



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL: JODI RADWELL EMAIL: JRADWEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TAMEKA MATHESON**

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
Jodi Radwell	*Principal or Designee	
Fortune Aupont	*UFT Chapter Leader or Designee	
Ms. Bennett	*PA/PTA President or Designated Co-President	
Anne Marie Cinnardi	DC 37 Representative, if applicable	
Belicia King	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Briana Harris	Member/	
Gerald Wagoner	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1:

- By June 2013, we will continue building on existing practices in the collection and analysis of data across the school in support of more effective goal-setting and planning with 100% of faculty able to show evidence of understanding and analysis of student data for the purpose of setting goals and planning instruction accordingly.

Comprehensive needs assessment:

After an initial review of teacher practice based upon curriculum conferences and preliminary data analysis of student performance on teacher assessments, it was determined that while individual teachers use of data to make instructional decisions and curriculum adjustments exists, it is sporadic. The school as a whole needs continued support to align instruction based on the findings in assessment data. In assessment of teacher planning, it was determined that teacher curriculum and lesson plans must be more effectively aligned with student need in relationship to the progress they are making toward state standards. Pacing in the scope and sequence must show more compelling evidence of responsiveness to student progress toward mastery of requisite skills and content as reflected in the Standards.

Instructional strategies/activities

1. All teachers will meet weekly in Interdisciplinary Grade Teams to discuss student progress as based on specific data (predictive assessment, regents, teacher made assessment) and interdisciplinary strategies that align instruction with student achievement
2. All teacher teams will use data to determine the areas of needs of their students as based on performance: i.e. highest third, lowest third, etc.
3. All teachers will meet by departments to reflect, analyze and compare their data finding through on-going analysis of data and how they are planning vertically, scaffolding instruction and utilizing ongoing formative assessments.
4. All teachers will maintain assessment binders of their students and utilize the resources of ARIS and school data to maintain ongoing records of all students.
5. Incorporate a school wide grading system Engrade Pro, enabling us to align our grading policies, improve our ability to monitor student progress on an ongoing basis, and include all stakeholders in the monitoring process.
6. Teachers will focus on differentiated instructional strategies for all students that encourage and support interdisciplinary and subject-specific teaching.
7. Professional development opportunities will be provided in the generation/use of assessment data and the planning to target specific strategies and skills needed by our students as reflected in the data.
8. Vertical planning by subject departments will begin at our school's retreat in January and continue in monthly meetings to design a seamless curriculum which connects all subjects and implements instruction of scaffolded skills to ensure student mastery of New York State Common Core Standards for their grade level.
9. Target Populations: All student groups/ all subject areas
10. Responsible Staff Members: Principal, AP's, CFN 112-Instructional Specialists
11. Implementation: September 2012 through June 2013.
12. Inclusion of lead teachers in the decision-making process: Interdisciplinary grade teams and department team meetings will be the vehicle for curriculum planning and use of data for each grade. Teams are encouraged to share at PD Mondays their findings and conclusions in regard to student achievement.

Strategies to increase parental involvement

- Our school will partner with parents in the following ways: Conduct parent workshops to inform families about our online grading system, Engrade. Students and families will be equipped with passwords so that they can access student grades and assignments anytime throughout the school year. Host the required Annual Title I Parent Meeting on or before December 1st to advise parents of children participating in the Title I program about the school's Title I funded program(s). Run workshops around the Common Core Standards will be held to bring parents up to speed with the new standards. Conduct presentations of student achievement data will be part of our PA and SLT meetings throughout the year. In addition, our Parent Coordinator will continue to coordinate fundraising events and conduct outreach to families in addition to partnering with neighboring organizations that may facilitate the bridge between school and family. Our school will host its first annual school-wide Career Day, utilizing Parents as Partners to both plan and present on a variety of Careers in their own fields of work.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 R Tax Levy R Title I _____ Title IIA R Title III R Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2012 to June 2013.
 - Teacher and supervisor per session allotments for after-school and weekend support programs
 - Professional Instructional materials to support curriculum development during the regular school day
 - Consumable instructional materials for use during after-school and weekend programs
 - Contracted vendors to support our work
 - OTPS Funds for procurement of an online data and grading system
- RESO A Grant Funds to improve technology

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

- **By June 2013 students earning 10 or more credits in their first year of high school will increase by 8% as evidenced by student course pass rates, student transcripts and the school's Progress Report data.**

Comprehensive needs assessment

After a review and analysis of student data on as indicated on our high school progress report, it was revealed that our student earning 10 or more credits in their first year of high school dropped sharply by almost 18 points! In the absence of instructional supervision for a good part of the 2011-2012 school year due to the principal's unforeseen absence, assessment and feedback to teachers on planning, pacing their scope and sequences to align themselves with State Standards and instructional focus for all subject areas was lacking. Data for the freshmen reflects a low student pass rate, impacting school programming significantly.

Instructional strategies/activities

1. Profession development and engagement with best practices around grading. Teachers will engage in study groups to ensure that there is a school-wide grading policy that is standards based.
2. All teachers meet weekly in Interdisciplinary Grade Teams to discuss student progress and interdisciplinary strategies that align instruction with student achievement.
3. All teachers teams will be planning and developing curriculum maps which will align the subject stands to the scope and sequences of their subject areas
4. All teachers will meet by departments to reflect, analyze and compare their curriculum maps through on-going development of curriculum maps.
5. All teachers will attend to the lowest third of their grades through the reflection of ARIS, predictive assessments and teacher-made assessments and align instructional strategies which will focus on the needs of the targeted students in meeting the number of credits needed to advance to the next grade.
6. Teachers will focus on differentiated instructional strategies for all students that encourage and support interdisciplinary teaching.
7. Professional development opportunities will be provided in the development of the strategies and skills needed by our lowest third in ensuring their academic success in all subject areas.
8. Vertical planning by subject departments will eliminate repetition of material and ensure skill-based instruction is scaffolded to meet the needs of our 9th graders.
9. Target Populations: Students in their first year of high school.
10. Responsible Staff Members: Principal, AP's, Interdisciplinary Team Leaders, Teachers
11. Implementation: September 2012 through June 2013.
12. Inclusion of lead teachers in the decision-making process: Interdisciplinary grade teams and department team meetings will be the vehicle for curriculum planning and use of data for each grade. Teams are encouraged to share at PD Mondays their findings and conclusions in regard to student achievement.
13. Academic interventions both during the school day through support classes for Living Environment and Integrated Algebra and Saturday Academy classes to support success on New York State assessments in June.

Strategies to increase parental involvement

- Our school will partner with parents in the following ways: Conduct parent workshops to inform families about our online grading system, Engrade. Students and families will be equipped with passwords so that they can access student grades and assignments anytime throughout the school year. Host the required Annual Title I Parent Meeting on or before December 1st to advise parents of children participating in the Title I program about the school's Title I funded program(s). Run workshops around the Common Core Standards will be held to bring parents up to speed with the new standards. Conduct presentations of student achievement data will be part of our PA and SLT meetings throughout the year. In addition, our Parent Coordinator will continue to coordinate fundraising events and conduct outreach to families in addition to partnering with neighboring organizations that may facilitate the bridge between school and family. Our school will host its first annual school-wide Career Day, utilizing Parents as Partners to both plan and present on a variety of Careers in their own fields of work.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 R Tax Levy R Title I _____ Title IIA R Title III R Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2012 to June 2013.
 - Teacher and supervisor per session allotments for after-school and weekend support programs.
 - Professional Instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during after-school and weekend programs.
 - Contracted vendors to support our work.
 - Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers.
 - Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.
 - Mentors are assigned to support all new teachers.
 - OTPS Funds for procurement of an online data and grading system.
 - RESO A Grant Funds to improve technology.

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.

- By June 2013 we will improve collaboration between Special Education teachers and General Education teachers and effectiveness of these partnerships as evidenced by (1) greater degrees of experimentation with ICT teacher-team models and (2) greater degrees of academic progress for our students with disabilities as evidenced by a 3% increase in our special education students' making at least one year of academic progress as measured by the State Tests in ELA and Math.

Comprehensive needs assessment

- Teacher observations indicate the need for a greater repertoire of strategies on the part of our ICT teacher teams. Because our school serviced students with IEPs primarily through self-contained classes in the past, we recognize there will be a learning curve for many of our teachers regarding working and planning in a collaborative manner.

Instructional strategies/activities

1. Special education teachers and general education teachers are participating in professional development together, attending lab sites provided by our CFN.
2. Special education teachers will be receiving professional development in professional collaboration and in intervention strategies from our CFN, assisting students and teachers by improving the academic rigor and expectations in our special classes.
3. Special education teachers meet in monthly with staff developers and are integrated into monthly curriculum/department meetings as well.
4. Teacher teams have been offered per session to increase the incidence of their professional collaborations until we are better able to embed common planning time into our daily schedule.
5. Special education teachers have received professional development on the collection of formative assessment data on students during the instructional period in order to make meaningful contributions in the form of data to the ICT team regarding student progress toward meeting Standards in each subject area.
6. Students with IEPs will be engaging with Common Core Curriculum Standards aligned with the Regents and RCT exam.
7. Struggling students will be tracked by advisors who communicate with teachers, parents, counselors and the student to promote academic success and support.
8. Academic interventions through after school classes and Saturday Academy classes to support success for ELLs and students with disabilities to ensure greater degrees of success on State examinations.

Strategies to increase parental involvement

- Our school will partner with parents in the following ways: Conduct parent workshops to inform families about our online grading system, Engrade. Students and families will be equipped with passwords so that they can access student grades and assignments anytime throughout the school year. Host the required Annual Title I Parent Meeting on or before December 1st to advise parents of children participating in the Title I program about the school's Title I funded program(s). Run workshops around the Common Core Standards will be held to bring parents up to speed with the new standards. Conduct presentations of student achievement data will be part of our PA and SLT meetings throughout the year. In addition, our Parent Coordinator will continue to coordinate fundraising events and conduct outreach to families in addition to partnering with neighboring organizations that may facilitate the bridge between school and family. Our school will host its first annual school-wide Career Day, utilizing Parents as Partners to both plan and present on a variety of Careers in their own fields of work.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 R Tax Levy R Title I _____ Title IIA R Title III R Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
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 - Consumable instructional materials for use during after-school and weekend programs
 - Contracted vendors to support our work
 - Administrative staff regularly attends hiring fairs to identify and recruit high-qualified subject area and special education teachers
 - Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.
 - Mentors are assigned to support all new teachers.
 - OTPS Funds for procurement of an online data and grading system.
 - RESO A Grant Funds to improve technology.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Ensure by June 2013 that all students have engaged in at least two rigorous performance-based unit of study, culminating in the completion of two Common Core aligned tasks.

Comprehensive needs assessment

- Student work generated by content area classes does not reflect the level of rigor required by the New York State Common Core Learning Standards.
- Student levels of proficiency in ELA, Math, Science and U.S. History dropped as evidenced by the school's 2012 Progress Report data, requiring the need for curriculum development that engages students in challenging texts and demands more rigorous performance on culminating tasks.

Instructional strategies/activities

1. Professional development emphasized deeper understanding of Common Core task expectations.
2. Use of weekly professional development session to enhance teacher practice around the use of questioning and discussion techniques in their classes.
3. Use of weekly professional development session to ensure teachers are fully informed about their responsibilities as members of the Teacher Effectiveness Pilot program based upon Charlotte Danielson's Framework for Teachers.
4. Creation of grade-level spiraled writing curriculum naming writing genres repeated and spiraled across Science, Social Studies and English.
5. Creation of grade-level book/text lists to ensure that students are reading rigorous texts that enable them to meet the demands of the Common Core Learning Standards on each grade.
6. Teacher and administration co-created writing rubric based on Common Core standards for persuasive/argument writing.
7. Math teachers revise and realign curriculum maps to include performance tasks.
8. Teacher teams meet with staff developers from our CFN on a bi-monthly basis.
9. Grade level teams meet weekly to monitor student progress on student progress toward mastery of the skills required by CCLS.
10. Collaborative grading of writing tasks will happen twice during the year.
11. School sends representatives to work with staff developer from network to review Common Core tasks in both ELA and Math during April Institute.

Strategies to increase parental involvement

- Our school will partner with parents in the following ways: Conduct parent workshops to inform families about our online grading system, Engrade. Students and families will be equipped with passwords so that they can access student grades and assignments anytime throughout the school year. Host the required Annual Title I Parent Meeting on or before December 1st to advise parents of children participating in the Title I program about the school's Title I funded program(s). Run workshops around the Common Core Standards will be held to bring parents up to speed with the new standards. Conduct presentations of student achievement data will be part of our PA and SLT meetings throughout the year. In addition, our Parent Coordinator will continue to coordinate fundraising events and conduct outreach to families in addition to partnering with neighboring organizations that may facilitate the bridge between school and family. Our school will host its first annual school-wide Career Day, utilizing Parents as Partners to both plan and present on a variety of Careers in their own fields of work.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 R Tax Levy R Title I _____ Title IIA R Title III R Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
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 - Teacher and supervisor per session allotments for after-school and weekend support programs
 - Professional Instructional materials to support curriculum development during the regular school day
 - Consumable instructional materials for use during after-school and weekend programs
 - Contracted vendors to support our work
 - Administrative staff regularly attends hiring fairs to identify and recruit high-qualified subject area and special education teachers
 - Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.
 - Mentors are assigned to support all new teachers.
 - OTPS Funds for procurement of an online data and grading system.
 - RESO A Grant Funds to improve technology.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Intervention is through double periods and increased time that students meet in ELA classrooms. Additional support is provided for targeted students, M-Th /8:00-8:30 AM; Regents test preparation is provided during after school and weekend times prior to testing period. Free and Reduced lunch students are encouraged to enroll in SES tutoring services provided in school and at home.	Instruction is conducted in small groups and one-to-one tutoring; Regents preparation through Saturday Academy is differentiated.	After school and weekend times prior to Regents testing period through Saturday Academy.
Mathematics	Intervention is provided through increased times students meet in Math classrooms. Additional support is provided for targeted students, M-Th /8:00-8:30 AM; Regents test preparation is provided during after school and weekend times prior to testing period. Free and Reduced lunch students are encouraged to enroll in SES tutoring services provided in school and at home.	Instruction is conducted in small groups and one-to-one tutoring; Regents preparation through Saturday Academy is differentiated.	After school and weekend times prior to Regents testing period through Saturday Academy.
Science	Intervention and additional support is provided during extended times, M-Th 8:00-8:30 AM; small group and one-to-one tutoring; Regents preparation during after school and weekend times prior to testing period.	Instruction in small groups and one-to-one tutoring; Regents preparation through Saturday Academy is differentiated.	After school and weekend times prior to Regents testing period through Saturday Academy.
Social Studies	Intervention and additional support is provided during extended times, M-Th 8:00-8:30 AM; small group and one-to-one tutoring; Regents preparation during after school and weekend times prior to testing period.	Instruction in small groups and one-to-one tutoring; Regents preparation through Saturday Academy is differentiated.	After school and weekend times prior to Regents testing period through Saturday Academy.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc)	Services provided to students during the school day as based on need; additional support for attendance/issues; family crisis. Extended time used to counsel and meet with students M-Th, 8:00-8:30 AM in individual or small group settings. At-risk services by school psychologist are available.	Individual or small group settings.	During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The one teacher that we had last year that was not HQ as defined by NCLB was Moshe-Errico-Nagar.
He has since become Highly Qualified.
We are awaiting this year's report.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Title I Parent Involvement Policy

1. The Secondary School for Journalism, 15K463 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - The principal will hold an annual meeting to provide information about the schools Title I SWP program and types of services provided and to inform and involve parents in the joint development of the Title I Parent Involvement Policy
 - Send notices home and encourage parents to attend District CEC meetings and school PTA meetings to increase parental understanding
 - Providing professional development for parents through parent workshops
 - Parent Coordinator and the PTA will reach out to inform, educate and involve parents

2. The Secondary School for Journalism, 15K463 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Parents are active and integral members of the School Leadership Team
 - Parents will collaborate and assist in providing a needs assessment to assist in the evaluation and continuous school improvement create parent meeting room for all workshops, meetings and to assist parents who need computer access.
 - Parent Coordinator, the PTA and the School Leadership Team will inform and communicate with parents through timely notices, meetings, robo calls, bulletins, newsletters either backpacked and/or mailings
 - Parent meetings will be held at different times of the day to ensure as many parents as possible attend
 - ⌚ Translators will be available at the meetings
 - ⌚ Parent teacher conferences twice a year
 - ⌚ Day and evening hours
 - ⌚ By appointment with teachers per parent request at other times during the year

3. The Secondary School for Journalism, 15K463 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - Our Social Worker will be accessible to 9 -12 parents for support and referrals to other programs available
 - Pupil Personnel Team will identify “at-risk” behavior at an early stage and begin interventions
 - Parent Coordinator and the Parent Association will assist parents concerning family literacy programs available

4. The Secondary School for Journalism, 15K463, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - ⌚ Parent Coordinator and the PTA will survey parents to assess their needs and concerns
 - ⌚ Parent Coordinator and the PTA will reach out to economically disadvantaged and limited English proficient parents and provide workshops
 - ⌚ Parents will attend workshops such as Child Health Plus for health insurance, English as a Second Language, Promotion/Graduation requirements and Nutrition workshops

5. The Secondary School for Journalism, 15K463 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
 - ⌚ The school administrators and teachers will provide capacity building workshops to parents on State Standards, State and City-wide Standardized Assessments, Promotional Policy, and Princeton Assessment, Requirements of Title I and How to Monitor Children's Progress
 - ⌚ The Parent Coordinator will give capacity building workshops on How to Work With Educators, Questions to Ask During Parent-Teacher Conferences
 - ⌚ Administrators, Parents and Teachers will be invited to attend educational conferences and conventions
 - ⌚ The administrators will provide parents with publications provided by the DOE and NYS to help parents understand what is expected academically of their children
 - b. The Secondary School for Journalism, 15K463, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as

appropriate, to foster parental involvement by:

- ⌚ Parent workshops on Technology, Assessment, Parents as Reading Partners, Parent understanding of the Common Core Standards
- c. The Secondary School for Journalism, 15K463, will with the assistance of the of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by:
- ⌚ The school administration will provide parental newsletter, notices and a web site to access information
 - ⌚ The Parent Coordinator and Parent Association will provide a monthly Newsletter to build ties and keep parents informed
- d. The Secondary School for Journalism, 15K463, will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Learning Leaders Parent Volunteer Tutor Program, Home Instruction Programs, and GED related programs, and other programs and conducts and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- ⌚ Reaching out to parents through our Parent Coordinator, Social Worker and Parent Association
 - ⌚ Encouraging parents to volunteer in school activities such as assisting in the classroom, on trips and with fundraisers
- e. The Secondary School for Journalism, 15K463, will take the following actions to ensure that information related to school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- ⌚ Notices are sent in English and Spanish
 - ⌚ Staff and Parent Coordinator and Parent Association members available to assist parents in understanding information

Adoption

This School Parental Involvement Policy and the School Parent Compact has been Developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes/agenda reflecting presentation and approval.

This policy was adopted by The Secondary School for Journalism, 15K463 on 1/18/2013 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before February 1, 2013.

Principal's Signature: _____

Date: _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Jodi Radwell	Assistant Principal Kim Haynes
Coach Marcella Barros	Coach type here
ESL Teacher Deidre Quinn	Guidance Counselor Mayleen Cummings
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	Total Number of ELLs	ELLs as share of total student population (%)	%
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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

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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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													To	
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#

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

B. ELL Years of Service and Programs

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

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										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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

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?

Paste response to questions 1-7 here

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			
Social Studies:			
Math:			
Science:			

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

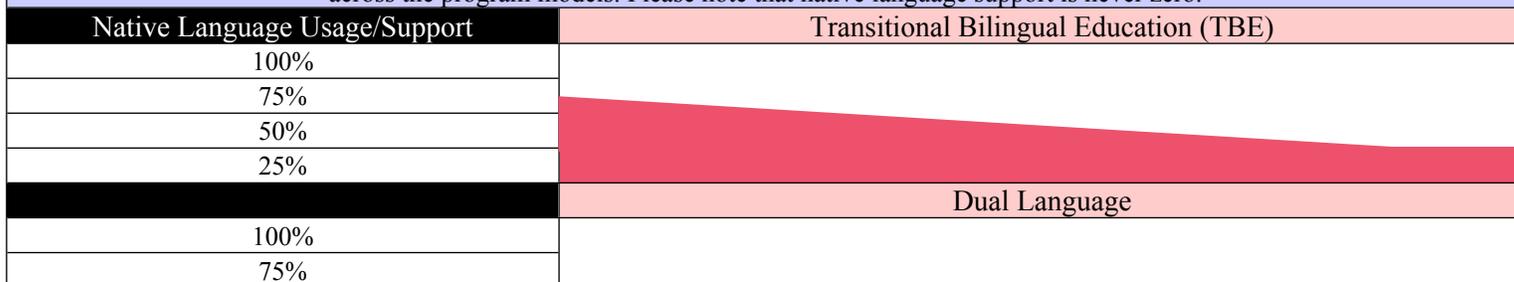
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 01 **Network:** CFN112

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

Part A: Needs Assessment Findings

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

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

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

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

Our assessment has indicated that our needs have increased due to the varied languages we now service. Our primary language of communication is Spanish-for both written and oral translations. Interpretation services at group or one-to-one meetings are provided for through parent volunteers, staff members who are fluent in their available languages (Spanish, French and Arabic). When needed we use the DOE translation services for phone-to phone translations , written translations and the hiring of translators for major school events , such as Open School Day & Night. All DOE translations for all documentation (such as Parent notices, DOE publications, etc.) are copied and sent in all languages that are made available. In the event a language is not provided for we include the document that states that someone who reads

English should interpret the documents sent. Many of our parents will also provide us with those family members who have knowledge of English and their contact information, if a need arises to reach the parent and communicate vital information to them.

Part B: Strategies and Activities

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

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

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

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

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

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



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Maria Broughton

Borough: Brooklyn District: 15 School Number: 463 School Name: Sec School for Journalism
 Cluster Leader: Douglas Knecht Network Leader: Kathy Pelles Title I Schoolwide Plan (Conceptual Consolidation?)
yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 01.18.2013 Senior ELL CPS: Maria Broughton Additional Comments:		