



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** SECONDARY SCHOOL FOR JOURNALISM

**DBN (i.e. 01M001):** 15K463

**Principal:** JODI RADWELL

**Principal Email:** [JRADWEL@SCHOOLS.NYC.GOV](mailto:JRADWEL@SCHOOLS.NYC.GOV)

**Superintendent:** TAMIKA MATHESON

**Network Leader:** KATHY PELLER

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jodi Radwell	*Principal or Designee	
Fortune Aupont	*UFT Chapter Leader or Designee	
Marlene Winston	*PA/PTA President or Designated Co-President	
Anne Marie Cinardi	DC 37 Representative, if applicable	
Ceara Dixon Ashley Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Teacher	
Sasha Swift	Member/ Teacher	
Mayleen Cummings	Member/ Guidance Counselor	
Lana Fraser	Member/ Parent	
Ehren Kauapirua	Member/ Parent	
Aquila Jordan	Member/ Vice-President	
Annette Renaud	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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will expand the collection and analysis of data across the school in support of more effective planning with 100% of faculty able to show modification in goal-setting and lesson planning as a result of course pass rate; Regents and formative assessment data analysis.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

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

#### B. Key personnel and other resources used to implement each strategy/activity

Responsible Staff Members: Principal, AP's, CFN 112-Instructional Specialists

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Target Populations: All student groups/ all subject areas

#### D. Timeline for implementation and completion including start and end dates

Implementation: September 2013 through June 2014.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2013 to June 2014.
- Teacher and supervisor per session allotments for after-school and weekend support programs
- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school and weekend programs
- Contracted vendors to support our work

- OTPS Funds for procurement of an online data and grading system
- RESO A Grant Funds to improve technology

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2014 students earning 10 or more credits in the four core courses (ELA, Integrated Algebra, Global Studies, Living Environment) during their first year of high school will increase by 8% as evidenced by student course pass rates, student transcripts and the school's Progress Report data.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After a review and analysis of student data on as indicated on our high school progress report, it was revealed that our student earning 10 or more credits in their first year of high school is still below average. Increased instructional supervision, assessment and feedback to teachers on curriculum aligned with Common Core State Standards has increased, however teachers still struggle with clearly articulating big ideas and making instruction relevant for students, contributing to a low student pass rate among freshmen and impacting school programming in the upper grades significantly

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. Profession development and engagement with best practices around grading. Teachers will engage in study groups to ensure that there is a school-wide grading policy that is standards based.
3. All teachers meet weekly in Interdisciplinary Grade Teams to discuss student progress and interdisciplinary strategies that align instruction with student achievement.
4. All teachers teams will be planning and developing curriculum maps which will align the subject stands to the scope and sequences of their subject areas
5. All teachers will meet by departments to reflect, analyze and compare their curriculum maps through on-going development of curriculum maps.
6. All teachers will attend to the lowest third of their grades through the reflection of ARIS, predictive assessments and teacher-made assessments and align instructional strategies which will focus on the needs of the targeted students in meeting the number of credits needed to advance to the next grade.
7. Teachers will focus on differentiated instructional strategies for all students that encourage and support interdisciplinary teaching.
8. Professional development opportunities will be provided in the development of the strategies and skills needed by our lowest third in ensuring their academic success

in all subject areas.

- 9. Vertical planning by subject departments will eliminate repetition of material and ensure skill-based instruction is scaffolded to meet the needs of our 9<sup>th</sup> graders.
- 10. Inclusion of lead teachers in the decision-making process: Interdisciplinary grade teams and department team meetings will be the vehicle for curriculum planning and use of data for each grade. Teams are encouraged to share at PD Mondays their findings and conclusions in regard to student achievement.

**11. Key personnel and other resources used to implement each strategy/activity**

Responsible Staff Members: Principal, AP's, Interdisciplinary Team Leaders, Teachers

**12. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Target Populations: All student groups/ all subject areas

**13. Timeline for implementation and completion including start and end dates**

Implementation: September 2013 through June 2014.

**14. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Academic interventions both during the school day through support classes for Living Environment and Integrated Algebra and Saturday Academy classes to support success on New York State assessments in June.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2013 through June 2014..
- Teacher and supervisor per session allotments for after-school and weekend support programs.
- Professional Instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during after-school and weekend programs.
- Contracted vendors to support our work.
- Administrative staff regularly attends hiring fairs to identify and recruit high-qualified ELA teachers.
- Payroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 we will improve collaboration between Special Education teachers and General Education teachers and effectiveness of these partnerships as evidenced by (1) greater degrees of experimentation with ICT teacher-team models and (2) greater degrees of academic progress for our students with disabilities as evidenced by a 3% increase in our special education students' making at least one year of academic progress as monitored by interim assessment data and measured course pass rates.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

Teacher observations indicate the need for a greater repertoire of strategies on the part of our ICT teacher teams. Due to our school's history of servicing students with IEPs primarily through self-contained classes, we acknowledge that there is a learning curve for many of our teachers regarding working and planning in a collaborative manner. Our program last year did not provide enough common planning time for these teacher teams and so we have built more common planning time into our schedule this year through an SBO vote.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

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

**10. Key personnel and other resources used to implement each strategy/activity**

Responsible Staff Members: Principal, AP's, Interdisciplinary Team Leaders, Teachers

**11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

General Education and Special Education teachers; All student groups/ all subject areas

**12. Timeline for implementation and completion including start and end dates**

Implementation: September 2013 through June 2014.

**13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Common Planning time for Professional development geared toward effective partnerships for Gen Ed and SpEd teachers; Lab site participation CFN112

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2013 through June 2014.
- Teacher and supervisor per session allotments for after-school and weekend support programs

- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school and weekend programs
- Contracted vendors to support our work

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Ensure that all students have engaged in at least four rigorous performance-based unit of study each term, culminating in the completion of eight Common Core aligned tasks in each subject area by the end of the 2013-2014 school year.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Student work generated by content area classes does not reflect the level of rigor required by the New York State Common Core Learning Standards. Student levels of proficiency in ELA, Math, Science and U.S. History dropped as evidenced by the school's 2013 Progress Report data, requiring the need for curriculum development that engages students in challenging texts and demands more rigorous performance on culminating task

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

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

##### **13. Key personnel and other resources used to implement each strategy/activity**

Responsible Staff Members: Principal, AP's, Interdisciplinary Team Leaders, Teachers

##### **14. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Target Populations: All student groups/ all subject areas

##### **15. Timeline for implementation and completion including start and end dates**

Implementation: September 2013 through June 2014.

##### **16. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Common Planning time for Professional development geared toward CC aligned task design; Lab site participation CFN112; participation in CFN112 April Institute

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our school will partner with parents in the following ways: Conduct parent workshops to inform families about our online grading system, Engrade. Students and families will be equipped with passwords so that they can access student grades and assignments anytime throughout the school year. Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> to advise parents of children participating in the Title I program about the school's Title I funded program(s). Run workshops around

the Common Core Standards will be held to bring parents up to speed with the new standards. Conduct presentations of student achievement data will be part of our PA and SLT meetings throughout the year. In addition, our Parent Coordinator will continue to coordinate fundraising events and conduct outreach to families in addition to partnering with neighboring organizations that may facilitate the bridge between school and family. Our school will host its first annual school-wide Career Day, utilizing Parents as Partners to both plan and present on a variety of Careers in their own fields of work.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- As a Title I Schoolwide Projects school, conceptual consolidation will allow us to combine Federal and local funds such as: Fair Student Funding (Tax Levy); Title I SWP funds; ARRA RTTT funds; Title III; TL NYSTL funds-all areas; Contract for Excellence and human resources to implement this plan from September 2013 through June 2014.
- Teacher and supervisor per session allotments for after-school and weekend support programs
- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during after-school and weekend programs
- Contracted vendors to support our work
- Administrative staff regularly attends hiring fairs to identify and recruit high-qualified subject area and special education teachers
- yroll secretary will work closely with the network HR point to ensure that non-HQT teachers meet all required documentation and assessment deadlines.
- Mentors are assigned to support all new teachers.
- OTPS Funds for procurement of an online data and grading system.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

2.

**3. Key personnel and other resources used to implement each strategy/activity**

1.

**4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**5. Timeline for implementation and completion including start and end dates**

1.

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Balanced Literacy Instruction	One to one tutoring; small group	In school; extended day (after school); Saturday Academy;
<b>Mathematics</b>	Math Intervention	One to one tutoring; small group	In school; extended day (after school); Saturday Academy;
<b>Science</b>	Lab make up	One to one tutoring; small group	In school; extended day (after school); Saturday Academy;
<b>Social Studies</b>	Regents Prep	One to one tutoring; small group	In school; extended day (after school); Saturday Academy;
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Targeted intervention groups	One to one tutoring; small group	In school; extended day (after school)

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <li>1. Provide all Beginning Teachers with full time mentors, observers/evaluators.</li> <li>2. Provide opportunities to teachers to get other eligible endorsements on their teaching license.</li> <li>3. Professional Development: To maintain, develop and schedule intense research based professional development in pedagogy: Differentiated instruction, cross Curricular Planning, Technology Integration, Best Practices, Classroom Instruction that works, Danielson Rubric.</li> <li>4. Provide intense, sustained professional development in content area.</li> <li>5. Develop an individual plan of action and timeline to become Highly Qualified</li> <li>6. Provide opportunities to train in embedding diversity in their classrooms.</li> <li>7. Strategies to understand diverse cultures.</li> </ol>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> <li>1. Provide all Beginning Teachers with full time mentors, observers/evaluators.</li> <li>2. Provide opportunities to teachers to get other eligible endorsements on their teaching license.</li> <li>3. Professional Development: To maintain, develop and schedule intense research based professional development in pedagogy: Differentiated instruction, cross Curricular Planning, Technology Integration, Best Practices, Classroom Instruction that works, Danielson Rubric.</li> <li>4. Provide intense, sustained professional development in content area.</li> <li>5. Develop an individual plan of action and timeline to become Highly Qualified</li> <li>6. Provide opportunities to train in embedding diversity in their classrooms.</li> <li>7. Strategies to understand diverse cultures.</li> </ol>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ol style="list-style-type: none"> <li>1. Students in temporary housing – uniforms, gym uniforms and backpacks with school supplies provided to support students during this housing transition.</li> <li>2. Social and mental health support is also incorporated into our STH Program</li> <li>3. Professional development and student web based program purchased from Achieve 3000</li> <li>4. Purchase of iPads, book bags and winter coats.</li> </ol>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school has weekly grade team meetings and bi-monthly curriculum team meetings where teachers solidify their assessment practices. Our effort to generate both formative and summative assessment data result in our ability to make informed decisions regarding curriculum plans that are both aligned with the CCLS and responsive to our student need.

The school has teacher teams composed of teachers who teach students for each grade level and led by a grade team leader. They meet weekly to collaborate, conduct student and teacher inquiry and support the school community through the development of coherent instructional practices. These teams develop and utilize common formative and summative assessments, as well as providing ongoing feedback on data, assessments and alignment of assessment procedures.

The school also has curriculum teams composed of teachers within each discipline and led by a curriculum team leader. They meet once or twice a month during early release time to collaborate, develop curriculum and instructional materials, design common formative and summative assessments and plan for a coherent approach to instruction across the grades within the given discipline.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the**  
**Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
  - all IEP Students to get 100% coverage in the classroom
- keep parents apprised of School Programs available to our students and teachers as they are implemented.

*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
- Increase parent support inviting parent coordinator to all parent meetings.
- 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.

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>463</b>
School Name <b>Secondary School for Journalism</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jodi Radwell</b>	Assistant Principal <b>Bibiana Ammatuna</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Dr. Quinn</b>	Guidance Counselor <b>Ms. Cummings</b>
Teacher/Subject Area <b>Ms. Benavides</b>	Parent <b>Jorgelina Taveras</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Susan Stein</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>274</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>13.87%</b>
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## Part II: 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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										1	1	1	1	4
Discrete ESL class										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	2	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	0
SIFE	5	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	4	3	2	19
Chinese											3	1	1	5
Russian														0
Bengali										2		2	2	6
Urdu												2		2
Arabic										1	2	1	1	5
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	13	9	9	7	38

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										2	2	3	1	8

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		1	
Integrated Algebra	12		7	
Geometry	6		4	
Algebra 2/Trigonometry				
Math				
Biology	8		2	
Chemistry				
Earth Science	12		1	
Living Environment	13		5	
Physics				
Global History and Geography	13		8	
US History and Government	12		4	
Foreign Language	5		5	
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								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Most ELLs do better in listening and Reading modalities than in Writing and speaking. It is difficult to see the pattern by grade because ELLs received their services by ability and not by grade level. The Secondary School for Journalism accepts students from 9th to 12th grade.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
N/A
- For each program, answer the following:
  - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The ELLs do better when taking tests in the native language. The patterns across proficiency and grade level is very similar upon their arrival to the US.

The native language is used to enhance the concept of sequencing, provide opportunity to practice the writing process, and present oral and written individual work in the Native Language. One of the most challenging hurdles facing ELL students is passing the ELA Regents in order to graduate from high school. In the native language they need to develop the critical thinking skills and writing ability to generate an essay. Peer evaluation of the essays with the rubric enhanced their critical thinking skills, which in turn helped them improve their writing ability.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
- How do you make sure that a child's second language development is considered in instructional decisions?  
The Secondary School for Journalism makes sure that the second language is used in class for clarification of academic materials. The AP Guidance and ESL teacher make sure to bring them up-to-date in all the school information and activities and they are part of the school spirit. In the academic classrooms the ESL teacher push in and helps the academic teacher using ESL methodologies to ensure that students understand the subject taught. The second language development is considered in instructional decisions by teachers providing students with opportunities to describe their reasoning, share explanations, justify conclusions, argue from evidence and negotiate meaning from complex texts.  
Different diagnostic tools are employed to measure students' content knowledge and allow teachers to monitor students' learning to adjust instruction accordingly. In all classes students have the opportunity to use bilingual glossaries.  
The interview with parents is used to measure the literacy level that the student may have in the native language to make the initial language transfer to the target language.
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the program is measured by the number of students that graduate within the four years of school as well as the number of years receiving ESL services before they become proficient in English.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
There is a team of trained pedagogues responsible for implementing the ELL intake process throughout the year in the school. Once the student comes to our school the following protocol is in place: The home language is given to the parents in English or students' native language is other than English. The Assistant Principal of Guidance, Bibiana Ammatuna will conduct the informal interview in the native language and or English. During this informal interview the school will gather the necessary documentation and information pertaining to the student, including but not limited to the educational history in the native country. The initial assessment is given to the student (LAB\_R) and if the student speaks Spanish then the Spanish LAB\_R is administered by the ESL teacher, Dr. Quinn. If the student is suspected to be SIFE then more questions are asked to the family as well as a written sample is collected at the time. The AP Guidance would ensure that the ELPC Screen in ATS is done for each student to ensure that the parent's choice, the administration of the LAB-R, and in which program the student was placed is recorded.

Dr. Quinn speaks English and is the ESL teacher, Ms. Ammatuna speaks Spanish.

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.

Once the student is identified as an ELL, the Parent is given the opportunity to exercise his/her option for one of the three educational programs available in the city:

1. Transitional Bilingual Education
2. Dual Language Program
3. Freestanding ESL Program

At the Secondary School for Journalism, we offer Freestanding ESL Program. Parents are informed by Ms. Ammatuna of other High Schools that offer Bilingual Programs in their native language like Fort Hamilton High School by Ms. Ammatuna or Ms. Quinn if they choose any of the other programs available in the city. A telephone call is made to the Enrollment office to find out if there is room in any other school that offers the different programs.

Parents will watch the video and an in deep explanation of the benefits of each program before they are asked to choose an educational program for their child.

Paste response to question here:

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Entitlement letters are given as follows:

1. During the intake process
2. After the annual assessment (NYSESLAT) results to inform the parents of their child progress acquiring the English language. These letters are kept in the child's cumulative record and a copy in a binder in the ESL office. The letters are generated in the different languages from the DOE website by Ms. Ammatuna. The entitlement and continued letters are processed in the same manner by Ms. Ammatuna.

These letters are sent home via mail and a copy is also given to the student to bring home .

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.

Once the student is identified as an ELL, and parents are given the opportunity to choose the educational program, a school schedule is designed to meet the needs and requirements for the suitable grade level.

If the student is going to start the 9th grade and does not have a transcript from his formal school in his native country or out of state; a regular 9th grade schedule is designed with the appropriate ESL class and support on the academic classes.

If the student has a transcript from a previous school, the transcript will be analyzed and credits will be awarded for the units of study finished in the native country or previous school in the states. The student receives the "Passport to Graduation" to show the number of credits need it to achieve his/her High School Diploma. If the student arrives in the 11th grade the student automatically will be exempt from taking the Global Regents. If the student arrives in the 12th grade, he/she will be exempt from taking the Global and Earth Science Regents.

The process is as follows:

1. Ms. Ammatuna is responsible for Identifying the ELLs through the intake process.
2. After the student is identified as an ELL, Ms. Quinn will administer the LAB-R to establish entitlement to the ESL program and the ESL level.
3. An entitlement or non entitlement letter will be distribute to the student and parent.
4. The parent will be invited to the Parent Orientation meeting where the Parent will watch the video.
5. All the letters are kept in the cumulative folder of the student and a copy in the ESL office.
6. If the student needs IVR the notice is sent immediately to the Special Education Liason for services.
7. ATS screens are all updated by Ms. Cinardi within 10 days of the student coming to school.

Paste response to question here:

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the exam week, the RELC report from ATS is run to assure that all ELLs are captured during the testing period. A letter is mailed home stating the value of taking the NYSESLAT. We asked parents to make sure that their child is in attendance during the designated time for the exam. Telephone calls are made home to remind parents of the exam on a daily basis during the week of the exam.

During the NYSESLAT window in the spring all ELLs are tested during the ESL class by Ms. Quinn and Ms. Ammatuna. The ESL teacher administers the oral examination. The other three components: reading, listening and writing are administer in the ESL class, one module per day as per the instructions of the exam.

6. 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.) 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. 
- After reviewing the school Ell's history (38 students). The majority of parents selected the Free Standing ESL program. The school would like to add a Dual Language program (English-Spanish) for the next school year. The Dual Language grant is being written for the November due date. This grant would allow the school to expand the offerings for all ELLs as well as monolingual students to learn the target language. Within the last few years incoming parents do ask for ESL program instead of Bilingual Program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The Secondary School for Journalism has the ESL Free Standing Program, which allows students to receive the ESL class by proficiency level and then go to their academic classes by grade. The ESL teacher pushes in in the academic area to aid the teacher and students understand the subject taught. In the academic classes if needed students are seated by language groups to learn the subject.

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)?

Students in grades 9 through twelve at beginning level receive three periods of ESL daily. Students in grades nine through twelve at intermediate level of English receive two periods of ESL and one period of ELA daily. Students in grades nine through twelve at an Advanced level receive one period of ESL and one period of ELA.

The content areas are delivered in the same manner as the monolingual students with the difference of having the ESL teacher in the classroom

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 foster language development and meet the demands of the Common Core Learning Standards.

Learning in collaborative groups is beneficial, an opportunity to be accountable for one's own learning is also needed for ELLs. In order to challenge students, teachers need to carefully craft a supportive environment and design ways that allow students to take risks, grapple with real-life situations, and problem solve as they will be expected to do whether at college or on the job

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The Secondary School for Journalism makes sure that the second language is used in class for clarification of academic materials. The AP Guidance and ESL teacher make sure to bring them up-to-date in all the school information and activities and they are part of the school spirit. In the academic classrooms the ESL teacher push in and helps the academic teacher using ESL methodologies to ensure that students understand the subject taught.:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers of ELA, history/social studies, science, and other subjects are expected to "use their content area expertise to help

students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students are a significantly at-risk population. SIFE's benefit from educational approaches which integrate social, cultural, and instructional and community resources:

1. Determine the nature and extent of prior knowledge.
2. Address social, emotional and cultural needs
3. Tap into students' interests and strengths in order to scaffold new information.
4. Use differentiated pedagogical practices and instructional materials relevant to age and grade level.

The placement of SEFEs is based on documented information collected during the identification process.

Adolescent students who are newly arrived immigrants and who need to learn English language are the most vulnerable of all the sub-groups of ELLs, The following concepts are considered when scheduling newcomers:

1. Flexible scheduling of courses.
2. Content area instruction to fill gaps in educational background,
3. Extended time for instruction and support.
4. Transition measures to ease newcomers into regular school programs or beyond high school.

#### 4-6 Years

This group of students received services to strengthen vocabulary, comprehension, reading fluency and writing to achieve literacy in the target language

#### Long Term ELLs:

This group of students is distinct from the rest because they are not new arrivals but rather have been in the US for over 7 years and some are born here. In spite of their oral proficiency in English, low levels of academic literacy in both English and their home language characterize these students.

These students need to have academic intervention as well as a graduation timelines, GED options and career pathways, while also noting social and emotional needs.

Former ELLs are followed for two years and received all the accommodations directed by Part 154. Extended time during testing periods, use of dictionaries and glossaries, etc.

7. 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?

ELL-SWDs received all mandates prescribed in their IEPs plus the ESL component needed for their instruction. The student may need oral translation during testing. All accommodations are followed per IEP and Part 154.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school differentiates instruction in all academic classes by providing the ICT model. Their schedule allows the Special Education teacher to take the students to a different location and go over the lesson and activities to ensure the understanding of the topic. All teachers have access to the IEPs to ensure that academic goals are met during the year.

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

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

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

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

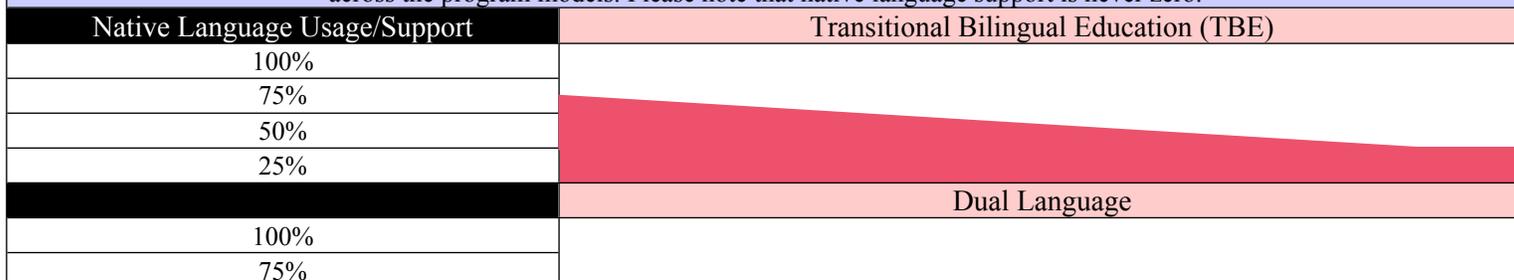
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

#### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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**

9. 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.  
Strategies For ELLs include but is not limited to: Scaffolding, use of cognates, explicit vocabulary instruction, pairing students that speak the same language, usage of technology. After school programs design to improve their academic skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Are current ESL program meets the needs of ELLs in both content and language development. ELLs in the content area are able to successfully complete their tasks. The language acquisition is not as fast as the school would like it to be. We based our finding using the NYSESLAT, Regents and class grades.
11. What new programs or improvements will be considered for the upcoming school year?  
For the following year one of the improvememnts to the program would be the implementation of Achieve 3000 to improve their literacy level. The use of I\_PADS in class will allow the teacher to use technology to enhance their learning using different programs for the academic content areas.
12. What programs/services for ELLs will be discontinued and why?  
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have equal access to all school programs including after school. All applications and news are disemminated via their ESL classes. Parents are called to explain the importance of their child attendance in these programs. The after school and Saturday school are targeted for Regents Preparation and tutoring in all academic areas. The extracurricular activities news are disseminated to all ELLs in class and followed with a phone call home to explain to the parents the forms.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
We use: glossaries, academic books in their native language, reading materials related to the subject in their native language, translations . The use of I-PADS for instant translations.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
The native language support is delivered in class. (Spanish)
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The school follows Part 154 requirements for all ELLs. We use Title III to support and purchased extra resources for ELLs, like the I\_PADS, reading library.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
We use the buddy system with the new ELLs to get them use to the building. Dr. Quinn or Ms. Ammatuna will introduce the teachers to the student and answer any questions that they may have. Parents are called as needed to let them know how their child is doing in school.
18. What language electives are offered to ELLs?  
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The Professional Development for this year will include but is not limited to:

MONTH	TOPIC
SEPTEMBER	FIRST AND SECOND LANGUAGE ACQUISITION
OCTOBER	STAGES OF LANGUAGE ACQUISITION
NOVEMBER	BICS AND CALP
DECEMBER	TITLE III REQUIREMENTS
JANUARY	LAWS AND POLICIES GOVERNING THE EDUCATION OF ELLS
FEBRUARY	LANGUAGE AND CONTENT OBJECTIVES
MARCH	SCAFFOLDING FOR ELLS

These practices will be address this year with all teachers to support ELLs to engage in the Common Core Learning Standards as well as to provide the transition from middle school to high school.

#### Effective Teaching Strategies

- Cooperative Learning
- Cues, Questions, and Advance Organizers
- Generating and Testing Hypotheses
- Homework and Practice
- Identifying Similarities and Differences
- Nonlinguistic Representations
- Reinforcing Effort and Providing Recognition
- Setting Objectives and Providing Feedback
- Summarizing and Note Taking

Teachers are reminded every year about the equalities that ELL and Special Ed students receive the same services as the regular students.

The entire school staff, including Principal and Assistant Principal participates in all Professional Development.

Ms. Ammatuna assist the ELL population as they transition from grade to grade and when they become proficient. Ms.

Ammatuna goes to all the mandated meetings giving by the ELL office.

Records are maintained in the office for each teacher.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

FALL

IF YOUR CHILD LEARNS IN TWO LANGUAGES

SPRING

DREAM, BELIEVE, SUCCEED

The school at the moment is partnered with 21 st Century to provide services to the parents as well as students. We are preparing a series of workshops for bilingual parents at the same time as the regular parents. monthly meetings. Oral translators are available during all Parent meetings. In addition to these two meetings, any meeting given during the school year by the school all ELL parents are invited and translation is available in Spanish at all times. In the event that a parent will attend that do not speak Spanish a translator would be present for the event.

### **E. 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 response to question here:

## Part VI: LAP Assurances

School Name: <u>Secondary School for Journalis</u>		School DBN: <u>15K463</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jodi Radwell	Principal		1/1/01
Bibiana Ammatuna	Assistant Principal		1/1/01
Susan Stein	Parent Coordinator		1/1/01
Deidre Quinn	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mayleen Cummings	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 15 School Name: Secondary School for journalism

Cluster: 1 Network: 112

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

### **Part A: Needs Assessment Findings**

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

The data used to assess the school's written translation and oral interpretation needs is from ATS. We provide translations to parents during Open school Night and Day (fall/spring). All written correspondence is translated to Spanish. We use the Language Identification form to determine the parents needs. Pre-assessments of which language (s) will be needed based on past events, preregistration information or by using home language survey data. The school typically covered the following meetings:

1. Parent Conferences
2. Suspensions hearings
3. Educational meetings

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

The school has a need for translators during activities designed for parents. Besides the ESL parents, there are many families that the adults do not speak English while their children English is their first language. Every time we encounter a translation need we keep track of the language.

During Regents, there is the need for translators in Chinese, Arabic, Hungarian and Bengali. Translation services in additional languages will be obtained via extendor vendors. All the translation needs are reported to the community via PTA, SLT, teacherr meetings.

## 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 school will provide written translation in the languages mentioned in Part A. The Spanish translations will be in-house by school staff. The Arabic, Bengali, Chinese and Hungarian will be provided by an outside vendor. These translations will contain critical information regarding a student's education in each of the covered languages. An onsite-interpreter will be requested for parent conferences, fairs workshops, hearings and meetings. Translated signs will be prominently displayed at the entrance of the building in which the event is taking place..

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.

Over the phone interpretation services available will be access for parental meetings. The oral interpretation unit will be used to translate for students during Regents in the fall and spring. These services will be provided by an outside contractor for all languages except Spanish that it will be in house. The interpreter will be utilized solely as a bridge for the two parties to communicate and is not a source for general information. One person would speak at a time. .

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 by monitoring all services used for oral and written translations in school. We will use over the phone interpretation services to facilitate communication with parents, written translations





## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Maria Broughton

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

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