



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WORLD JOURNALISM PREPARATORY: A COLLEGE BOARD SCHOOL

DBN (i.e. 01M001): 25Q285

Principal: CYNTHIA SCHNEIDER

Principal Email: CSCHNEIDER2@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: M. CRISTINA JIMENEZ

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
Cynthia Schneider	*Principal or Designee	
Kenneth Mengani	*UFT Chapter Leader or Designee	
Vicky Troumouhis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sal Patino Rita Cinqumani	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Monica Giannakopolus	Member/ Parent	
Kathy Konnaris	Member/ Parent	
Anna Kostopoulos	Member/ Parent	
Alejandro Sosa	Member/ Teacher	
Linda Post	Member/ Teacher	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

Progress -- Increase levels of progress through an ongoing strategic process to develop, revise, and refine rigorous curriculum and assessment tasks aligned to the Common Core Learning Standards as evidenced through; ePortfolio submissions, increased test scores (regents and state exams in the middle school by 5%. Toward this end we will focus on a comprehensive Independent Reading program across the school.

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.

Our middle school students continue to show a slow rate of progress on the NYS exams overall. A majority of our students are proficient but need to improve to greater levels. Obviously with Common Core Testing they need to make much more progress

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. Continue to provide professional development workshops and instructional strategies the focus on implementation of the instructional shifts need for CCLS mastery.
2. Provide student supports through programming changes that include full-time ICT. All Special Ed teachers have been programmed to support IEP students in all four content areas. This is a change from just ELA and Math focus.
3. Purchase of Study Island so students have another avenue to learn and practice the skills, content, and processes needed to make more significant progress.
4. Implementation of the iZone so high schools students, in particular, are given multiple supports to increase mastery.

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

1. Principal, Assistant Principals, Counselors, Staff/On line support systems.
2. Principal, Assistant Principals, Counselors, Staff/On line support systems.
3. Principal, Assistant Principals, Counselors, Staff/On line support systems.
4. Principal, Assistant Principals, Counselors, Staff/On line support systems.

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

1. ePortfolio submissions
2. student surveys
3. Advisory check-ins
4. iLearn Reports

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

1. Present through June 2014
2. Present through June 2014
3. Present through June 2014
4. Present through June 2014

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

1. No additional cost associated with this activity.
2. No additional cost associated with this activity
3. Middle School elective will run Study Island.
4. High School will work with iZone supports.

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).

Workshops, Parent Coaching for World Class Parenting

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	Title IA	Title IIA	Title III	Set Aside	Grants
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.
 College Readiness – By June 2014 high school students will show a 5% improvement in PSAT/SAT scores as compared to the prior 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.
 Our high school students continue to show improvement on the tests used for college admission and scholarship. Those score have improved each year but need to grow continually. There is also a poor correlation between our student's grade point averages and their PSAT/SAT overall and subtest scores.

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. Continue to revise the curriculum to increase rigor, in all content areas and grade levels.
 2. Increase advanced placement course offerings, increase student participation in the courses and the testing.
 3. Increase student participation in SAT prep classes.
 4. Continue to formalize Pre-AP skills and strategies in the middle school.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, Assistant Principals, Counselors, Staff
 2. Principal, Assistant Principals, Counselors, Staff
 3. Principal, Assistant Principals, Counselors, Staff
 4. Principal, Assistant Principals, Counselors, Staff
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Atlas Rubicon curriculum map reviews will document revisions.
 2. Quantifiable AP skills, strategies incorporate in middle school curriculum
 3. Enrollment and testing numbers will show desire increase
 4. Increased rigor in all assessments across grade level and content area.
- D. Timeline for implementation and completion including start and end dates**
1. Present through June 2014
 2. Present through June 2014
 3. Present through June 2014
 4. Present through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. No additional costs are associated with this activity.
 2. No additional costs are associated with this activity.
 3. No additional costs are associated with this activity.
 4. No additional costs are associated with this activity.

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).
 Workshops, Saturday sessions, SAT prep classes.

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

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.
Teacher Effectiveness – WJPS staff will show continual improvement on the Danielson Framework for Teaching rubric by at least one category overall by June 2014. At least 80% of our staff will earn an effective or highly effective rating.

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.
NYCDOE and NYS has made teacher effectiveness a major goal for everyone. We know through research that the most effective teachers increase student achievement.

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. PD that focuses on teacher effectiveness best practices. 2. Effective observations and feedback. 3. Student surveys
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principals, Counselors, Staff 2. Principal, Assistant Principals, Counselors, Staff 3. Principal, Assistant Principals, Counselors, Staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. 1. Agendas and Sign in Sheets. 2. Online reports 3. Survey results with identified next steps.
D. Timeline for implementation and completion including start and end dates
1. Present through June 2014 2. Present through June 2014 3. Present through June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional costs are associated with this activity. 2. No additional costs are associated with this activity 3. No additional costs are associated with this activity

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).
Workshops, Saturday sessions, World Class Parenting Coaching

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

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.
 Increase quality of WJPS STEM program throughout the school.

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.
 As of the 2013-2014 school year, WJPS began the Franklin Center for STEM preparation. Intended as the first year in a high school sequence for preparation and participation in national Science competitions, it is the first step for a focus on STEM activities and the publications that result. AS a school known for writing and publication, the need for us to expand our appeal through STEM. Obviously as we look at CCLS, the use of those strong literacy skills can be significant in the development of STEM activities in the school as a whole

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
 Apply for rigorous projects that might involve the whole school. WJPS has been approved for participation in Student Spaceflight Experiments Program (SSEP): Mission 6: a collaboration with NASA. Our students will design, research, and prepare an experiment bound for the International Space Station.

B. Key personnel and other resources used to implement each strategy/activity
 1. Principal, Assistant Principals, Counselors, Staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. Because of the sweep of this project, benchmarks for progress have been identified from the start to the final presentation. Student will be keeping a self-assessment journal documenting their learning throughout the project span. Final projects will be memorialized in the students' ePortfolios.

D. Timeline for implementation and completion including start and end dates
 1. Present through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Work on finding

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).
 Workshops, Saturday sessions, World Class Parenting Coaching

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

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.

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

1.

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

1.

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

1.

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

1.

E. 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.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Comprehensive Independent Reading Great Leaps Regents Prep Study Labs iZone supports Study Island Homework Help Writing Lab	Various (small group, one-to-one, tutoring, etc.)	During school hours lunch time, after school, during class through differentiation, advisory, study lab sessions, video and online resources
Mathematics	Great Leaps Double block of math in Middle School Study Labs Study Island Advisory iZone Homework Help	Various (small group, one-to-one, tutoring, etc)	During school hours lunch time, after school, during class through differentiation, advisory, study lab sessions, video and online resources
Science	Labs Study Lab STEM – SSEP Advisory iZone Homework Help	Various (small group, one-to-one, tutoring, etc)	During school hours lunch time, after school, during class through differentiation, advisory, study lab sessions, video and online resources
Social Studies	Study Lab Homework Help Writing Lab	Various (small group, one-to-one, tutoring, etc)	During school hours lunch time, after school, during class through differentiation, advisory, study lab sessions, video and online resources
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conference Study Lab	Various (small group, one-to-one, tutoring, etc)	During school hours lunch time, after school, during class through differentiation, advisory, study lab sessions, video and online resources

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

- 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.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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)**

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

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

Parent Involvement Policy (PIP) Template

Statement of Parent Policy WORLD JOURNALISM PREPARATORY SCHOOL

WJPS agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---
 - That parents plan an integral role in assisting their child's learning
 - That parents are encouraged to be actively involved in their children's education at school
 - That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.
 - The carrying out of other activities, such as those described in section 1118 of the ESEA
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- Provide to each parent an individual student report about the performance of their child on the State standardized tests.

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;
- Hold Portfolio conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically these conferences will be held in the fall and spring.
- Provide parents with frequent reports on their children's progress. Specifically WJPS will provide reports as follows: twice-yearly conferences, progress reports and report cards as well as access to Pupil Path, an online communication and records system.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: twice yearly during portfolio conferences, during a "Meet the Teacher" event and by appointment during the school day. Parents may also contact teacher by email and through Pupil Path and expect a reasonably timely response.

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

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 **?**.

A. School Information ?

District 25	Borough	School Number 285
School Name World Journalism Preparatory School		

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 Cynthia Schneider	Assistant Principal Nancy Poulos
Coach N/A	Coach N/A
ESL Teacher Mary Bernhardt	Guidance Counselor V. Lumetta/K.Paplow
Teacher/Subject Area Nicole Devine/ELA	Parent Vickie Troumouhis

Teacher/Subject Area Shari Marks/ELA	Parent Coordinator Helen Reed
Related Service Provider Daniel Petrotta	Other n/a
Network Leader(Only if working with the LAP team) Christina Jimenez	Other n/a

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	611	Total number of ELLs	3	ELLs as share of total student population (%)	0.490.49%
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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

This school offers (check all that apply):

Transitional bilingual education program	Yes No	If yes, indicate language(s):
Dual language program	Yes No	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	Tot #

Total	00 00 00	1 00 00	2 00 00	3
Number of ELLs who have an alternate placement paraprofessional: 0				

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00

*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																		
																				00	00	
																					00	00
																					00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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								1						01
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi								1						01
Polish														00
Albanian														00
Other									1					01
TOTAL	00	01	01	01	00	00	00	03						

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)														00
Intermediate(I)										1				01
Advanced (A)								1	1					02
Total	00	00	00	00	00	00	00	01	01	01	00	00	00	03

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		Total
	1	2	3	4	
3					00
4					00
5					00
6	1				01
7	1				01
8	1				01
NYSAA Bilingual (SWD)					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	N	English	N	English	N	English	N	
3									00
4									00
5									00
6	1								01
7	1								01
8	1								01
NYSAA Bilingual (SWD)									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	Native	English	Native	English	Native	English	Native	
	h	L	h	L	h	L	h	L	
4									00
8			1						01
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

Geography				
US History and				
Foreign Language				
Government				
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.

Our WJPS teachers use Fontas and Pinnell and/or DRAs to assess the literacy skills of our ELLS. Our data shows our ELLs are all reading below grade average. This will help to inform our school's instructional plan to include support work in literacy skill building. Vocabulary, summarizing, and making inferences are all areas in need of improvement. We plan to implement the regular use of graphic organizers, vocabulary help websites, and afterschool help on Wednesdays. Our seventh grader is reading at a N level, our eighth grader is reading at an O level, and our ninth grader is reading at a Q level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns support the reading and writing scores on the NYSESLAT and state exams. They are not proficient yet at their grade levels. Reading comprehension, writing essays, and multiple choice questions present a significant challenge.

3. 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)

The state did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. The patterns indict the ELLs did not meet the required standards in ELA or math last spring. In addition, they did not meet the proficient level in certain areas of the NYSESLAT exam. Our students are not taking any state exams in their native languages as per their IEPs and testing accomodations. However, alternative language tests have been offered to them, and they have chosen not to use them.

b. We will use the Periodic Assessments to direct our lesson planning, afterschool programs, and daily differentiation objectives.

c. Periodic assessments demonstrate below-average literacy and math skills. Our ELLs need to develop their critical thinking skills, vocabulary, and writing to help achieve grade-level standards success.

5. 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

6. How do you make sure that a child's second language development is considered in instructional decisions?

All content-area teachers include differentiation in their daily lesson plans. Some forms of assessment practiced are chunking, small group instruction, reading directions or passages a second time and frontloading vocabulary.

Reports used to make instructional decisions are interim assessments, state standardized exams, info on ARIS and Advance, as well as, Skedula. Closely monitored, the collected data results are used for strategic planning.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

WJPS evaluates the success of the ESL program on progress exhibited on periodic assessments, e-portfolio artifacts, the NYSESLAT exam, all NYS exams, and Regents.

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.)

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

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

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

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

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

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

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

Administration of Spanish LAB for Spanish-speaking ELLs will involve reaching out to our Network liason to help us coordinate administering the LAB or finding suitable personnel such as a Spanish teacher or ATR.

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.

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

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

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

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

detailed information. Also mentioned in the presentation and in the literature is the research on each.

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

Entitlement letters will be distributed by the ESL teacher and data secured as it becomes available in locked closet.

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.

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

Criteria for placement depends on their NYSESLAT or LAB-R results. ELPC screen is viewed monthly for changes. Copies of the entitlement letters will be placed in students' permanent records. The ESL teacher, an administrator or a parent coordinator will schedule meeting with parents to discuss placement and review entitlement.

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.

Administrator and teacher record dates of test, order the appropriate number of tests, then schedule the administration of tests

within the allotted period for testing. Due to our small population, we are able to administer each section one day at a time, one-three periods if necessary. The teachers administering the Speaking test will have their classes covered by a substitute teacher. The ESL teacher will administer the other sections of the test; her classes are covered during the scheduled testing dates.

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. ①

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

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

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])?
 - 1a. Currently WJPS has a pull out model for ESL delivery to the middle school students and a high school student. One day a week the teacher will push in to a high school American history course.
 - 1b. Students are grouped in one class with the ESL teacher during the literacy block for middle school students, and during the elective blocks for High School teachers. Planning and articulation between classroom teachers is continuous- (done during common preps and vertical/horizontal team meetings) and ongoing to keep instruction seamless to build fluency of language. The ESL students are ungraded and heterogeneously grouped. Instruction is provided by a dually certified New York State ESL teacher.
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)?
 2. In our pull out ESL model student programs reflect the required amount of mandated minutes for each level of proficiency for explicit ESL services and support. In only one instance where an intermediate student has been indentified, for 360 minutes, the ESL teacher works with the ELA teacher to ensure that the learning target, ESL goals and objectives are incorporated into the ELA classroom. In addition, the ESL teacher will go to the content area teachers providing additional supports as mandated so that students earn their required high school level credits while satisfying the ESL requirements so that they can graduate within the required 4 year plan.
3. 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.
 3. In the content area subject teachers incorporate ESL strategies to satisfy the demands of the Common Core Learning Standards. Available to ESL students are native language glossaries, word walls, native language dictionaries, and student buddy systems. , and when necessary the following strategies are used to address the needs of ESL students- using mnemonic devices to help with memorization, using visualization to help students focus, having students write down information and instructions in a notebook, using categorization or grouping to facilitate memory, using chunking to adequately recall sequences of numbers and other types of information, use reauditorization/silent rehearsal, having students think of words that

mean the same thing, etc.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our daily learning targets include all four modalities. There are multiple assessments given to evaluate the four modalities of English acquisition throughout the year. Some example of assessments used are entrance or exit tickets, mid-unit assessments, and end of unit assessments. The assessments test for three-four of the modalities at a time.

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).

. 6. a. Currently WJPS does not have any SIFE students enrolled. However, SIFE students would be assessed for their current English proficiency level. If needed, bi-lingual dictionairies can be provided, as well as, differentiation of instruction. They would receive the same additional assistance as our newcomers.

b. Our newcomers will also receive electronic translator devices if available, a "buddy" partner to help translate, and when possible, teachers will provide a translated version of a text. WJPS uses the Study Island program to develop reading, writing, and math skills at all levels. Also if necessary, software would be purchased on a as needed basis. The newcomer will have assistance available from administration, the ESL teacher, guidance counselors, an assigned student advisor, and buddy to help make the transition proceed as smoothly as possible.

e. Former ELLs will be supported up to two years with appropriate testing accomodations, available content glossaries, small group instruction, study labs on Wednesday, Study Island, and any enrichment/redemial software available.

Intervention activities are readily available for ELL subgroups should they enter at any time in the school year. Helping the students make a smoother transition: individual assessments are done by content teachers, access is provided to teachers' blogs that contain past/present assignments, videos, tutorials, Google translation into native language available online. When available, a modified textbook or online text may be provided for certain content classes. In our history classes, Jack Daws allow opportunities for visual learning of primary source artifacts.

. If and when the situation arises where we do receive enrolled newcomers, we will assess and evaluate their learning needs to offer them the finest supports and pedagogical practices to provide them with the best instructional plan.

6 . c. Our ESL students receiving 4 to 6 years are taught English using ESL strategies. We use cooperative learning strategies

for our diverse learners. For instance, we use jigsaws often so students can work in pairs to learn a particular part of an article or material, confer with one another on the meaning, then present their finding to the class. Each pair shares what they've learned and the students learn from them. It helps to build their reading, writing, speaking, and listening skills. This year we will be reading more informational text and writing more expository pieces. Our plan is to complete complex sentences and multiple paragraph essays which cite textual evidence to support claims. In this process we plan, organize, research, discuss, have teacher and peer conferences, and write reflections.

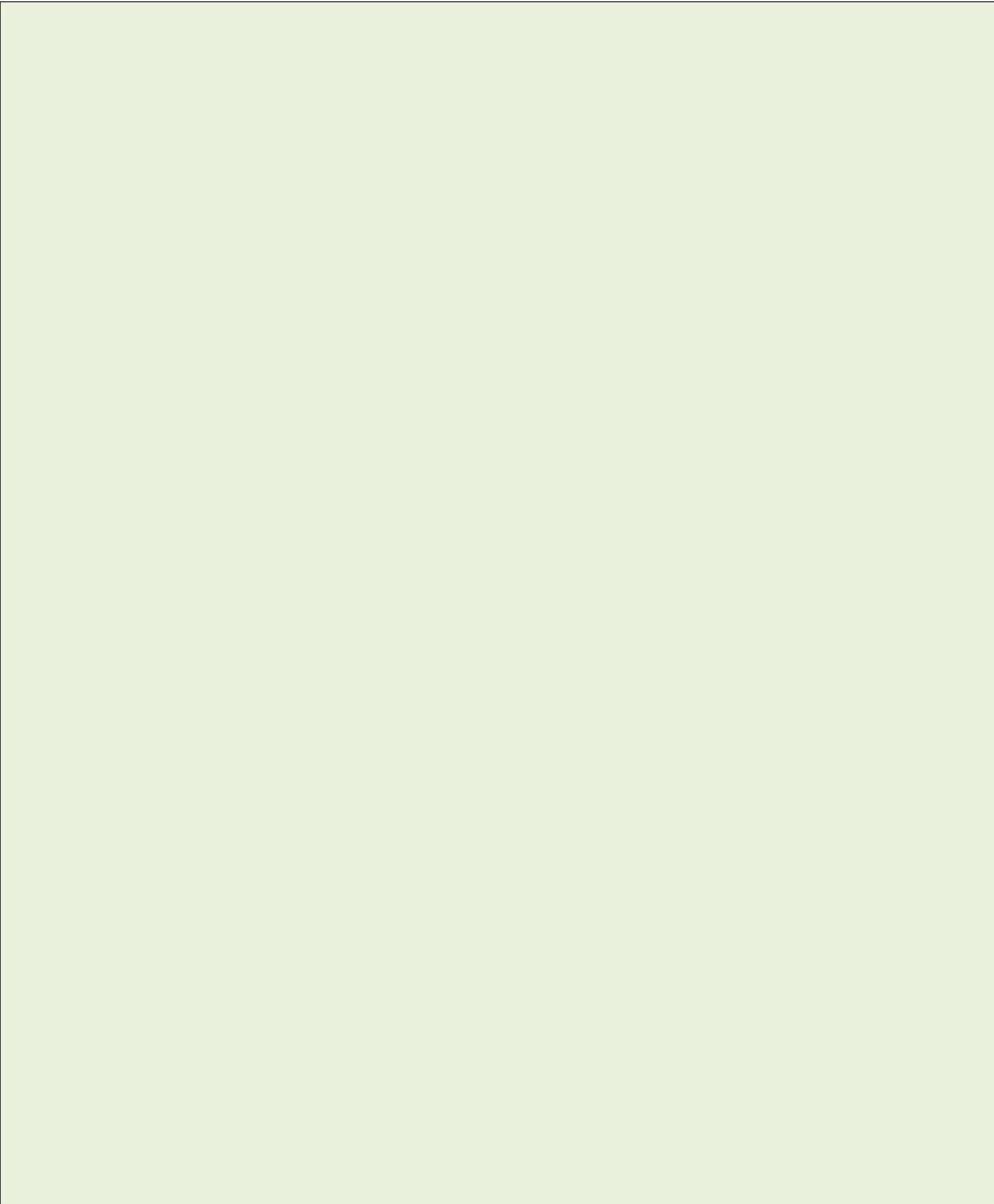
6d. The plans for the Long-Term ELLS are the same as the above, however, the Special Education teacher and their IEP goals are considered as part of the goal setting.

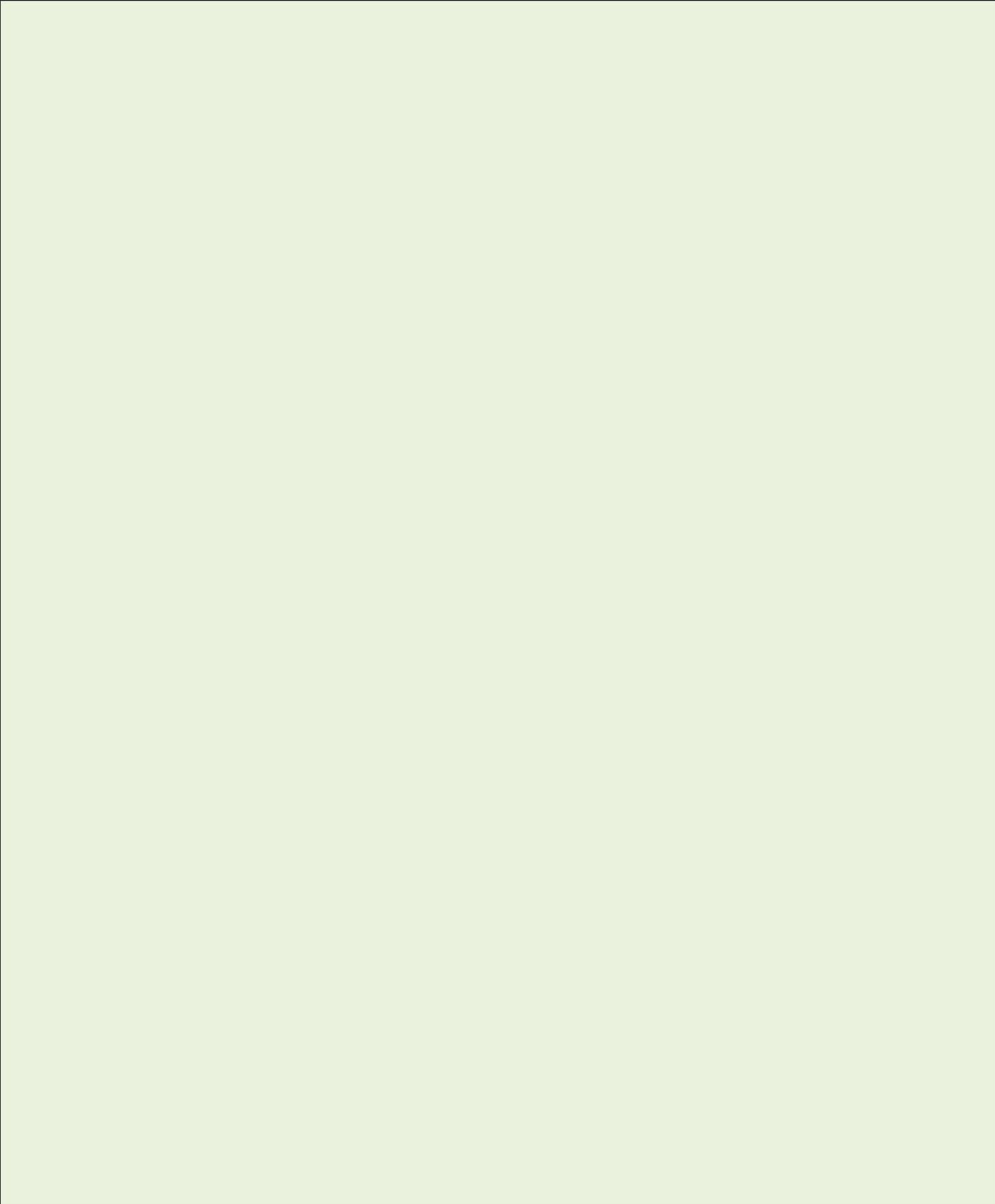
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

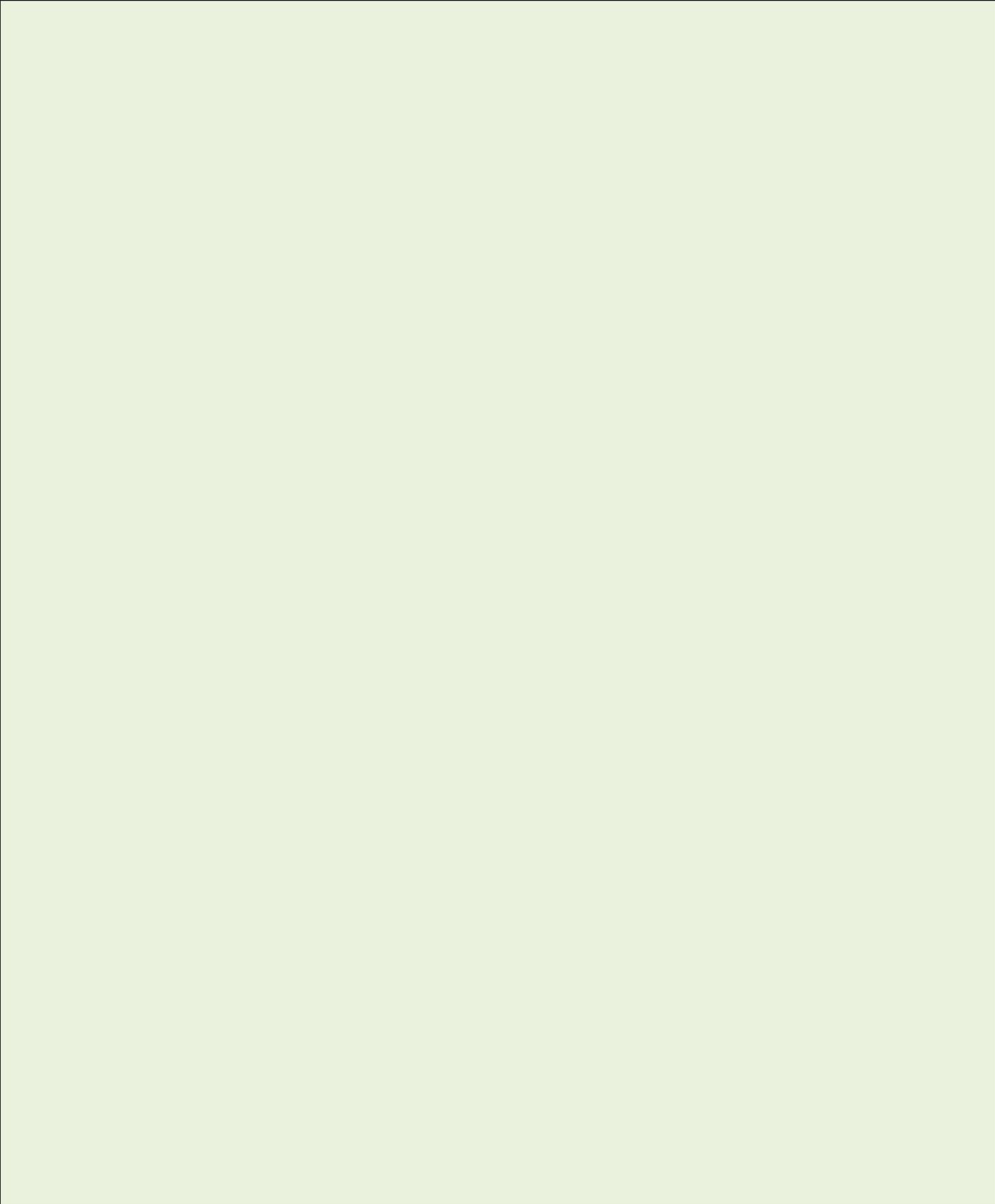
7. Small group, one-to-one, whole class instructional strategies are used on a rotating basis. Because our class is small, we are able to conference often about the work and progress. The grade-level materials are provided by their content teachers, as well as, a classroom library, computer and writing center is available. The school programming office consults with our school administration and the ESL teacher to ensure correct time is allotted for ELL-SWD whose IEP mandates ESL instruction. In addition, students are part of our two-teacher ICT classes. Presently we do not have a bilingual program. However, we would follow the protocol for a newcomer plan.

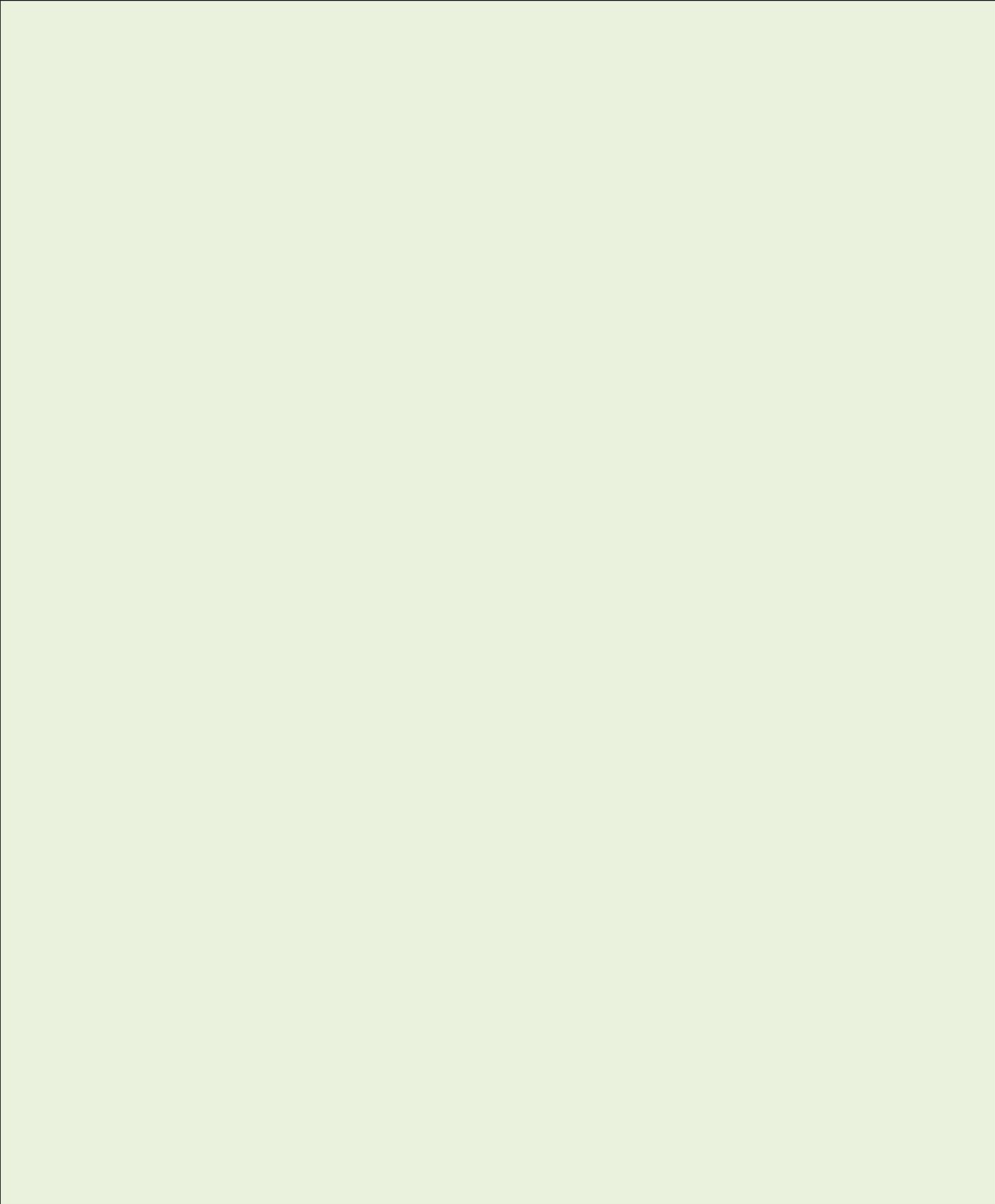
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

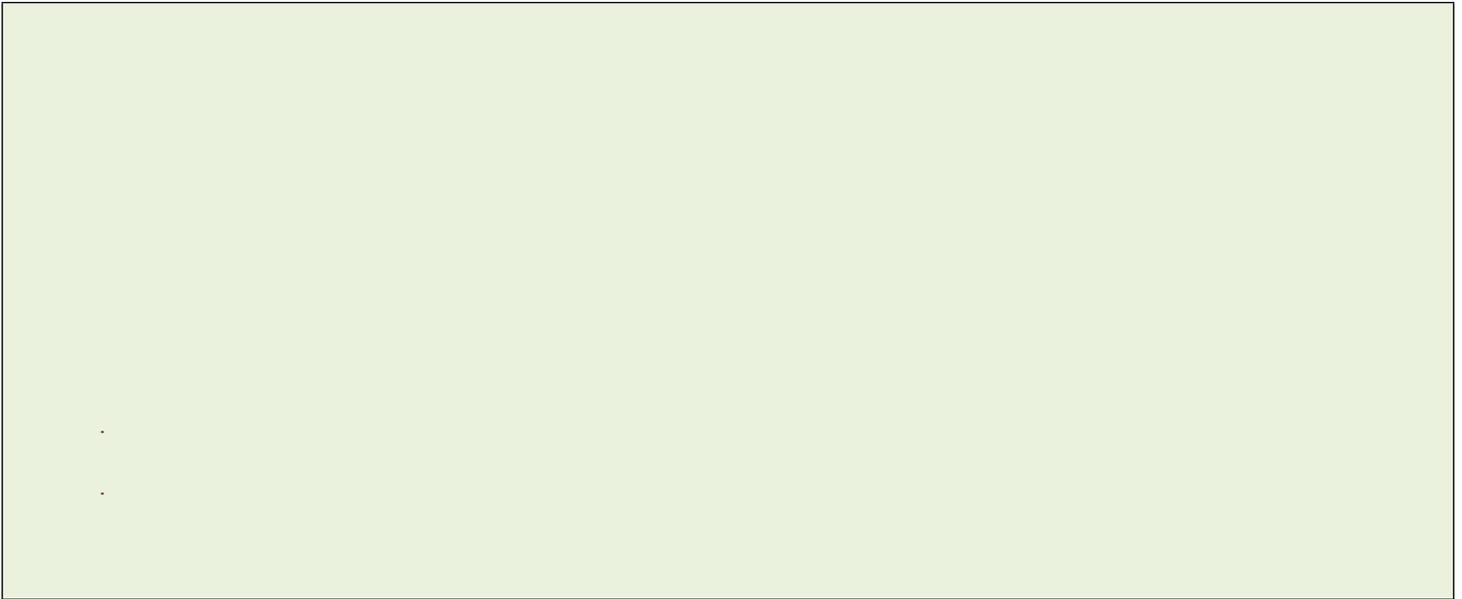
8. We use differentiation in our curricular and instructional development in order to meet the diverse needs of our ELLs-SWDs. The classroom allows a lot of space and various seating configurations to promote the least restrictive environment. ESL and content area teachers articulate to come up with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











Courses Taught in Languages Other than English *①*

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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 are afforded equal access to all school programs. All student government groups and clubs are open to all who want to join. Afterschool academic enrichment such as test prep and weekend Regents prep classes are also open to any student who wants the extra help provided by our staff members. ELLs are invited by their ESL and/or content teachers to participate in school programs, such as our Environmental or Greek Clubs and Music. Teachers will conference with students and recommend they attend test prep classes or study labs on Wednesday afternoons to encourage social, speech, and academic skill building.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

WJPS provides ELLs access to computers to assist in students with translation, vocabulary sites, grammar enrichment, homework site help, and for research purposes. In addition, teachers provide word walls, previews of vocabulary or content for frontloading information, and vocabulary and math help cards. Classroom libraries contain multi-leveled books. All content area teachers maintain websites that have daily postings of class notes, work, supplemental videos and images to help students be successful.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

.Students are paired with native language speaking partners when possible. Also, there are native language glossaries available.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required service supports and resources are utilized by their peers. The ESL teacher confers with the ELLs content teachers to ensure appropriate support and Common Core alignment.

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.

WJPS offers orientation days prior to school opening. During orientation, students are given explicit instructions and guidance about school expectations and regulations. Student ambassadors assist the students with a tour and present information about student organizations. Uniform companies are available for taking orders and answering questions. In addition, staff and PTA members are available to explain lunch procedures and paperwork that needs to be filled out. If the ELL student and family members need a translator one will be made available. We have a list of staff members and students who have volunteered to help. The same tour and guidance will be available for the ELL student who enrolls throughout the school year.

18. What language electives are offered to ELLs?

In middle school, all students take a Latin course. In high school, presently students are offered Spanish language classes.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

1. Professional Development will include an overview of the program, the students involved, and the best teaching practices recommended for ELLs' progress. WJPS' professional development sessions included instruction in differentiation strategies and application regularly for our whole school staff. The PD/ training dates 10/2/13,11/6/13/,11/20/13,1/22/14 will have included topics on Expeditionary Learning for middle school staff , Danielson Methodology, the Study Island program, ELL:content,process, product, Special Education ELL Focus.

2. Our middle school staff is currently using Expeditionary Learning's 6-8 curriculum. The daily lesson plans include differentiation strategies for ELLs and align to the Common Core Learning Standards. One of the main topics of staff professional development at WJPS is differentiation. Articles are read and discussed to help inform staff about effective strategies to implement in our classrooms to our diverse student population (gifted, special education, ELLs).

3. Staff provides differentiation, conferencing, tutoring, peer tutoring, advisory class, and emotional support to our ELL population, as well as, others during the transition from elementary to middle and/or middle to high school.

4. ELL training for all staff includes overview of program, profile of each student (only 3 in program), updated articles about the best teaching practices, and suggested free webinars offered by Scholastic for reading and writing strategies in the content

areas. Records are maintained by ESL teacher and administration

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?

1. Parents are thoroughly-involved with all school events, field trips, PTA meetings, SLT and fundraisers. They are invited to partake in student's portfolio conferences, middle school orientation, parent coordinator site. All online information can be translated into preferred language choice through EChalk. At school conferences, translators are available if needed.

2. At this time, WJPS does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. Parents needs are evaluated during the initial identification process, Meet the Parent Day, and later during student portfolio conferences. Our Parent Coordinator, Helen Reed, has a website and emails parents with school updates-translations available. She makes a point of keeping the lines of communication open with all parents.

4. ELL parents can have translators available if necessary. Other parents and staff members also extend help to any parent who does not speak English. Some events at school parents are invited to: college information sessions, middle school dances, PTA meetings, literacy night, ice skating night, and our international feast. Information is communicated to parents online, through email, and letters. All correspondence is equipped with translation opportunities.

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.

School Name: World Journalism Preparatory

School DBN: 25Q285

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Schneider	Principal		11/4/13
Nancy Poulos	Assistant Principal		11/4/13
Helen Reed	Parent Coordinator		11/4/13
Mary Bernhardt	ESL Teacher		11/4/13
Vicky Troumohis	Parent		11/4/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Kimberly Paplow	Guidance Counselor		11/4/13
Cristina M. Jimenez	Network Leader		11/4/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q285 School Name: World Journalism Preparatory School

Cluster: 4 Network: 402

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

Part A: Needs Assessment Findings

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

WJPS refers to the Home Language Surveys and with support and verification from Blue Emergency Contact Cards to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language that they can understand. Additionally, the School Report Card, and the learning environment surveys also assist us in this assessment. EChalk, our online internet communication site, also has the ability to run interpretation reports. Any document, any posting can be easily translated with the click of a button. We can access this report to see how many viewers requested that information made available on the website be translated to their home language. During PTA meetings, our school community is also surveyed to see what language preferences they have.

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 data shows that our needs are as follows:

Alabianian- 1
Arabic- 1
Aremenian-1
Belorussian-1
Bengali-1
Cantonese-3
Chinese-9
Dutch-1
French-1

Greek-8
Gujarti-1
Haitian Creole-1
Hebrew-1
Hindi-1
Italian- 1
Korean-3
Mandarin-29
Polish- 2
PUnjabi-5
Russian-3
SLovak- 1
Spanish- 64
Ukrainian-1
Urdu -8
Vitenamese-1
Hearing Impaired- 1

Findings were reported to the staff during professional development conferences in early September. Finding were also reported during SLT. Our ELL teacher also presented to staff her findings and gave strategies to the staff as they related to communication and outreach for parents and students. We polled and designated specific staff members to offer their own translation services as needed, and as it related to availability. Staff that is available and can readily translate cover the following languages- Spanish, French Creole, Greek, Hebrew, Mandarin, Chinese, and Korean.

Part B: Strategies and Activities

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

Because our needs cover a broad spectrum of languages all of our documents are marked with a Translation Stamp that states "This Document is Important", please have it translated". The stamp is translated into Spanish, Chinese, Korean and Haitian Creole. Additionally, all our important documents are posted online, at the wjps.org website via the services of E-Chalk. If you scroll down to the bottom, you have the option of translating the website and all of its contents to your preferable language.

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.

At this time, Oral Interpretation Services are requested through DOE contracted vendors (as per the guidelines of the Translation and Interpretation Unit) for Portfolio Conferences/Parent Teacher Conferences, Open Houses and Orientation. Teachers survey students to request who would need an available translator. Our Parent coordinator, when taking appointments does the same. When we know that calendar dates in advance, receiving these services is usually not an issue. On a day to day basis, oral interpretation services are provided on a needs bases by school staff, or members of the greater school community. As we are on a shared campus site, sometimes we reach out to our co-school, IS 25 and share staff to translate.

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>.

Notices as they relate to Translation Services (indicating how a parent can request free translation of interpretation) are posted in the school lobby- Main Entrance, school - Main Office, and Parent Coordinator Office. During Orientation and Portfolio Conferences parents were handed a copy of the Bill of Parent Rights and Responsibilities which included their rights regarding translation and interpretation services. Translated copies of this document were also provided via the <http://schools.nyc.gov> website. Additionally, documents are translated upon request by utilizing the services of the Translation and Interpretation Unit.