplemental.		
• Additional curricula,		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21756

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other	32.84	Postage
<b>TOTAL</b>	21756.00	