



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

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

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

**PRINCIPAL:** MR. NASIB HOXHA

**EMAIL:** 09X414@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. CARRON STAPLE

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Nasib Hoxha	*Principal or Designee	
Michael Grant	*UFT Chapter Leader or Designee	
Marilyn Espada	*PA/PTA President or Designated Co-President	
Jeanette Logan	DC 37 Representative, if applicable	
Carolyn Cordero	Student Representative	
Eileen Collado	Student Representative	
Barbara Hull	Member/Chapter Chair	
Florentino Rosa	Member/CSA	
Thelma Gomez	Member/Parent	
Annette Rodriguez	Member/Parent	
Faustino Rosa	Member/Parent	
Silverio Peguero	Member/Parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools will identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW WILL A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school will identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals will be aligned with the current citywide instructional expectations.
- Goals will be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development will be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you will demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school will cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized (Comprehensive School Rubric For DTSDE Tenets. 2.5a, Ineffective; SQR Finding 3, page 2).

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected will align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

X  2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- The school leader and other school administrators will develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans (Comprehensive School Rubric For DTSDE Tenets. 2.5a,Effective; SQR Recommendation 3, page 2)

**a) Instructional strategies/activities**

- School leaders will supervise instruction (Educational Leadership Policy Standards: ILLC 2008, Standard 2d).
- Teachers will monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs (Teacher Standard III: Instructional Practice, Element III.6).
- School leaders will reassess and redistribute supervisory resources to increase accountability for improvement of student learning (SQR Recommendation 3, page 2).
- School leaders will monitor, supervise, and support instruction. All leaders will set aside time for daily classroom observations, formal and informal that focus on the effectiveness of the teacher’s implementation of strategies learned during PD sessions (SQR Recommendation 3, page 2).
- Principal will provide specific written feedback to all teachers through the formal and informal process (SQR Recommendation 3, page 2).

b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Assistant Principals, PSO – CUNY, Teachers

c) **Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:** School leader conducts periodic check-ins with administrative team and teachers that lead to an understanding of the specific steps that are necessary to be able to yield a positive year-end evaluation.

d) **Timeline for implementation:** January 2013 to June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status:  X  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

X  Title IA

Title IIA

Title III

Set Aside

Grants

X  Other-describe here:  Focus/Priority

**Service and program coordination**

- All school leaders will be directly involved in the implementation of this process. Professional development will be pursued for school leaders on the use of Charlotte Danielson’s method for coaching and the assessment of teacher effectiveness through PSO-CUNY. CUNY School Support Coordinator and Achievement Coaches will provide professional development to the Principal and Assistant Principals, Lead Teachers, and Chairperson Meetings. They, in turn, will turn-key the information to the Jonathan Levin staff members. Tax Levy, Focus/Priority and Title I funds will be used to cover the classes of staff members attending these conferences.



**Service and program coordination**

- Principal and Administrative Team, with the assistance of PSO-CUNY will develop and implement a system to monitor student achievement using data tools (ARIS, Acuity, STARS, etc.) to create a data driven culture. We will continue conducting an afterschool Professional Development committee comprised of teachers and administrators using Tax Levy, Focus/Priority and Title I funds.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

b) Teachers' instruction is not purposeful or adaptive (Comprehensive School Rubric For DTSDE Tenets. 4.3b, Ineffective; SQR Finding 2, page 1).

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

• Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected will align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

X 4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

Teachers provide students with instruction that is CCLS aligned and provides multiple entry points for all students to achieve their targeted goals (Comprehensive School Rubric For DTSDE Tenets. 4.3b, Effective; SQR Recommendation 2, page 2)

a) **Instructional strategies/activities**

- The school leaders will promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (Educational Leadership Policy Standards: ILLC 2008, Standard 2).
- Teachers demonstrate knowledge of the learning CCLS standards and their application throughout their instruction and practice (Standard II: Knowledge of Content and Instructional Planning; Element II.1e).
- School leaders will support teachers in the development of unit and lesson plans that are aligned to the CCLS standards and provide multiple entry points to address individual needs of all students/subgroups in an effective manner. Teachers will reference specific instructional strategies and provide multiple entry points and learning activities that are scaffold to meet the academic needs of individual students when developing lesson plans. School leaders will follow up regularly to monitor how planning is impacting teacher instruction and student achievement (SQR Recommendation 2, page 2).

b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Assistant Principals, PSO – CUNY, Teachers

c) **Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:** Select teachers will be identified by Administrative Team for student-centered coaching by PSO-CUNY staff. Professional development will be provided to select staff in the area of assessment and Common Core units of study.

d) **Timeline for implementation:** January 2013 to June 2013

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus/Priority

**Service and program coordination**

- Principal and Assistant Principals, along with the PSO-CUNY will develop and implement a system to monitor student achievement data. We will continue conducting an afterschool Professional Development committee comprised of teachers and administrators. For this committee we will use Tax Levy and Title I funds to pay for per session activities. The same funds will be used to pay for teachers to cover the classes of staff attending training conferences. Additionally, using Title I and Focus/Priority School funds we purchased CCLS-standards aligned ELA textbooks for every student.



**Service and program coordination**

School Leaders and PSO-CUNY review SQR recommendations and set systems of accountability in place which ensures every student's academic and social success. Additionally, TL Achieve Now funds will be utilized to pay for the Leadership Program services to target students with sporadic attendance, experiencing socio/emotional difficulties, or not making adequate academic progress. For students in temporary housing, school supplies will be provided, free of charge, as per the McKinney-Vento law using Tax Levy funds.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

The school community does not prioritize relationships with families or the community (Comprehensive School Rubric For DTSDE Tenets. 6.2b, Ineffective; SQR Finding 4.3, page 2).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP will inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility  
 \_\_\_ 6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

**Annual Goal #5**

The school community espouses a trusting and respectful relationship with diverse families and community stakeholders (Comprehensive School Rubric For DTSDE Tenets. 6.2b, Developing; SQR Recommendation 4.3, page 3).

a) **Strategies to increase parental involvement and engagement**

- School Leaders will nurture and sustain a culture of collaboration, trust, learning, and clear expectations. At selected times during the year, activities will be undertaken to engage families and other stakeholders in the educational community. (Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet A)
- Teachers will be proactive and advocate to meet the needs of students (Standard IV: Learning Environment; Element IV.1b)

b) **Key personnel and other resources used to implement these strategies/activities:** Principal, Assistant Principals, PSO – CUNY, Parent Coordinator, Guidance Counselors, and Teachers.

c) **Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments:** A committee comprised of teachers, students and parents will be convened to review the issues related to the learning environment and lateness to better outline what is expected of students and the consequences of their actions. The committee will work to ensure that everyone understands these expectations. All members of the community will be responsible for monitoring expectations, and key members will be identified for follow up. The committee will strive to find ways to publicly and regularly acknowledge students and staff that go above and beyond expectations in order that a positive learning environment will focus on success (SQR Recommendation 4.3 page 2).

d) **Timeline for implementation:** January 2013 to June 2013

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

School Principal, Assistant Principal and Parent Coordinator along with PSO-CUNY and the CFN 521 will develop activities to include all constituents of the school community such as the Levie Award Ceremony and the Shakespearean Festival using Tax-Levy Funds. Guidance Counselors along with teachers will ensure every student's academic and social success by creating a safe and nurturing environment where students could develop to their fullest potential. Using Tax-Levy funds, we will provide incentives (movie tickets, pen, school t-shirts, etc.) to encourage students and reward their efforts.

### 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	<ul style="list-style-type: none"> <li>• CCLS aligned textbook</li> <li>• Double period of ELA instruction in the 11<sup>th</sup> grade</li> <li>• After school tutoring for ELL's to enhance their language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• All students</li> <li>• 11<sup>th</sup> graders</li>   <li>• ELL-small groups</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the Day</li>   <li>• After school</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Double period of Math instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> and 10<sup>th</sup> graders</li> </ul>	<ul style="list-style-type: none"> <li>• During class time</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science tutoring and Labs make up</li> </ul>	<ul style="list-style-type: none"> <li>• All Students</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Global and US classes for students who have failed class/regents during prior term.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning and end of day/ five days a week.</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• One-on-one conference</li> <li>• Outside resources</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• Individual intervention</li>   <li>• Small/class presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• As per need basis</li>   <li>• As per need basis</li> </ul>

### **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.

#### Strategies for recruitment

With over sixty percent of our students receiving either English language acquisition or Special Education services, JLHS faces recruitment challenges when it comes to attracting high quality diverse teachers. One of our chief recruitment strategies is to develop a strong partnership with CUNY colleges through student teaching supervision arrangements. Through our partnership, CUNY colleges have allowed us to post job notices on their bulletin boards and placement newsletters. We also visit local campuses to actively recruit teachers; this gives us the added benefit of being able to talk to faculty members about job candidates. We also make use of the following NYC DOE teacher recruitment systems:

- Open Market Hiring System - current teachers in the NYCDOE, both voluntary transfers and teachers in excess, have access to this online system which allows us to post jobs and search for prospective teachers; candidates communicate directly with us by email and submit applications online.
  - Teacher Recruitment Fairs sponsored by the Teacher Hiring Support Center.
- Our recruiting strategies also include recruiting substitute teachers, retired teachers, former teachers, and alternatively certified teachers. We often ask teachers we consider hiring to provide us with evidence of prior success in improving students' performance outcomes such as assessment scores and information about their impact on student learning.

#### Strategies for teacher retention and assignment

In addition to the retention incentives the NYC DEO offers teachers, we also offer our teachers the incentive of being in a safe school and working environment. We have a comprehensive school safety plan which allows us to effectively address safety and discipline issues at our school. Our teachers teach one or more double period classes. We also offer our teachers reduced teacher to student work load. We provide our teachers with a laptop, classroom resources and one hundred percent reimbursement for classroom materials they purchase.

#### Support including High Quality professional development

Teachers schedule has imbedded common professional periods which allow for school-wide professional development once weekly and content area planning within subjects areas twice weekly. Additionally, teachers teaching the same content have common prep periods.

We work directly with our PSO (CUNY) to develop professional development opportunities for both administrators and teachers. The school has established a Professional Development Team which is in keeping with the CUNY model for the delivery of professional development offering. Our Professional Development Team is supported by the CUNY School Support Coordinator and Achievement Coach assigned by CUNY to our school.

#### Support for new teachers

We follow the NYC DOE protocol for supporting new teachers. We provide all Beginning Teachers with full-time mentors. The Assistant principal works closely with all first and second year teachers. Additionally, beginning teachers are programmed to co-teach at least one class with a highly qualified teacher.

## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**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 <b>Debra Spivak</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>414</b>
School Name <b>Jonathan Levin HS for Media and Communic</b>			

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

Principal <b>Nasib Hoxha</b>	Assistant Principal <b>Florentino Rosa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yara Ruiz</b>	Guidance Counselor <b>Raul Acevedo</b>
Teacher/Subject Area <b>Michael Grant/Science</b>	Parent <b>Marilyn Espada</b>
Teacher/Subject Area <b>Publio Parra/Math</b>	Parent Coordinator <b>Celsa Lopez</b>
Related Service Provider <b>Sonia Algarin</b>	Other <b>type here</b>
Network Leader <b>Dennis Sanchez</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>368</b>	Total Number of ELLs	<b>143</b>	ELLs as share of total student population (%)	<b>38.86%</b>
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## Part II: ELL Identification Process

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	6
SIFE	18	ELLs receiving service 4-6 years	76	Long-Term (completed 6 years)	25

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	42	3	3	76	12	2	25	3	0	143
<b>Total</b>	<b>42</b>	<b>3</b>	<b>3</b>	<b>76</b>	<b>12</b>	<b>2</b>	<b>25</b>	<b>3</b>	<b>0</b>	<b>143</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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										28	31	31	34	124
Chinese														0
Russian														0
Bengali										3	2	3	0	8
Urdu														0
Arabic										2	3	4	2	11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>33</b>	<b>36</b>	<b>38</b>	<b>36</b>	<b>143</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

At Jonathan Levin HS for Media and Communications we have a self-contained Stand-Alone ESL model. Students are block programmed based on their grade. However they are programmed for ESL instruction based on the most recent NYSESLAT results. Additionally, they are scheduled to take a full period of NLA instruction for 47 minutes, five times per week to facilitate the skill acquisition in their native tongue with the expectation of accelerating the second language learning process. Core classes are taught by fully certified teachers, who have a bilingual extension whenever possible. During last year we began training our teachers to incorporate differentiated planning and delivery of instruction based on students individualized needs in a standard-based modality using the Common Core Learning Standards. Beginner students are scheduled for 705 minutes of ESL instruction; Intermediate students are scheduled for 470 minutes and Advanced students are scheduled for 235 minutes every week, well beyond the state minimum mandates. During these classes, teachers used the sheltered English method of instruction. In addition, these students are receiving additional academic intervention services including counseling, tutoring, and regents prep classes. For Long Term ELL's we have developed a push-in model where one of the ESL instruction periods they take the class with an ESL teacher and an ELA teacher. This allows for a more targeted instruction to meet the students' individualized academic needs. Additionally, we created a Saturday program where students meet to study the skills needed to successfully take the ELA Regents. These classes are matched with a guidance program that encourage and facilitates the transition into the mainstream ELA classes.

### Courses Taught in Languages Other than English ⓘ

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

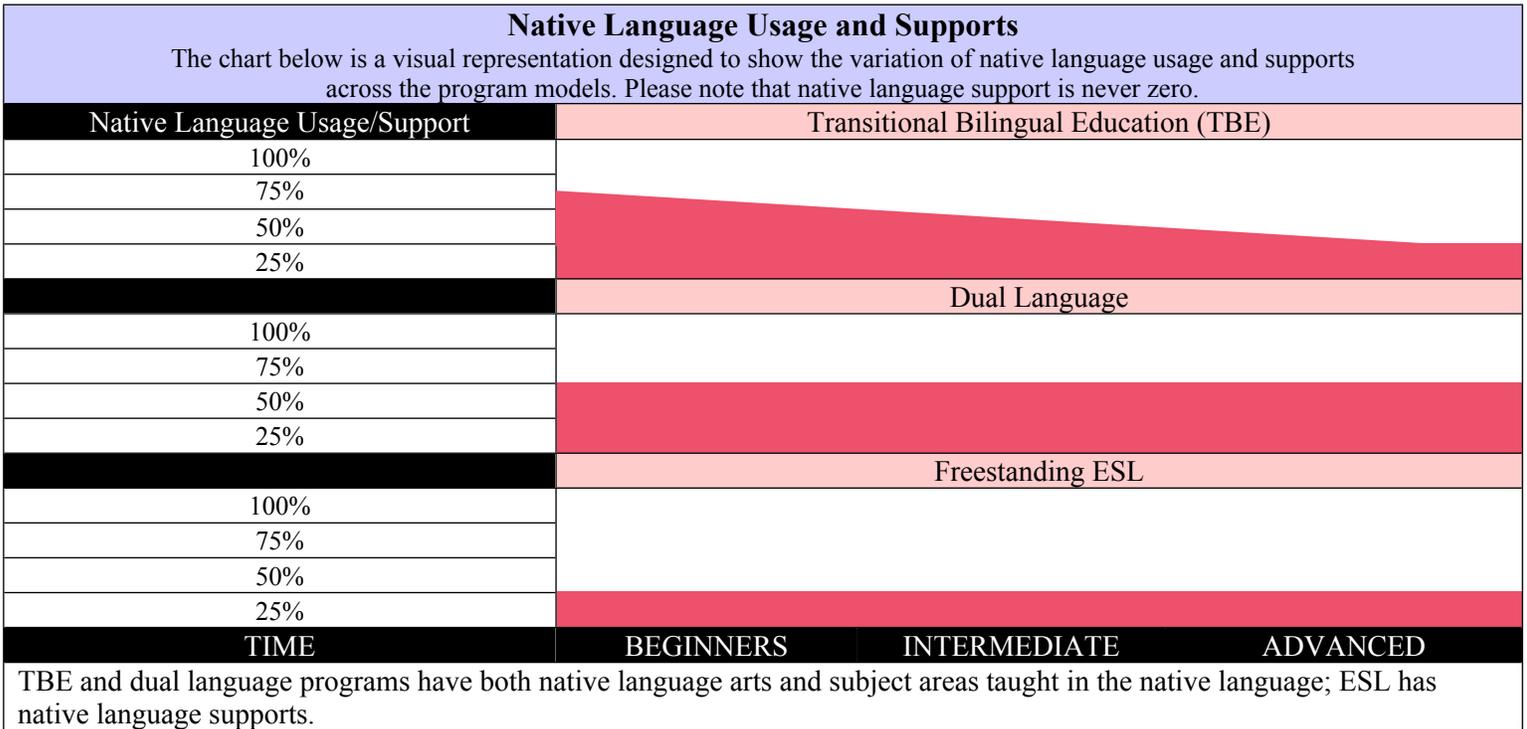
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

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

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

For all teachers, we provide we a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/ grade/ or particular student. In addition, teachers are trained in the use of the Gradual Releas aspect of the Workshop Model, Common Core Learning Standards and Inquiry Teams to facilitate the instruction when teaching special needs students, including ELL's. We will also conduct professional development in Standard-Based Instruction for all teachers using the Charlotte Danielson's Framework method. For core subject area teachers of ELL's, paraprofessionals, and ESL teachers we will offer professional development aimed to discuss instructional strategies such as Point of Entry to further serve students' individualized needs. For all staff we will conduct professional development aimed at discussing the regulations related to ELL as well as the schoolwide expectations to better serve this population, especially in making the transition from middle school to high school or as a first time entrant into the NYC Public School system.

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										16	12	8	7	43
Intermediate(I)										4	10	13	16	43
Advanced (A)										13	14	17	13	57
Total	0	0	0	0	0	0	0	0	0	33	36	38	36	143

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										14	13	10	6
	I										6	10	13	16
	A										10	11	10	8
	P										3	2	3	4
READING/ WRITING	B										15	12	11	7
	I										5	10	12	15
	A										9	12	12	12
	P										5	4	1	2

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	34	0	12	0
Integrated Algebra	3	39	1	23
Geometry	0	0	0	0
Algebra 2/Trigonometry	16	0	3	0
Math				
Biology				
Chemistry				
Earth Science	2	26	1	18
Living Environment	3	25	2	3
Physics				
Global History and Geography	3	29	1	7
US History and Government	3	29	3	11
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**

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.

It is clear that most of our student need further enhancement on their native language skills. Students arriving at our school exhibit low level of native language skill development which place them at a further disadvantage when learning a second language. To assist students in the second language adquisition, we have implemented a solid native language art class to develop their mother tongue skills. These teachers work in together to carefully plan their classes and to discuss how to better serve the individual need of each student. For the most part new comers to our country have also been arriving with little or no English skills which makes them "begginer" and thus slated to receive three periods of ESL instruction dalily. This has made our professional development series on Differentiated Instruction that much more significant since teachers will strive to provide instruction tailored to each child's indidualized need. Additionally, we have been analyzing the results of the Periodic Assessment tools as part of the School Inquiry Team. On the other hand, Regents Data analysis indicate that our ESL population continues to score low in the ELA and Social Studies Regents examination, especially in the essay writing portion of these exams. Based on the ELL's results we have created Saturday tutoring for students who have yet to score 75 or higher in any regents.

### 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: Jonathan Levin HS for Media an****School DBN: 09X414****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nasib Hoxha	Principal		1/18/13
Florentino Rosa	Assistant Principal		1/18/13
Celsa Lopez	Parent Coordinator		1/18/13
Yara Ruiz	ESL Teacher		1/18/13
Marilyn Espada	Parent		1/18/13
Michael Grant	Teacher/Subject Area		1/18/13
Publio Parra	Teacher/Subject Area		1/18/13
	Coach		1/1/01
	Coach		1/1/01
Raul Acevedo	Guidance Counselor		1/18/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **09X414** School Name: **Jonathan Levin HS for Media and Com**

Cluster: **521** Network: **CUNY**

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

**Part A: Needs Assessment Findings**

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

When a student first attend our site, the parent coordinator interviews the parent to find out their native language. From that point on, any communication is sent to them using their native language as translated by the NYC Department of Education. For our locally generated documents, the parent coordinator translate the communication and the assistant principal reviews the translation. Additionally, data provided by ATS facilitates the translation of these documents.

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

The vast majority of our parents need documents to be translated into Spanish. Only seven students need these documents translated into Arabib or Bengali.

## Part B: Strategies and Activities

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

The parent coordinator translates any document locally generated which is in turn, reviewed by the assistant principal. Other documents are translated directly by the NYC Department of Education.

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.

During every meeting, we have an in-house staff that translate the meeting into Spanish. We have utilized the City translation services for other 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>.

Within the first five days we will identify the students and parents home language. These identification will determine the need of translation for our meetings as well as any communication and document that we send home to these parents. If the parents, rely on a companion for translation we will welcome this person to ensure the parent's understanding. The school will also provide each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services upon registering their child and will place in the main offices signs indicating the different languages available.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Jonathan Levin HS for Media an	DBN: 09X414
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: By improving teaching and learning in core subject areas and implementing strong student support we expect to help increase graduation rates for the ELL's. To this extent, we will conduct an intensive ELA Regents preparation for English Language Learners during the five Saturdays prior to the January (December 1, 8, and 15 and January 5 and 12) and June 2013 (May 4, 11 and 18 and June 1 and 8) Regents examination periods from 9:00 AM-12:00 PM. The targeted students are in the 11th and 12th grades and have already taken the ELA regents and failed to score a 75 or higher (Approximately 28 students). The selected teacher will be an ESL licensed person along with an ELA licensed person. Classes will be conducted in English using the ESL mode of instruction. These sessions will target specific language skills these students need to master based on their prior ELA Regents examination.

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

semester.

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$18740

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	18321.96	Intensive Regents Prep 2 Teachers X 3 Hours X 10 Saturdays  ESL for Begginers 1 Teacher X 1 Hour X 150 Days  ESL Regents Prep Daily 1 Teacher X 1 Hour X 150 Days  Guidance Counselor Presentation 1GC X 3 Hours X 2 Days
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	00	2 Teachers Q-Tel
Supplies and materials	418.04	Parental Engaement Postage

**Part E: Budget**

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

Allocation Amount: \$18740

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