



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WORLD JOURNALISM PREPARATORY SCHOOL

DBN: 25Q285

PRINCIPAL: CYNTHIA SCHNEIDER

EMAIL: CSCHNEIDER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **JUAN MENDEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Cynthia Schneider	*Principal or Designee	
Kenneth Mengani	*UFT Chapter Leader or Designee	
Vicky Troumouhis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nicole Valencia Luca Damasco	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nicholas Jurman	Member/Assistant Principal	
Linda Post	Member/Teacher	
Monica Giannakopoulos	Member/Parent	
Camille Mavrouders	Member/Parent	
Kathy Konnaris	Member/Parent	
	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

Annual Goal #1

- Increase levels of progress through a strategic process to develop, revise, and refine rigorous curriculum and assessment tasks aligned to the Common Core Learning Standards as evidenced in ePortfolio submissions, increased regents scores by 10% and increased achievement in middle school test scores in ELA and Math by at least 5% by June 2013.

Comprehensive needs assessment

Our middle school students continue to show a slow rate of progress on the New York State standardized English Language Arts and Math exams. . There is poor correlation between our student's grade point averages as compared to ELA and Math state exams overall. A glaring deficit exists when we received only 18.0 % progress rate out of a score of 60 points. The 2011-2012 Progress Report for WJPS (2011-2012) reflects a "D" rating in progress in the middle school resulting in a B for the Middle School.

Instructional strategies/activities

Continue to provide professional development workshops and instructional strategies during group and individual conferencing with Middle School staff that focus and incorporate alignment to Common Core.

Targeted Areas will include but not be limited to:

1. Analyzing needs assessments/interim assessment results; classroom data (test item analyses, conference data, etc. against all benchmarks to the CCLS and practice exams.
2. Continued focus on Teacher Effectiveness training and observations to move pedagogy.
3. Grade and Vertical team work on aligning curriculum and developing performance assessments.
4. Emphasis on differentiation
5. Focus instruction on power standards for greater attention and practice.
6. Guide pedagogy to build core understandings and connections between mathematical/literacy concepts and skills across all content areas.
7. Increase and support support Pre-AP skills in the middle school.

Target Population

All Middle School Students in grades 6-8. Special attention to IEP and ELL students through Study Lab attendance, peer tutoring sessions, teacher/student conferences.

Responsible Staff

Principal, Assistant Principals, Counselors, Staff

Implementation Timeline

Present through June 2013

Strategies to increase parental involvement

Offer a variety of workshops over the course of three years (six-eight) for families on target math/literacy preparedness

Offer three PTA workshops with a focus on standardized testing, one with a specific focus on the New York State ELA and Math, as well as Earth Science/Integrated Algebra Regents.

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.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will coordinate services and program coordination strategically given the very limited budget we have to work with. We will need to draw on our staff as resources. More and more, our parents will need to help fund after school activities through a "pay to play" option.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 College Readiness

By June 2013 our students will show a 5% improvement in PSAT/SAT scores as compared to the prior year.

Comprehensive needs assessment

Our high school students are continuing to show a slow rate of improvement on the standardized tests used for college admittance and scholarship; typically the PSAT/SAT. There is poor correlation between our student's grade point averages and their PSAT/SAT overall and subtest scores.

Instructional strategies/activities

- Continue to revise the eighth grade through twelfth grade mathematics and English Language Arts curriculum to reflect the New York State common core standards.
- Increase advanced placement course offerings in the high school as well as increase overall student participation in those courses.
- Increase our student's participation in test preparation course work.
- Incorporate PSAT/SAT preparation course work into eighth grade through tenth grade advisory.

TARGET POPUATION includes all grades taking the PSAT – 9-11, SAT – 11-12. We will also target through PRE-AP strategies our 6-8th grade middle school students.

RESPONSIBLE STAFF include: all administration, counselors, teachers, and parent partners.

TIMELINE – is ongoing

Strategies to increase parental involvement

Offer six workshops over the course of four years (ninth – twelfth) for families which target college preparedness

Offer three PTA workshops with a focus on standardized testing, one with a specific focus on the Scholastic Aptitude Test (SAT).

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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will coordinate services and program coordination strategically given the very limited budget we have to work with. We will need to draw on our staff, network, and school community as resources. We will also make use of strategic partnerships with other schools.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 TEACHER EFFECTIVENESS

- Through participation in the Teacher Effectiveness Program, WJPS staff will show growth on the Danielson Framework for Teaching Rubric by at least one category by June of 2013. Additionally, 80% of our staff will be evaluated as effective or highly effective. Additionally, increased teacher effectiveness will contribute to our goal of increased test scores by 5%.

Comprehensive needs assessment

- In an attempt to increase teacher effectiveness in New York City, participation in the program has proven to make a difference in the attitudes and practices of teachers and administrators as they collaborate within their school community to provide the highest quality teachers possible.

Instructional strategies/activities

- a) Attendance at all TEP trainings for admin and teaching staff.
- b) Establish and maintain the Teacher Effectiveness Team for implementation and communication support.
- c) Conduct and participate in Professional Development on the framework and improving pedagogy overall.
- d) Staff will participate in intervisitations of one another's classroom for pedagogical discussion.

Strategies to increase parental involvement

- Conduct a workshop on the Danielson Framework
- Communicate "best practices" for them to look for and discuss.

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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will coordinate services and program coordination strategically given the very limited budget we have to work with. We will need to draw on our staff as resources. More and more, our parents will need to help fund after school activities through a "pay to play" option. We will also make use of strategic partnerships with other schools.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 Performance Based Assessment

- Continue to refine, monitor, and evaluate Performance Based Assessments used in classrooms, in departments, and whole school. By June 2013, WJPS will submit at least 2 PBAs per content area to the ARIS community that reflect CIE expectations, CCLS, and standards of rigor. The successful completion of this goal will result in increased test scores by 5%.
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Comprehensive needs assessment

- WJPS students perform well but not well enough. While often above the city in achievement data, we are not yet reaching national benchmarks. It is our mission to increase the amount and quality of thinking by our students as evidenced by the quality and quantity of the work they are asked to complete. Additionally, WJPS students will be asked to improve the amount and quality of self-assessment on their road to self-directed learning.

Instructional strategies/activities

- Study labs will serve as study centers for formal study groups where peers support and advance each other's work.
- Students will participate in school wide initiatives and competitions.
- Students will continue to improve their independent reading and writing
- Students will complete and upload to ePortfolio performance based assessments across content areas.
- Student achievement will be analyzed and monitored in vertical teams and grade level teams for needs assessments/interim assessment results; classroom data (test item analyses, conference data, etc. against all benchmarks to the CCLS and practice exams.

Strategies to increase parental involvement

- Parents will participate in child study teams and portfolio exhibitions.
- Students will lead conferences with students to provide evidence of their improvement and achievement across all content areas.

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.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will coordinate services and programs strategically given the very limited budget we have to work with. We will need to draw on our staff as resources. More and more, our parents will need to help fund after school activities through a “pay to play” option. We will also make use of strategic partnerships with other schools.

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	Great Leaps Regents Prep Homework Help Ind. Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, Study Labs)	During school hours, lunch time, after school, during class through differentiation, study lab sessions, video and online resources.
Mathematics	Great Leaps Regents Prep Homework Help Ind. Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, Study Labs)	During school hours, lunch time, after school, during class through differentiation, study lab sessions, video and online resources.
Science	Labs Homework Help Ind. Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, Study Labs)	During school hours, lunch time, after school, during class through differentiation, study lab sessions, video and online resources.
Social Studies	Homework Help Ind. Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, Study Labs)	During school hours, lunch time, after school, during class through differentiation, study lab sessions, video and online resources.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conference Study Lab Small Group guided lessons	Various	Various
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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.

All WJPS staff is highly qualified. They run the gamut from first year teachers to those with over twenty years. Our intention is to always hire the BEST person for the job, not the least expensive. We also work to make certain the employee is a good match for our school. We require the utmost commitment from our teachers to grow and learn exponentially with the students for the students' benefit.

Toward that end, prospective teachers begin a multi-layered hiring process. Teachers contact us when they have an interest in our school. Administration cull the submitted resumes to find the very best qualified applicants in the areas we need staff. We vet the resume by calling recommendations. Applicants whose resumes pass muster are then invited to spend a day with us. The day includes a writing sample, observations and conversations with current staff, a demonstration followed by a debrief with students, and a deep conversation with administration and the cabinet.

Our teachers know they are valued and would not be here if we did not know they were skilled and willing to grow professionally. We put a priority on providing meaningful support to staff as they work to improve student achievement and their own practice. Because of this and the fine school we have with engaged and caring students, we have very little staff turnover. We still have five teachers who founded our school in 2006. These five teachers account for 50% of our founding staff. We still have 50% of our founding staff from the initial '06-'07 school year.

Because we are a small school with a small budget, we need to use everyone as efficiently as possible. Our staff works very hard as we program to offer our students the experiences, courses, and opportunities necessary for graduation and college preparedness. This requires teachers to go above and beyond constantly and consistently to meet these needs.

All of our teachers have opportunities for professional development and we encourage our staff to learn as much as they can. We have professional development at school every Wednesday afternoon. Weekly PD allows us to make real headway in the initiatives from the DOE and from the goals and missions that our school prioritizes.

WJPS PARENT INVOLVEMENT POLICY

Statement of Parent Policy WORLD JOURNALISM PREPARATORY SCHOOL

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

I. General Expectations

WJPS agrees to:

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

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

- (A) that parents play an integral role in assisting their child's learning
- (B) that parents are encouraged to be actively involved in their children's education at school
- (C) that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA

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

II. Policy Involvement

WJPS will:

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

SCHOOL-PARENT-STUDENT COMPACT

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

This school-parent compact is in effect during the 2012-2013 school year.

SCHOOL RESPONSIBILITIES

WJPS will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Hold portfolio conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: in the fall and spring.

Provide parents with frequent reports on their children's progress. Specifically, WJPS will provide reports as follows: twice-yearly conferences, progress reports and report cards as well as access to the Pupil Path of Dataation, on-line records system.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: twice yearly during conferences, during a "Meet theTeacher" event and by appointment during the school day.

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

PARENT/GUARDIAN RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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

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

IV. Building Capacity for Involvement WJPS:

- a. Shall provide assistance to the parents of children served by the school in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work

with educators to improve the achievement of their children;

- b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- c. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities such as a parent resource center and workshops that encourage and support parents in more fully participating in the education of their children
- d. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- e. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related meetings and training sessions;
- f. May train parents to enhance the involvement of other parents;
- g. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- h. May adopt and implement model approaches to improving parental involvement;
- i. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- j. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

V. Accessibility

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Cristina Jimenez	District 25	Borough Queens	School Number 285
School Name World Journalism Preparatory			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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														
	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							2	2				1		5
Push-In														0
Total	0	0	0	0	0	0	2	2	0	0	0	1	0	5

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

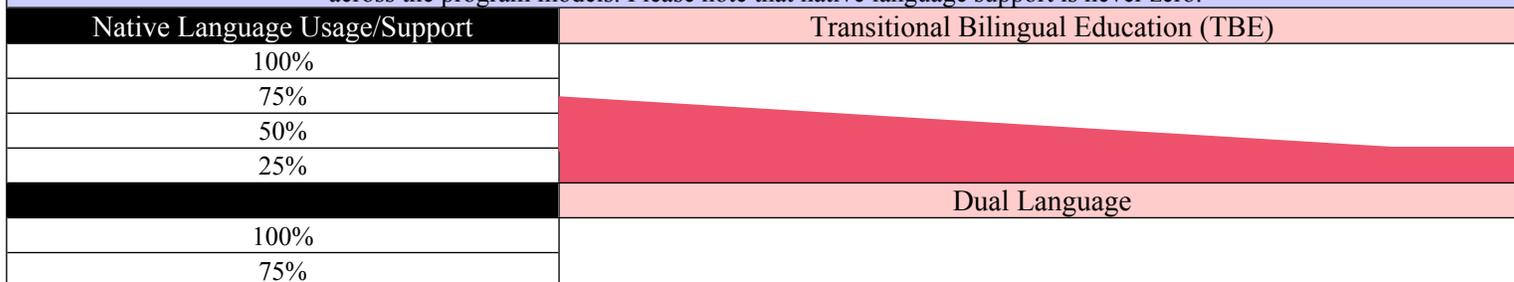
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model 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

N/A- NO DUAL LANGUAGE PROGRAM CURRENTLY

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

1. Teachers utilize DRA, NYSESLAT, LAB-R, ELA and math scores. Information is analyzed and we examine how far the student is from the next proficiency level and we take that info to drive differentiated instruction. Workshops are given to the rest of the staff to show how far away the student is from reaching the next proficiency level, and a review of strategies to get that child to progress to the next level are examined. Also examined are which modality did the student need the most support. With that information we can craft, differentiate, and group accordingly, and students can be grouped with sub skills. All data will be shared with the (RNMR report) staff. ARIS reports (item analysis) will also be shared and evaluated so that we can differentiate instruction, and group students accordingly. Leadership shares this information on ARIS, NYSTART and Datacation access with staff and parents alike during scheduled workshops.

2. Data patterns across the proficiency levels show that 80% of our ELL population have shown an increase in the listening/speaking portion of the NYSESLAT. 80% of our ELL population have shown an increase in the reading/writing modality. Only Cinthya Enriquez, a current eleventh grade student who has been receiving ESL services for 9 years is having severe challenges with testing out. Cinthya has viable learning deficiencies and has an IEP for academic supports. This year our plan is to x code her in addition to the SETSS support that she receives outside of the Gen. Ed. classroom.

3. Patterns across the NYSESLAT modalities dictate that there needs to be more of a focus on building literacy and fluency not only with the ESL teacher but across all content areas as well. Our Professional Development workshops and CEP goals reflect this as well. Four of our five students are advanced scoring the following totals:

Kaur, Kamalpreet- NYSESLAT Total - 94 (Advanced)

Kaur, Simrandeep- NYSESLAT Total - 87 (Advanced)

Maldonado, Pedro- NYSESLAT Total- 91 (Advanced)

Zheng, Xian Yuan- NYSESLAT Total- 92 (Advanced)

4. Data patterns across the proficiency levels show that 80% of our ELL population have shown an increase in the listening/speaking portion of the NYSESLAT. 80% of our ELL population have shown an increase in the reading/writing modality. Periodic assessments are used to form instruction. The start of a new year involves diagnostics as well as formative and summative assessments. Based on this information, and utilizing the tools of an item skills analyses from standardized exams, teachers regroup and change their instructive approach for these students. Our ELL population is fluent in English and prefer to do their lessons, classwork, homework, and assessments in English.

5. We do not currently have a dual language program so this question does not apply to WJPS.

6. We evaluate the success of our ELL program by monitoring the progression of the NYSESLAT Modality Reports and how our students fair on ELA/Math/Standardized Social Studies & Science and Regent Exams. Also, for the high school students we measure if they are on track to graduation.

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: World Journalism Prep

School DBN: 285

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Schneider	Principal		9/28/11
Nancy Poulos	Assistant Principal		09/28/11
Helen Reed	Parent Coordinator		09/28/11
Mary Bernhardt	ESL Teacher		9/28/11
Antonella Villa	Parent		9/28/11
Kristin Frunzi	Teacher/Subject Area		9/28/11
Cathy Livigni	Teacher/Subject Area		9/28/11
n/a	Coach		9/28/11
n/a	Coach		9/28/11
Kimberly Paplow	Guidance Counselor		9/28/11
Cristina Jimenez	Network Leader		9/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Translation services are as follows:

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

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

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

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

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

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

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