



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** JONATHAN LEVIN HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

**DBN (i.e. 01M001):** 09X414

**Principal:** NASIB HOXHA

**Principal Email:** NHOXHA@SCHOOLS.NYC.GOV

**Superintendent:** DENISE HALLETT

**Network Leader:** STEVEN CHERNIGOFF

### 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
Nasib Hoxha	*Principal or Designee	
Michael Grant	*UFT Chapter Leader or Designee	
Justinano Jimenez	*PA/PTA President or Designated Co-President	
Jeanette Logan Celsa Lopez	DC 37 Representative, if applicable	
Paulette Rosario Melary Peralta Jeremy Arroyo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Allison Palmer	CBO Representative, if applicable	
Barbara Hull	Member/ UFT Chapter Chair	
Erica Clarke	Member/ CSA	
Christal Ferguson	Member/ CSA	
Fabia Cancela	Member/ UFT	
Leila Raj	Member/ UFT	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### Priority Schools Only

<b>x</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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## School Information Sheet for 09X414

School Configuration (2013-14)					
<b>Grade Configuration</b>	09,10,11,12	<b>Total Enrollment</b>	249	<b>SIG Recipient</b>	Yes
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	9	<b># SETSS</b>	1	<b># Integrated Collaborative Teaching</b>	N/A
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	19	<b># Music</b>	5	<b># Drama</b>	N/A
<b># Foreign Language</b>	8	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	77.7%	<b>% Attendance Rate</b>		<b>% Limited English Proficient</b>	82.2%
<b>% Free Lunch</b>	99.4%	<b>% Reduced Lunch</b>		<b>% Students with Disabilities</b>	22.5%
<b>% Limited English Proficient</b>	37.0%	<b>% Students with Disabilities</b>			
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.6%	<b>% Black or African American</b>		<b>% Asian or Native Hawaiian/Pacific Islander</b>	23.6%
<b>% Hispanic or Latino</b>	73.8%	<b>% Asian or Native Hawaiian/Pacific Islander</b>		<b>% Multi-Racial</b>	1.1%
<b>% White</b>	0.9%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	10.34	<b># of Assistant Principals</b>		<b># of Counselors/Social Workers</b>	3
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>		<b>% Teaching Out of Certification</b>	2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>		<b>Average Teacher Absences</b>	2.0%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	3.5%	<b>Average Teacher Absences</b>			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>		<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	N/A
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	49.3%	<b>Mathematics Performance at levels 3 &amp; 4</b>			27.0%
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>		<b>4 Year Graduation Rate</b>	N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			27.1%
<b>6 Year Graduation Rate</b>	53.0%				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			
<b>Priority School</b>	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	N/A				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			N/A
<b>Economically Disadvantaged</b>	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		<b>Limited English Proficient</b>	Yes
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		<b>Economically Disadvantaged</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>			N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>			No
<b>Economically Disadvantaged</b>	No				

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

Goal 1: X            2.5 Use of data and teacher mid-management effectiveness

- School leaders developed and implemented a formal plan for frequently observing teachers.
  - Time was allotted for daily classroom observations, formal and informal that focused on the effectiveness of teacher's implementation of strategies learned during PD sessions.
- School leaders reassessed and redistributed supervisory resources to increase accountability for improvement of student learning
- Our CUNY partners provided training for our teachers and supported them in providing instruction to meet student needs
- School leaders utilized the strategy described above to implement the DFFFT observation process.

Goal 2: x            3.5 Use of data and action planning

- Using the NYC Acuity and Ed Performance, School leaders developed assessment and accountability systems to monitor student progress.
- CUNY partners worked with teachers develop formative and summative assessments and multiple formats, including using technology, to assess and document student performance.
- Established grade-level teams and used ARIS, HSST and Excel Spread Sheets to implement procedures for tracking academic progress of cohorts
- Leaders established procedures and protocols to ensure that all teachers and students are aware of graduation requirements and credit accumulation.
- At the beginning of each term teachers and students develop clear goals and action plans that addresses their progress towards meeting and addressing the goals.

Goal 3: X            4.3 Comprehensive plans for teaching

- A guidance counselor assigned to each grade was available to support students' academic and social development. The leadership team worked with teachers to identify and support students' with social and emotional needs. Our SAPIS worker worked closely with teachers in the classroom to meet the needs of students. Teachers were released to attend part and full day professional development offering by both NYCDOE and CUNY partners. All this was done in an effort to promote the success of every student and to sustain a school culture and instructional program conducive to student learning and staff professional growth
- Our CUNY partners provided teachers with weekly professional development opportunities to help them gain knowledge of the learning CCLS standards and their application throughout their instructional practices (Standard II: Knowledge of Content and Instructional Planning; Element II.1e).

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

Goal 1: X            2.5 Use of data and teacher mid-management effectiveness

There is a need to include in our plan the training, practice and period teachers and school leaders need to implement the strategies and activities addressed below and in our 12-13 SCEP. Additionally, teacher buy-in is a factor

- Developed and implement a formal plan for frequently observing teachers.
- Set aside time for daily classroom observations, formal and informal
- Teachers' implementation of PD to support them with their adaptation of instruction to meet student needs
- School leaders currently use the strategy above to implement the DFFFT observation process.

Goal 2: x            3.5 Use of data and action planning

There is a need to include in our plan the training, practice and period teachers and school leaders need to implement the strategies and activities addressed below and in our 12-13 SCEP. Additionally, teacher buy-in is a factor

- Develop assessment and accountability systems to monitor student progress.
- Develop formative and summative assessments and multiple formats, including available technology, to assess and document student performance.
- Implement procedures for tracking academic progress of cohorts

- Ensure that all teachers and students are aware of graduation requirement and credit accumulation.

Goal 3: X 4.3 Comprehensive plans for teaching

- Teachers need to provide evidence throughout the school year providing indicating the change in instructional practices that have been influenced by the weekly professional development opportunities on CCLS standards

Our teachers are still working to develop unit and lesson plans that are aligned to the CCLS standards and which provide multiple entry points to address individual needs of all students/subgroups in an effective manner.

**Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

Goal 1: X 2.5 Use of data and teacher mid-management effectiveness

- The DFFft Observation Tool is a new tool
  - Instructional leaders needed training and practice on making low inference observations
  - Instructional leaders needed training and practice on providing teachers with low inference DFFFT specific feedback
  - Teachers needed training and support with using the DFFft to plan and implement lessons
- Teachers needed support with planning and implementing lessons adapted to meet their students' needs.
- Teachers needed support with monitoring and assessing their student progress.

Goal 2: x 3.5 Use of data and action planning

Teachers are not computer literate and need ongoing support with utilizing the assessment and ACUITY accountability systems

- Assessment and accountability systems to monitor student progress.

Many of our teachers need ongoing support in the development of formative and summative assessments to assess and document student performance. areas include

- Alignment with standards, objectives and lesson plan
- Alignment with DFFT

Goal 3: X 4.3 Comprehensive plans for teaching

- Teachers reluctance to buy-in using the CCLS and DFFT

**Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

Goal 1 X 2.5 Use of data and teacher mid-management effectiveness

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

Goal 2: x 3.5 Use of data and action planning

- Develop assessment and accountability systems to monitor student progress – partial implementation
- Develop formative and summative assessments and multiple formats, including available technology, to assess and document student performance – partial implementation
- Establish grade-level team to implement procedures for tracking academic progress of cohorts – partial implementation
- Establish procedures to ensure that all teachers and students are aware of graduation requirement and credit accumulation – partial implementation
- Teachers work with students to develop goals and action plans (clear) that addresses their status towards meeting and addressing these requirements – partial implementation

Goal 3: X 4.3 Comprehensive plans for teaching

- School leaders promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth – Partial implementation
- Teachers demonstrate knowledge of the learning CCLS standards and their application throughout their instruction and practice – partial implementation
- School leaders support teachers in the development of unit and lesson plans that are aligned to the CCLS standards and provide multiple entry points to address individual needs of all students/subgroups in an effective manner – full implementation.

Teachers reference specific instructional strategies and provide multiple entry points and learning activities that are scaffold to meet the academic needs of individual students when developing lesson plans- partial implementation

**Were all the goals within your school's 12-13 SCEP accomplished?**

Yes	x	No
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**If all the goals were not accomplished, provide an explanation.**

Goals were partially accomplished as explained above. We continue to work towards accomplishing each goal.

Goal 1 – Training is ongoing as we introduce the teacher evaluation system

Goal 2 – We continue to provide professional development and training in the implementation of the components teacher evaluation system using the HEDI system as the standard.

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	Yes		No
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**Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

A major challenge in implementing the SCEP is moving veteran teachers, many of which have received positive feedback from previous teaching pedagogic practices, to incorporating CCLS, Instructional Shifts, and the Danielson's Framework for Effective Teaching Rubric.

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Since over two-thirds of the school is categorized as LEP (Limited English Proficiency), The school is focusing on literacy and strategies to improve ELS student outcomes. The content area teachers who teach ELS receive monthly PD from Redesign coaches that focuses on Writing lesson plans, self-assessment of the plans, and implementing the instructional plans. They will also receive support in implementing instructional strategies which meet the specific needs of our ELL population.

**Describe how the school leader(s) will communicate with school staff and the community.**

School leaders hold bi-monthly department meeting, provide for ongoing individualized professional development based on informal and formal observations and post observation meetings.

**Describe your theory of action at the core of your school's SCEP.**

Teacher are being supported with intensive PD to align lesson plans with DFFT and to deliver instruction utilizing the plans.

**Describe the strategy for executing your theory of action in your school's SCEP.**

An additional AP was hired, as well as instructional coaches to give teachers individualized support.

**List the key elements and other unique characteristics of your school's SCEP.**

Our school SCEP outlines key work that is necessary to improve the provision of appropriate instruction for our ELL population, and move the school forward in line with the 2013-14 Citywide instructional Expectation

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

We aligned our SCEP goals with our school vision. Specific goals describe work that will be ongoing throughout the 13-14 school year. Progress will be monitored continually by School Leadership and supported by the Network team, and then assessed at the end of the year when new goal setting will begin.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide students instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers [QR 4.1]			
<b>Review Type:</b>	QR	<b>Year:</b>	2009 - 2010
		<b>Page Number:</b>	7
		<b>HEDI Rating:</b>	n/a Proficient

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader’s use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By October 25, 2013, school leaders will develop a protocol, which they will implement and evaluate throughout the school year, for conducting frequent formal and informal classroom observations and for the provision of related feedback and supports to teachers aimed at holding them accountable for implementing strategies which address identified areas for improvement towards alignment of their instruction with the Common Core Learning Standards and performance in the effective range of the Danielson Framework for Teaching HEDI scale

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Certification of School Leaders on using the Danielson’s Framework for Teaching as a support and evaluation tool</li> <li>2. Norm and establish a common lens on using the DFFT tool to collect and interpret baseline, formative and summative data on teachers’ effectiveness.</li> <li>3. Conduct ongoing needs assessment, use findings to develop teacher observation, and differentiated professional development support plan. This includes meeting with teachers to discuss self-assessment, DFFT Evaluation and support system</li> <li>4. Perform frequent cycles of walkthroughs (informal) as well as formal observations on teachers to ensure lessons align to Content Area and Common Core Learning Standards, support instructional shifts and implement strategies shared in professional development with fidelity.</li> <li>5. Improve teachers’ effectiveness by providing timely feedback and follow-up about progress along the DFFT HEDI scale-using baseline, formative and summative data.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. All School Leaders attend NYC DOE Professional Development training session.</li> <li>2. Principal, Two Assistant Principals, CFN Team, &amp; Consultant Professional Developers, All teachers</li> <li>3. Principal, Two Assistant Principals, CFN Team, &amp; Consultant Professional Developers, All teachers</li> <li>4. Principal, Two Assistant Principals, CFN Team, &amp; Consultant Professional Developers, All teachers</li> <li>5. Principal, Two Assistant Principals, CFN Team, &amp; Consultant Professional Developers, All teachers</li> </ol> <p>*All information will be shared with teachers via the SLT, Instructional Cabinet Meetings, Faculty Conferences, Teacher Team Meetings, Department Meetings, and individual meetings with School Leaders.</p>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Principal and two Assistant Principals certified use Danielson’s Framework for Teaching as an evaluation and support tool</li> <li>2. School Leaders receive ongoing support on Danielson’s Framework for Teaching, establish a common lens, and distribute supervision, walkthroughs and observations schedule.</li> <li>3. School leaders formulate strategic PD plans which support teachers’ identified professional goals to improve students’ outcomes.</li> <li>4. Option #1, teachers receive a minimum of four observations over the course of the year. These observations must include a minimum of one (1) formal, announced, full-period observation, and three (3) informal, unannounced, observations, at least 15 minutes in duration. Option #2, teachers receive at least six (6) informal, unannounced, observations that each last at least 15 minutes in duration.</li> </ol>

5. Teacher's practices show positive movement along the DFFt HEDI scale along with improvement in students' outcome as evidenced in teachers' scholarship report.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. October 2013
2. 2013-2014 SY
3. 2013-2014 SY
4. 2013-2014 SY
5. 2013-2014 SY
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1 No cost to school: Certification training provided by the DOE
2 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide TI ARRA SIG Coh4Yr1 Turn(09X414 350: Contracted Consultant Professional Developers [Redesign and Generation Ready Coaches] provide PD and coaching services OTPS (Tax Levy): Instructional supplies and consumables
3 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide
4 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide OTPS (Tax Levy): instructional supplies and consumables TI ARRA SIG Coh4Yr1 Turn(09X414 350: Contracted Consultant Professional Developers [Redesign and Generation Ready Coaches] provide support professional development and coaching services
5 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide Grant (SIG): Three substitute teachers 2 days monthly to cover teachers' classes during 3.5 hours PD/ monthly. TI ARRA SIG Coh4Yr1 Turn(09X414 350: Contracted Consultant Professional Developers [Redesign and Generation Ready Coaches] provide PD and coaching services ARRA SIG Coh4Yr1 Turn(09X414 350: Instructional Office Supplies

**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>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products [QR Statement 1.2			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2009-2010
<b>Page Number:</b>	6	<b>HEDI Rating:</b>	n/a - Undeveloped

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
	<b>3.2 Enact curriculum</b>	<b>X</b>
	<b>3.4 Teacher collaboration</b>	<b>3.3 Units and lesson plans</b>
		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, 100% of teacher will plan and implement units and lessons that are at or above the effective range on the HEDI scale of the DFFt as evidenced by lesson

plan alignment to the CCSS, address at least one of the key shifts, clear responsiveness to varied student learning needs, and aligned assessment of students' mastery of standards-based content and skill

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 Effectively use Daniel Framework for Teaching and the Quality Review Rubrics to improve teachers' self-assess and improve units and lesson plans to at or above the effective range on the HEDI scale
- 2 Ensure that Professional Development plan is focused on developing teachers' ability to plan and implement units and lessons which are at or above the effective range on the HEIDI scale of the DFFT.
- 3 Walkthroughs and formal and informal observations focus on looking for evidence that teachers plan lessons and use resources that allow them to coherently implement the CCSS, findings will be used to provide teachers with feedback and to modify the PD plan and target individual teacher's practices.

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

1. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers
2. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers
3. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers

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

1. teachers' self-assess and improve units and lesson plans, at least to the effective range on the HEDI scale of the DFFT as evidenced by teachers' lesson plan alignment to the CCSS, at least one of the key shifts, clear responsiveness to varied student learning needs, and assessment of students' mastery of standards-based content and skill
2. Professional Development Calendar addresses identified areas of need for teachers' professional growth in lesson planning and lesson implementation. Additionally, Teachers write, revise and submit a minimum of (4) effective lesson plans which they self-assess and improve using the DFFT Rubric
3. School leaders develop teacher profiles based on unit and lesson plan, lesson implementation and student progress. Additionally, Teachers will provide evidence of updated curriculum maps to reflect CCLS and Instructional Shifts as well as provide feedback on lesson

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

- 1 SY 2013-2014
- 2 October - December 2013.
- 3 SY 2013-14.

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

1. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
TI ARRA SIG Coh4Yr1 Turn(09X414 350: Educational consulting services will be contracted to support professional development activities
2. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
TL Citywide Instructional Expectations: Professional Development: Cost per day for three substitute teachers for two days per month. Beginning November 2013, teachers will receive monthly 3.5 hours professional development opportunities during their school day as well as receive support from their coaches before, during or after their school day bi- monthly  
ARRA SIG Coh4Yr1 Turn(09X414 350: Instructional Office Supplies
3. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
Per Session (SIG): Funds will be allocated for teacher and supervisory training sessions, teacher team meetings and workshops led by the external PD providers

***Budget and Resource Alignment***

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

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</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.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support. [2009-10 QR 3.2

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2009-2010	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	n/a - Underdeveloped
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By March 2014, formalize and implement a systematic school-wide process whereby Teachers and Guidance Counselor examine multiple measures of data for the purpose of adjusting student groupings, adjusting instruction, and actively involving students in their own learning and progress. (Comprehensive School Rubric For DTSDE Tenets. 4.3b, Effective; SQR Recommendation 2, page 2).

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Use formative and summative data to inform instruction with respect to differentiating instructions, class-work, area/small group work, groups, and homework.
2. Use data from teacher made assessments, and the ARIS data system to identify gaps in students' in learning and to implement academic interventions to fill learning gaps
3. Hold brief conferences with students to discuss their results on formative and summative assessments, also discuss remediation strategies and assignments with students
4. Engage in goal setting with students based upon data obtained from ongoing assessments (ex: Acuity, Scantron Performance, NYS Regents) in an effort to construct an individual learning plan for each student.
5. Monitor students' progress to identify graduation credit requirement gaps and meet with students to discuss their progress and program assignment

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

1. Teachers
2. Teachers
3. Teachers
4. Teachers
5. Guidance Counselor

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

1. Teachers use formative and summative data to inform their instruction with respect to differentiating instructions, class-work, area/small group work, groups, and homework.
2. Teachers constantly monitor student learning and make adjustments to fill learning gaps.
3. Teachers hold brief conferences with students to discuss their results on formative and summative assessments. Teachers will also discuss remediation strategies and assignments with students
4. Teachers implement academic interventions immediately following receipt of assessment results showing gaps in learning
5. Teachers maintain Differentiated Profile sheets on each of their students

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

1. 9/5/13-6/26/14

2. 9/5/13-6/26/14
3. 9/5/13-6/26/14
4. 9/5/13-6/26/14
5. 9/5/13-6/26/1

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

1. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide
2. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide
3. Per Session (TI ARRA SIG Coh4Yr1 Turn(09X414 350): Teacher, Guidance Counselor and Supervisory per session for coordination/administration of afterschool and Regents prep classes. TI ARRA SIG Coh4Yr1 Turn(09X414 350: Instructional Office Supplies
4. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide
5. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
Title I SWP: Guidance Counselor – After School

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</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.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Gather and analyze information learning outcomes to identify trends, strengths and areas of need at the school level [QR 2.1

<b>Review Type:</b>	QR	<b>Year:</b>	2009 - 2010	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	n/a Proficient
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of the school community (staff, students, and parents) will participate in the development and implementation of a school wide behavior policy to promote a school environment that is safe and conducive to learning as evidenced by a decrease in the number of incidents.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Conduct a data inventory/audit and determine which /how data is being used to support students.
2. Provide support services opportunities for students who are not meeting educational goals with Educational Consultants, WEDIKO
3. Create blended learning opportunities to provide differentiated supports to specific students' needs as well as subgroup needs.
4. Implement an attendance improvement plan to target tier 1 students (30-40% absences); tier 2 students (41-60 absences), and tier 3 students (61 or more absences).

The attendance team will meet weekly to monitor student attendance and implement strategies to improve student attendance to reach our school goal of 75% by June 2013. Student incentives will include celebratory t-shirts, luncheons and awards recognition for perfect attendance and gift cards. If tier 1 and 2 students attend school regularly for the months of March-June it will increase the average daily attendance by 15%.

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

1. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers
2. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers
3. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teachers
4. Principal, Two Assistant Principals, CFN Team, & Consultant Professional Developers, All teacher

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

1. 5% increase in teacher use of data to support students
2. Continuous academic monitoring and assessment of progress – better scholarship (as measured by the percentage of students passing all classes each marking period. Our goal is to achieve a 10% increase in marking period scholarship.
3. 10% increase parent school involvement
4. 15% increase attendance (general school – (4th period). Punctuality: A 20% decrease in late arrival to school throughout the school day.

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

1. During January 2014 and February 2014 monthly department/faculty meetings a data inventory/audit will be held to determine which/ how data is being used to support students.
2. 2013 – 2014 SY.
3. 11/5/13-6/26/14
4. 10/5/13-6/26/14

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

- 1 . TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
Per Session (Priority/Focus): Teacher, Guidance Counselor, School Aide and Supervisory per session for coordination/administration of afterschool and Saturday Regents prep Academy.
- 2 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
Title I Priority/Focus SWP: 2.2 School leaders vision (PF AIS) – Teacher Per session  
OTPS (Grant/ SIG): Used to purchase I Learn  
ARRA SIG Coh4Yr1 Turn(09X414 350: Instructional Office Supplies  
OTPS (Title III/ Immigrant): Used to purchase Achieve3000 and parent access and Teacher training and professional Development  
OTPS (Tax Levy): used to purchase Pearson Longman Keystone curriculum to address needs of ELL population  
OTPS (Title I priority/Focus ELT 5.2): Student incentives for academic achievement will include: Recreational/educational afterschool activities, gift cards  
OTPS (SIG): A team of 2 counselors and support staff from The Leadership Program will be contracted to work with at-risk students and their families.  
TI ARRA SIG Coh4Yr1 Turn(09X414 350): Media After School Program  
OTPS (SIG): A team of 2 counselors and support staff from Global kids will be contracted to work with ELL students and their families
- 3 TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
PF Parent Engagement  
TI ARRA SIG Coh4Yr1 Turn (09X414 350: A team of 3 social workers and support staff from Wediko will be contracted to work with at-risk students and their families.  
Travel reimbursement for attendance teacher
4. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
TL Fair Student Funding HS: School Aide Attendance Administrative Support

**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>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</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.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
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x	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

### Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community [QR 3.3]				
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2009 - 2010	<b>Page Number:</b> 7
		<b>HEDI Rating:</b>	n/a - Proficient	

#### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 100% of the parents will receive updates of their children's progress and will be invited to participate in at least two training sessions on interpretation of student data to support their children's learning as measured by increased attendance at school trainings as well as increase student achievement.

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>Invite parents to be members of committees, including but not limited to the following: School Safety Committee, PTA, SLT, Interview Committees, the PPC and pre-prom activities.</li> <li>Home visits will include student data discussions</li> <li>Two intervention sessions will be scheduled during spring semester to discuss academic progress of ELLs and draft collaborative educational plans with parents to ensure timely graduation of ELLs. Translation/interpretations services will be available for parents of ELLs.</li> <li>Parent-teacher conferences held biannually will include student data discussions.</li> <li>Meet with students to discuss and progress towards graduation and have student and parent sign contract reflecting students' progress</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>School Leaders, Teachers, Guidance Counselor and Parent Coordinator</li> <li>Attendance Teacher</li> <li>School Leaders, Teachers, Guidance Counselor and Parent Coordinator</li> <li>School Leaders, Guidance Counselor and Parent Coordinator</li> <li>School Leaders, Teachers, Guidance Counselor and Parent Coordinator</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Parents serve as members on committees, including but not limited to the following: School Safety Committee, PTSA, SLT, Interview Committees, the PPC and post-prom activities.</li> <li>Increased parent involvement</li> <li>Timely graduation of ELLs</li> <li>Parents are aware of students' progress and can have discussion around data to improve students' outcomes</li> <li>Parents are aware of students' progress and can have discussion around data to improve students' outcomes</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>February 2014- June 2014</li> <li>June 2014</li> <li>February 2014- June 2014</li> <li>February 2014- June 2014</li> </ol>

5. February 2014- June 2014

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

1. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide  
 TL Parent Coordinator OTPS HS  
 Title I Priority/Focus: School Supplies including printing and communication devices to support communication between school-home community. Parent Engagement activities (school planning meeting with School Leadership Team and PA members, awards assemblies, cultural enrichment activities and school community events).
2. Title I SWP: transportation of staff  
 Title I SWP: Parent Outreach
3. TL Fair Student Funding HS:  
 Title I priority/Focus ELT 6.3: Parent Involvement  
 Title III LEP  
 TL Fair Student Funding HS: phone messaging service to contact parents to announce events, etc (1 yr contract) Postage – increase the number of school wide mailing (minimum of three times during each semester, this increase could have only been possible with the priority focus funding Supplies – chart paper, reams of paper x 18, ink cartridge x 6 to assist to prepare for parent workshops after school, report cards distribution, progress reports and weekend workshops
4. TL Fair Student Funding HS: Salaries for School Leaders, Teachers and School Aide
5. TL Fair Student Funding HS: Salaries for School Leaders, Teachers

***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>PF Set Aside</b>	<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>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.  
 Improve reading and writing scores on the NYSESLAT, ELL Periodic Assessment, and ELA Periodic Assessment

**Activities**

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

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

Student interest and engagement will be strengthened through the use of the Experiential Learning Cycle which supports the five Academic & Personal Behaviors of Self-Regulation, Communication/Collaboration Skills, Work Habits/Organizational Skills, Engagement, and Persistence.

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Aliya Latif is fluent in Spanish and has worked in youth development for over 5 years implementing programs and projects related to service, leader, college readiness, mentoring, and crisis intervention.
2. Thomas Herrera is fluent in Spanish and grew up in the Bronx community. He has worked in youth development for several years as a mentor and facilitator implementing programs related to writing, violence prevention, and the arts.

**C. Identify the target population to be served by the ELT program.**

1. ELL

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

21 <sup>st</sup> Century	Tax Levy	x	Title I SWP	Title I TA	Title I PF	C4E
Title III	Title I SIG		PTA Funded	Grants	In Kind	

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

Title I Priority Focus SWP (AC:45720] 5.2 Systems and Partnership (PF ELT)

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.**

The Leadership Program (TLP) will be implementing 1-to-1 mentoring and Lunchtime activities that will bridge into after school clubs. The Leadership Program works with students to develop a positive self-image and pro-active skills to interact with one another in-and-outside the school setting. Program builds proficiency in skills to improve their lives and environment: self-esteem, self-image, communication, teamwork and bonding, goal setting, personal and social responsibility, and conflict resolution. Through this process fosters classroom and school environments that promote personal and social development, cultivates and motivations, and develops resilience to reduce negative behaviors.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

Monday & Friday – TLP facilitates a lunchtime club, 1-to-1 mentoring, and an after school club between the hours of 1-4pm.  
 Tuesday, Wednesday, and Thursday - TLP facilitates a lunchtime club, 1-to-1 mentoring, and an after school club between the hours of 11-5pm.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

TLP engages students during lunchtime in activities that extend into after school attendance. During lunchtime, students participate in group brainstorming, sharing of work, and project planning for the after school. TLP incorporates hands on learning

in the form of service initiatives, personal growth and leadership activities, poetry analyzing, writing, spoken word, and self-expression. These activities help foster wider senses of school community as students work in teams. In addition, programming encourages creative self-expression and engagement.

1-to-1 mentoring with the targeted students directly addresses their social emotional needs. Mentoring will give the targeted students an opportunity to have daily interaction with and support from an additional caring adult.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Team building, collective brainstorming and goal setting, and 1-to-1 mentoring encourage a sense of belonging and speak directly to bolstering social emotional growth and learning. By working together to build a sense of community, and encourage social awareness and improved academic engagement, extended learning time will prove to be an invaluable resource for Levin High School community.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

TLP will offer a variety of activities as described above to cater to various learning styles and interests.

**D. Are the additional hours mandatory or voluntary?**

**x**

**Mandatory**

**Voluntary**

**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

The TLP staff will also work with a case load of targeted students who need support services. They will administer daily check-ins, individual and group supportive counseling, and weekly mentoring meetings with the selected students to address environmental and familial stressors which may result in low achievement and/or destructive behavior in or outside of school.

Facilitator	Time Allocation/ Duration	Total hours
Leadership-Experiential Learning Cycle	3:00-5:00PM Mondays & Fridays/Spring 2014 semester  2:30-4:00PM Tues., Wed., Thurs.& Lunch Time-12:50-1:35PM Monday-Friday/ Spring 2014 semester	182 hours
Global Kids- Media	9:00AM-1:00PM Saturdays/ 8weeks	32 hours + 182 hrs = 214 hours

**G. Are you using an ELT provider procured using the MTAC process?**

**Yes**

**x**

**No**

**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

The NYSESLAT, ELL Periodic Assessment, and ELA Periodic Assessment will be used as the baseline for assessment to track students.

### 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>	<p>Achieve 3000 is currently being used to provide targeted instruction for our ELL and bottom 1/3 students. It is a differentiated online instruction program designed to improve students' reading and writing skills.</p> <p>Academic intervention is provided for students failing Regents exams via a Regents review after school. PM school is offered to students who fail classes and repeater classes are offered during Small group instruction and tutoring for level 1 and 2 students.</p> <p>Students have extended learning opportunities during period 4 and after school on the I learn Platform</p>	<p>Some students are serviced in whole class groups during which time a lesson that has been tailored to each individual student is administered one-to-one via the computer and under the guidance and supervision of the teacher.</p> <p>Mobile computer carts are also used to create centers within classrooms for small group sessions.</p>	<p>Academic Intervention Services are provided throughout the school day and during and after school (Tues, Wed, Thu – 2:30-4:40 pm)</p>
<b>Mathematics</b>	<p>All students participate in Prentice Hall computer-adaptive diagnostic program, which combines personalized data driven instruction on foundation skills, standard -based practice and common core readiness.</p> <p>Academic intervention is provided for students failing Regents exams via a Regents review after school. PM school is offered to students who fail classes and repeater classes are offered during Small group instruction and tutoring for level 1 and 2 students.</p> <p>Students have extended learning opportunities during period 4 and after school on the I Learn Platform</p>	<p>Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.</p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours. All students are given multiple opportunities receive academic assistance during and after school (Tues, Wed, Thu – 2:30-4:40 pm)</p>
<b>Science</b>	<p>Students received extended opportunities in through hands interactive science labs which help them understand concepts learned in class.</p>	<p>Small group and one-on-one</p>	<p>During period 10 on Tuesday and Thursday – 2:30-4:40 pm.</p>

	<p>Academic intervention is provided for students failing Regents exams via a Regents review after school. PM school is offered to students who fail classes and repeater classes are offered during Small group instruction and tutoring for level 1 and 2 students.</p> <p>Students have extended learning opportunities during period 4 and after school on the I Learn Platform</p>		
<b>Social Studies</b>	<p>Academic intervention is provided for students failing Regents exams via a Regents review after school. PM school is offered to students who fail classes and repeater classes are offered during Small group instruction and tutoring for level 1 and 2 students.</p> <p>Students have extended learning opportunities during period 4 and after school on the I Learn Platform</p>	Small group and one-on-one	During period 10 on Tuesday and Thursday – 2:30-4:40 pm.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Counseling is provided by the school counselor and social worker to students referred by school staff.</p> <p>Attendance dropout prevention intervention services are also provided are provided by the attendance teacher and Wediko social workers.</p> <p>Mediation, 1:1 Paraprofessional support</p>	Services are provided one-to-one and in small groups.	Services are provided during the school day.

**Title I Information Page (TIP)  
For School 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 *TA 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.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

**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).
The following strategies and activities are used to recruitment, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified: <ul style="list-style-type: none"> <li>• On-going professional development with CFN 610 and outside vendors.</li> <li>• Teacher common planning arranged and study groups that focus on student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.</li> <li>• On-going professional development workshops that support teachers in building capacity necessary to achieve this goal. Educational Consultants and PD</li> <li>• Development of ESL and literacy strategies aligned with the Common Core Learning Standards.</li> <li>• Frequent short cycle and formal observations to ensure academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons; teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning; students are engaged and that differentiation of instruction is evident based on lesson plans; and grouping of students. <ul style="list-style-type: none"> <li>• Teachers use data to drive instruction.</li> <li>• Timely administrative feedback provided to teachers at post-observation conferences.</li> <li>• Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.</li> </ul> </li> </ul>

**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.).
Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including: <ul style="list-style-type: none"> <li>• Teacher/Para/School Aide per session for extended day learning</li> <li>• Teacher/Para per session for professional development</li> <li>• NYSTL/School Library allocation/Software (Achieve3000, I Learn)</li> <li>• Students in Temporary Housing (STH)</li> <li>• SAPIS worker allocation</li> <li>• Supplies/Materials to support</li> <li>• Curriculum mapping/pd</li> <li>• Educational Consultants- professional development including instructional Coach cost (tax levy and SIG transitional relief)</li> <li>• Supplies-Resources such as books for professional development. These books will provide information for teachers on implementing the Danielson Framework for Teaching (tax levy and Title I SWP)</li> </ul>

**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.
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The plan provides an assurance that teachers have input in the decisions regarding the use of school-based academic assessments.

The plan provides for teacher professional development on how to analyze student achievement data and how it is used to drive classroom 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.

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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;

*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);



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

### B. Language Allocation Policy Team Composition 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>Nasib Hoxha</b>	Assistant Principal <b>Erica Clarke</b>
Coach <b>Richard Petrone</b>	Coach <b>Alston Katuraka</b>
ESL Teacher <b>Fabia Cancela</b>	Guidance Counselor <b>Raul Acevedo</b>
Teacher/Subject Area <b>Michael Grant/Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Pedro Luna/Math</b>	Parent Coordinator <b>Celsa Lopez</b>
Related Service Provider <b>Raul Acevedo, Guidance</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Stevev Chernigoff</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>2</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>0</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>0</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>276</b>	Total number of ELLs	<b>112</b>	ELLs as share of total student population (%)	<b>40.58%</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>														
self-contained											1	1	1	3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	1	1	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	13
SIFE	61	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	35

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	0		0	0		0	0		0
Dual Language	0	0		0	0		0	0		0
ESL	65	56	0	12	2	1	35	3	13	112
Total	65	56	0	12	2	1	35	3	13	112

Number of ELLs who have an alternate placement paraprofessional: 2

### 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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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											34	34	41	109
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	35	37	41	113

## 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)											10	8	21	39

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)											9	8	6	23
Advanced (A)											6	6	4	16
Total	0	0	0	0	0	0	0	0	0	0	25	22	31	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											6	7	17
	I											4	5	5
	A											2	5	4
	P											0	0	1
READING/ WRITING	B											6	7	17
	I											4	6	5
	A											2	4	4
	P											0	0	0

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
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	40		5	
Integrated Algebra	99		67	
Geometry				
Algebra 2/Trigonometry	3		0	
Math				
Biology				
Chemistry				
Earth Science	8		2	
Living Environment	57		37	
Physics				
Global History and Geography	33		10	
US History and Government	81		9	
Other <u>RCT Global</u>	1		1	
Other <u>RCT Scienc</u>	1		0	
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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

### R-Lab

Students through grade 12 whose home language is other than English take the LAB-R within ten days of their entrance to a NY State school. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL programs for students whose home language is other than English. It has five performance levels that show how students have mastered the knowledge and skills that make up NYS ESL learning standards (Speaking, Listening, Reading, and Writing). It has

### NYSESLAT

Students whose home language is other than English take the New York State English as a Second Language Achievement Test (NYSESLAT) annually until their scores indicate they have gained sufficient proficiency in English to participate productively in an English-only program. It has five performance levels that show how students have mastered the knowledge and skills that make up the NYS ESL learning standards (Speaking, Listening, Reading, and Writing). It helps us decide whether or not a student will exit ESL services

### ELL Periodic Assessment

The ELL assessments provides us with detailed information about our students' strengths and weaknesses in English language development. They are aligned with New York State English as a Second Language (ESL) standards and New York State English Language Arts standards. <https://intranet.nycboe.net/Accountability/Assessment/PeriodicAssessments/ELL.htm>

### Acuity Assessment

Acuity Predictive Assessments mirror New York State Tests. The purpose of these assessments is to predict students' likely Performance Level so that students and teachers know how much work they need to do and where to focus their effort to meet New York State Learning Standards.

Acuity Instructionally Targeted Assessments (ITAs) measure how well students have learned information recently taught in class and to help teachers plan instructional next steps. ITAs are aligned to specific units of study; therefore, they are not designed to show growth from one assessment to the next. They also do not predict performance on State tests.

Performance Series Computer Adaptive Assessments provide precise information about individual student's strengths and areas for improvement. The test is given online and adapts to the students answers. When a student gets a question right the next question gets harder. When he or she get a question wrong, the next question gets easier. The purpose of the performance series assessment is to provide detailed information about which strands of knowledge students know and do not know. They are especially helpful for students performing above or below grade level, including special education students.

### Regents Examination

Regents Exams assesses students mastery of New York State Learning Standards in English, mathematics, science, global history, and U.S. history and government.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
It is clear that most of our student need further enhancement on their native language skills. Students arriving at our school exhibit low level of native language skill development which place them at a further disadvantage when learning a second language.
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 [AMAQ tool](#))

In terms of language modalities, students scored higher in speaking and listening and lower in reading and writing. This pattern across

the four modalities will affect our instructional decision. ESL teachers will therefore spend more instructional time on reading and writing. These strategies will be utilized meta-cognitive and affective strategies by infusing language development through the content areas. ESL programs integrate academic language development with content area instruction.

4. 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?
- a & b. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores showed a variation among individual students. Both students showed the highest need for the development of writing proficiency. Additionally our ESL population continues to score low in the ELA and Social Studies Regents examination, especially in the essay writing portion of these exams. The teachers of these students are informed of the areas by the licensed English teachers working with these students. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.
- c. School leadership and teachers use the results of ELL Periodic Assessments to plan professional development offerings, teacher support strategies and to plan instructional support materials for both teachers and students. After analyzing the ELL Periodic Assessment data, ESL teachers modifies their instruction accordingly we also plan to purchase Achieve 3000. Periodic Assessments allows the school to identify ELL's strengths and weaknesses. ESL teachers need additional training on how analyze and review and use information from this assessment to meet the needs of ELL's.
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](#).)  
We do not have grades k-5 in our school.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Professional development activities will support the pedagogical staff serving English language learners across general and special education programs. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Although native Language is not used during ELL's Periodic Assessments since P.S. 90 does not have a Bilingual or a Dual Language program. Students are offered Regents exams in their native language, where available. Areas targeted for focus include:
- Planning and implementing standards-based instructional programs
  - Using instructional strategies based on scientifically-based research to move students towards the achievement of standards
  - Using a variety of assessment techniques to effectively evaluate the strengths, needs and progress of English language learners to drive instruction
  - Creation of student rubrics
  - Active pedagogy strategies
  - Scaffolding strategies for reading and writing across the Curricula
  - Using Bloom's Taxonomy to create literature based questions and to expand Accountable Talk
  - Creation of Varied Assessments
  - Interdepartmental Collaboration
  - Literacy Training in the Content Areas
  - Vocabulary Enhancement
  - Creating and Responding to Essay questions
7. 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?
- JLHS do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We use the assessments mentioned above to evaluate the success of our freestanding ESL program for ELL's. Based on our review of all these assessments, the freestanding ESL program at JLHS has to continue to provide extensive support for all students attending our school. The freestanding ESL program emphasizes "Academic Rigor" with high quality ESL teachers and instruction that includes literature and content based learning which is aligned explicitly to Common Core Learning Standards in ESL, ELA and content areas. NYSESLAT results indicate that ELL's are not progressing according to the language acquisition continuum. Content area tests results also show that ELL's are mastering content at a slower rate than expected.
- Our goal is to provide the necessary support within the least restrictive environment that will ensure that our students are successful

in their school experience – academic, social and emotional. Students eligible for ESL services are monitored closely by the ESL teacher in coordination with other support specialists including special education, academic intervention, speech and language, literacy coach, guidance counselors and administration. Constant item analysis of both informal and formal assessments assist the ESL teacher's instruction as well as the student's progress of acquiring the English language across all content areas. Student checklists, student exit slips, student to teacher journals, rubrics, feedback and reflection forms all assist in the monitoring of student development.

We believe that every student can be successful in accessing the core curriculum when provided with the necessary support and resources. During the 2013-2014, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ESL Program.

## 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](#).)  
When students arrive to register at our school they are met by the parent coordinator who refers them to the ESL teacher who conducts the ELL Orientation including the HLIS and initial assessment. If the ESL teacher is not available, they are escorted to the Guidance Counselor who conducts the ELL Orientation in lieu of the ESL teacher. The first step is to conduct an informal oral interview to determine whether the student is English proficient. Mr. Acevedo, the Guidance Counselors, is fluent in both Spanish and English, and is trained on how to properly complete this process. However, for parents and students of other languages, the City translation services will be used. If administering the Home Language Identification Survey (HLIS) he determines that the student's home language is English he places him/her in our general education program. If the student's home language is other than English or student's native language is other than English the counselor conducts an informal oral interview in student's Native Language and English. If the student does not speak any language other than English the counselor places him/her in our general Education program. If the student speaks a language other than English and little or no English he determines that the student is eligible to take the LAB-R. Ms. Canela or Ms. Jeung, who are both certified in ESL, will be responsible to administer and score the test. The counselor places students who score at proficiency level in our general education program. Students who score at beginning, intermediate, or advanced level have Limited English Proficient (LEP). All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment. We strive to ensure that LAB-R eligible students are tested within the first ten days of initial enrollment. Parents' choice, coupled with program availability, determines program placement for ELL's. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent chooses a program other than ESL, they are promised that when the school reaches the number of 20 students requesting the bilingual program, it will be offered and their child will be given a priority seat.
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.  
In the fall of each year, and on an "as-needed" basis throughout the year, a Parent Orientation is provided to each new comer, for students who are new arrivals to the country, in order to introduce the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 10 day timeline for new ELLs. At the orientation, the guidance counselor, Mr. Acevedo, explains (with the support of the appropriate translators) the enrollment procedures to the parents of new ELLs. Ms. Lopez, our Parent Coordinator, then shows them a video which introduces them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language for which they make their program choice. Both Ms. Lopez and Mr. Acevedo are able to communicate with parents in Spanish. For parents and students

of other languages, they use the over-the-phone interpretation services that is available through the DOE's Translation Unit. Parents who are unable to attend to the orientation session receive follow-up letters and phone calls in an effort to inform them about parent choice in selecting a language program for their child. Parents are also consulted during open school for conferences. For newly admitted ELLs who entered the school in the middle of the year, parents meet with the guidance counselor, Mr. Acevedo and Ms. Lopez, parent coordinator, along with an appropriate translator/ interpreter to discuss the three program selections after the completion of the enrollment process. At this individual Parent Orientation, parents view the Parent Orientation video and receive a Parent Survey and Program Selection Sheet in their native language, and make an informed decision.

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 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed in the following way:

- At the beginning of each year the parents receive notification letters of entitlement, continued entitlement or, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter.
- The Guidance Counselor, Mr. Acevedo, distributes entitlement letters to the teachers before Parent Teacher Conference so that the teachers can meet with the parents and distribute the letters and get signatures.
- For parents who do not attend Parent Teacher Conference, the ESL coordinator, Ms. Clarke send entitlement letters by mail. Parent Survey and Program Selection Forms are given to parents after they watch the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." Several bilingual staff members are available to aid parents in the completion of the form. The surveys are collected at the end of the orientation. If a parent should be absent for the orientation and does not complete the survey, they are contacted by the Guidance Counselor, Mr. Acevedo (with interpretation assistance from a bilingual staff) to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students. During parent orientation or meetings, translation and interpretation services are readily available via one of our experienced and bilingual staff members. If the form is not returned within a reasonable time frame (about one week), the parent is again phoned and asked to come into school and fill out the form in person. Forms are also distributed in class for students to take home and return with their parents' signature. If the parents still does not return the Parent Survey and Program Selection Forms, they are then given an orientation during Parent Teacher Conferences at which we redistribute the forms and have them complete and submit them. All correspondence is sent in English and Spanish. For parents who speak another language, a flyer is included with information about the NYC DOE's Translation and Interpretation Unit. Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents, the Ms. Hyman-Clarke will scan the letter and place a copy in each student's record. As for the returned Parent Survey and Program Selection Sheet, Ms. Jueng maintains and update a spreadsheet of students in order to keep track of who has or has not returned the survey and what choice each parent made. The surveys are placed in the students' cumulative folders.

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.

When a student registers, they are initially screened by an ESL pedagogue.

If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not they have taken the NYSESLAT the prior year. If the record indicates that the new student requires ESL services, the administration works with the ESL pedagogue to place the student in the appropriate class. The parent is sent a Continuation Letter notifying the parent of Continued Entitlement.

If the student is a newcomer to New York City, the ESL pedagogue and a translator, if needed, will assist the parent in completing the Home Language Survey (HLIS). HLIS forms are available in 13 languages other than English. If the Home Language is determined to be other than English in the HLIS, the student is administered the Lab-R to determine ESL eligibility. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored. Upon intake after parents have completed the HLIS, students are interviewed by the ESL coordinator using the ALLD screener to determine if the student qualifies as a SIFE. If the student requires ESL services as per this hand-scored exam, the student's parent is sent a letter of Entitlement and invited to a Parent Orientation Meeting, coordinated by the Guidance Counselor. We provide parents with native language support with translation and interpretation services to ensure that they understand that we will make every effort to place their child in the ESL program of their choice. If the parent chooses a ESL program we do not currently offer we inform them that we while we do not currently offer the program we will open a class when 15 or more ELLs register who speak the same language in two successive grades and notify

them through letter or phone conversation of its availability. In order to honor parents' choice the ESL Coordinator refers parents to the appropriate program and/or district office. After program selection letters are received the student is placed in a designated ESL class wherein he/she will receive the state mandated number of instructional minutes per week.

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.

All entitled ELLs (based on the RLER report on ATS) are administered the NYSESLAT, an annual assessment of students' progress. The Assistant Principal, Erica Clarke in collaboration with the ESL Coordinator, Dorine Hyman-Clarke and ESL teachers collaborate and create a testing schedule and checklists to maintain the integrity of all NYSESLAT testing. Moreover, the ESL Coordinator attends training regarding testing, issues related to testing, and state-mandated training for test grading. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the test by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule. After the assessment parents are informed whether their child scored above or below proficiency (i.e. beginning, intermediate or advanced level). If the child's score is below proficiency, the parent is informed that their child will continue to receive services appropriate to their proficiency level. If the scores at the proficiency level, the parent is informed that their child will be placed in a General education class with transitional support. Continuation of entitlement and nonentitlement/ transitional letters are sent to parents in English and in the parents' preferred language, to advise them of students' eligibility for ELL services.

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. ⓘ  
Historically, parents at our school choose the Freestanding ESL as their program choice. 100% of our surveys list Freestanding ESL as parents' number one choice. Currently, our program is aligned with parent requests. At the present time we do not have the numbers or need to offer other programs. Our ELL population is very diverse. As parents are made aware of the other choices of enrollment and they are advised that programs are dependent on student enrollment. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent chooses a program other than ESL, they are promised that when the school reaches the number of 20 students requesting the bilingual program, it will be offered and their child will be given a priority seat.

## 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])?

At Jonathan Levin HS for Media and Communications we have a self-contained Stand-Alone ESL model. Students are block programmed based on their grade. However they are programmed for ESL instruction based on the most recent NYSESLAT results. Our ESL program service students in grades 10-12 and currently has thirty-five students in the tenth grade, thirty-seven students in the eleventh grade and forty-one students in the twelfth grade.

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)?

ELLs are taught in mixed-level groups, with instruction that is differentiated to allow for varied. All instruction is delivered in English, with native language support offered whenever possible. Students are scheduled to take a full period of NLA instruction for 47 minutes, five times per week to facilitate the skill acquisition in their native tongue with the expectation of accelerating the second language learning process. Core classes are taught by fully certified teachers, who have a bilingual extension whenever possible. During last year we began training our teachers to incorporate differentiated planning and delivery of instruction based on students individualized needs in a standard-based modality using the Common Core Learning Standards. Beginner students are scheduled for 705 minutes of ESL instruction; Intermediate students are scheduled for 470 minutes and advanced students are scheduled for 235 minutes every week, beyond the state minimum mandates. During these classes, teachers use the sheltered English method of instruction. In addition, these students are receiving additional academic intervention services including counseling, tutoring, and regents prep classes. For Long Term ELL's we have developed a push-in model were one of the ESL instruction periods they take the class with an ESL teacher and an ELA teacher.

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.

While the native language is used as a bridge to facilitate students' acquisition of the English Language, instruction is delivered in English by the ESL teachers through balanced literacy and Common Core Learning Standards aligned units of study. Using the Gradual Release Method of Instruction Delivery teachers are encouraged to offer direct instruction to students through modeling, conferring, and accountable talk. There are multiple opportunities for writing instruction. The school provides teachers with laptops and projectors so that they might incorporate visual supports in their lesson. Other ESL strategies may include: choral response and aural support. Differentiated materials enable English Language Learners to meet the same learning objectives as their general education counterparts. NYSESLAT scores guide teachers to plan instructional emphasis. For example, a string of lessons might be "listening, speaking, writing" or "reading, speaking, writing" The language, instructional approaches and methods used to make content comprehensible and enrich language development seek to maintain academic rigor and higher order thinking while making content understandable to students with limited English skills. Explicit vocabulary teaching, visuals, graphic organizers and consultation with content area teachers ensure that ELLs keep pace with their native English speaking classmates. Native language support is offered to ELLs in ESL and in all content area classes. English Language Learners (Beginners, Intermediates, and Advanced) receive instruction from licensed content specialists who infuse ESL strategies such as those listed above, into content instruction and teachers work to facilitate the acquisition of academic (Tier III) vocabulary. The classroom libraries include high-interest, leveled books that are selected with the learning needs of ELLs in mind, giving all ELLs a chance to explore information in the content areas at their own "just-right" reading levels. Our school library has a selection of fiction and non-fiction books in Spanish and our Math and Science programs include Spanish versions of the published materials in order to support the learning needs of literate newcomers from Spanish-speaking countries.

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

To ensure that ELLs are appropriately evaluated in their native languages we align testing requirements with curriculum requirements by allowing linguistic accommodations during testing that are commensurate with students' language proficiency

needs. We extend the test time for LEP/ELL students on NYS ELA and content-area Assessments and on Regents Examinations by providing students with "time and a half" (the required testing time plus half that amount). The Spanish LAB is administered for Spanish speakers who score below the LAB-R English proficiency cut score. Following NYSED guidelines we provide testing accommodations to LEP/ELLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). We make all necessary arrangements to make these accommodations available for LEP/ELLs who need them.

- For state examinations for which the Department provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously.

- LEP/ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open ended question in their native language.

- If it is allowable for us to use translated editions of an assessment but the school is unable to provide the translated editions, we accommodate students' language needs by providing oral, direct translations (at request of student)

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

Teachers across all subject areas ensure that the four modalities, listening, speaking, reading, writing are addressed in their lessons. Their lessons include both content and language objectives. These objectives are explicitly reviewed at the beginning

and end of class. It also encompasses strategic introduction of content vocabulary, explicit literacy instruction, and the use of hands-on manipulative. We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by administering the New York State English as a Second Language Achievement Test (NYSESLAT) every year. Students take the Speaking portion of the New York State English as a Second Language Test (NYSESLAT) during the administration window which this year will be from April 9 to May 16. Students take the Reading, Writing, Listening portion of the New York State English as a Second Language Test (NYSESLAT) during the administration window which this year will be from May 5 to May 16. We also administer the English Language Learner (ELL) Periodic Assessments which measures our students' progress in English language proficiency and to predict performance on State English language acquisition tests. The results on the English Language Learner (ELL) Periodic Assessments provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction.

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).

Our instructional plan for SIFE:

Teacher differentiate their lessons to meet the needs of these learners for instruction in basic concepts and skills necessary for academic success, including how to study and take notes and how to participate in class discussions, looking for the heading of a chapter in pre-reading exercises, and using a dictionary. Teachers incorporate hands-on learning opportunities when they teach. Knowing that students may lack prior knowledge teachers plan include explicit instruction and supplementary materials. Teachers work to include visuals in their lessons such as pictures, photographs, videos, role playing and real objects. Teachers try to relate the concepts they are teaching to real-life experience situations. If the text used is too difficult they modify it for to meet the needs of the SIFE student. Teachers plan ample time for practice within each lesson and make sure you are using correct pacing for the lesson especially when it is a topic in which your ELLs do not have much prior knowledge. We also use a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule.

Differentiation plan for ELLs in US schools less than three years:

Teachers design instruction so that students have multiple opportunities to interact and produce academic language, both oral and written. In response to the immediate social, cultural, and linguistic needs of ELLs in US schools less than three years, teachers are working to design supportive learning environments which are highly attuned to the emotional strain these students may experience as they adjust to a new country, language, and customs. Instruction is intentionally designed with clear language targets that align to content standards and learning targets. Teachers provide language development through content, build background through learning experience, and scaffold language and learning experiences. Teachers follow the Gradual Release of Responsibility Model to provide students with explicit instruction in an age-appropriate manner.

Differentiation plan for ELLs receiving service 4 - 6 years:

Teachers across all subject areas ensure that the four modalities, listening, speaking, reading, writing are addressed in their lessons. Their lessons include both content and language objectives. To differentiate instruction teachers create print rich environments and stimulate student motivation using activation of prior knowledge techniques which link new information to what ELLs already understand.

Differentiation plan for ELLs receiving service 6+ years:

We offer these students Spanish language and literacy courses, to help students develop a strong foundation in academic Spanish. Teachers build on students' prior knowledge and engage them in hands-on learning, including the use of manipulatives, reciprocal teaching, and teaching to the multiple intelligences. Teachers give students frequent checks for communication. Incorporate peer-assisted learning opportunities during which ELL students work in structured pair activities. Use native language content and literacy instruction to build on English instruction, This include work on pre-reading, during reading, post-reading strategies y, use of graphic organizers an use of reading logs and journals to incorporate reading and writing.

Plan to differentiate instruction for former ELLs (in year 1 to after testing proficient).

For the ELL students reaching proficiency, the ESL teacher continues transitional support for 2 years. The transistional support includes the following terms:

- ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.
- The ESL teacher offers support by conferencing with students in and outside the classroom.
- The ESI teacher offers guidance and level appropriate materials to assist students with final projects and assignments.
- All students are invited to participate in our after school programs and AIS services.
- Students receive testing accomodations according to State guidelines. Teachers across all subject areas ensure that the four modalities, listening, speaking, reading, writing are addressed in their lessons. Teachers build on students' prior knowledge and engage them in hands-on learning, including the use of manipulatives, reciprocal teaching, and teaching to the multiple intelligences.

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?

Our goal is to use instruction strategies which address both students' linguistic and cultural characteristics and their disabilities instruction needs. The school ensures that all ELL-SWD's receives services mandated on their I.E.P. Teachers modulate the level of English used with and among students and make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multi-cultural content, and native language support. They strive to create a non-threatening environment where students feel comfortable taking risks with language. They also make specific connections between the content being taught and students' experiences and prior knowledge and focus on expanding the students' vocabulary and comprehension skills of our ELL-SWDs, with the ultimate goal of attaining improved NYSESLAT scores in all four modalities

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?

Our 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 by making sure that all instructional strategies and grade-level materials used align with the Common Core Learning Standards and Subject Standards. We provide small group instruction during our ELL-SWDs' mandatory 360/180 minutes of ESL classes as well as afterschool tutoring support services help to meet the diverse needs of our ELL-SWDs students. We work to provide equitable and flexible access to concepts and ideas for all students. In regards to inclusion, students with disabilities can work on individual skills and goals within the context of the general education curriculum. Our ELL-SWDs in inclusion receive flexible programming with nondisabled peers. Modifications to the regular class curriculum and the introduction of supplementary aids and services have been success with our ELL-SWDs. Educational Assistants (Paras) are provided if mandated by the students IEP. Our curriculum allows students the opportunity to access skills at a variety of different levels, supporting their overall development. As part of our instructional process, all teachers participate in a six week assessment cycle, where they continually assessed students in order to inform their practice. Teachers use data to create small instructional groups, targeted to students' needs. The flexible nature of these groups acknowledges the times when students make progress and continue to move and push them to greater proficiency. Creating teacher-made lesson materials and pairing students based on ability, all reflect our school working to meet the various needs of our ELL-SWDs within the least restrictive environment. In addition, the use of leveled libraries, small group instruction (inside and outside the classroom), the

use of multiple modalities, and daily opportunities for listening and speaking allow ELL-SWDs to read and write at their individual instructional level. Grouping students based on ability, creating Cooperative Learning Groups, and scaffolding instruction are other ways in which we meet the diverse needs of our ELL-SWD's within the least restrictive environment.

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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**

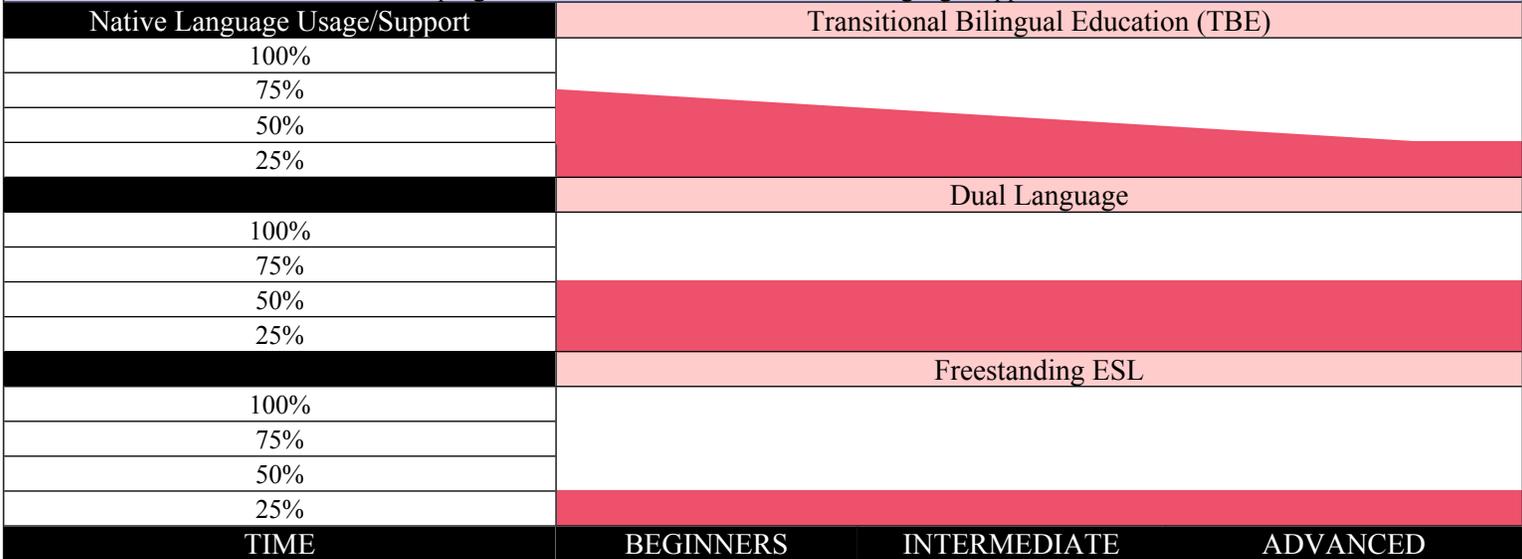
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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.

In order to support learning and foster community involvement we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL Students and use scaffolding techniques to support the ELL population in the school. These include our After School Program and tutorings These program takes place Tuesday through Wednesday from 3:30 p.m to 4:50 p.m.

Academic Intervention Program: These services are offered every Monday and Tuesday from 2:20 p.m to 3:10 p.m. Targeted intervention programs for ELLs in ELA, math and other content provided throughout the school day in all subject areas areas include issuing each teacher a laptop and projector which they use to deliver lessons which include visuals and audio. Students who are not making adequate academic progress or have failed a core subject area class, are offered remedial courses to make progress and to receive the missing credit.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program has not been effective as

11. What new programs or improvements will be considered for the upcoming school year?

We are considering improving the ESL program by purchasing new ESL materials and the Achieve 3000 software program. We are also use our SIG grant to to improve the service we offer students.

ReDesign LLC using the sheltered instructional model provides professional development to teachers consisting of professional development workshops and 30 modeling and coaching days which will support them with the development and implementation of effective (HEDI scale) lesson plans and practices that validate ELL students language experience and promote an academic language culture within the school/classroom

Global Kids will provide Saturday workshops geared to improving the language acquisition of our ESL students using Creative Arts, Digital Fim and the Power of Social Media

Generation Ready upports the school with the implementation of appropriate instructional units and standards-based Common Core Learning Standards (CCLS) curriculum. Generation Ready will conduct CCLS design workshops for each of the two years and they will offer in-class coaching and/or planning teamwork to assist staff with instructional shifts [lesson planning, looking at teacher work] and task assessment design [looking at student work].

Wediko clinicians offers intervention services for students with multiple absences including: Individual and Small Group Counseling, and Parent Support Program. Our programs will complement the school's student services on achieving college and career readiness. We will provide intensive interventions to ensure that students are redirected to attend school, accumulate credits, and make viable college and/or career plans. We will also help with securing student internships and assist school leadership to establish and monitor individual attendance and academic goals. Wediko staff will provide advisory sessions on social-emotional concerns, academic issues, school-closure counseling, college planning, and career readiness.

12. What programs/services for ELLs will be discontinued and why?

None of our programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELLs are afforded equal access to all programs. They are enrolled in the same academic programs as their peers based on their assessments and data. Current ELLs are provided the same learning opportunities as their advanced and native English speaking counterparts, with licensed content teachers and the appropriate units of content and language instructions. Similar to mainstreamed students, many current ELLs and previous ELLs participate in after school events and programs. Advanced ELLs are also provided the opportunity to take Spanish as a language elective equivalent to their peers. The ELL teaching program corresponds to the ELL students' ages and grade levels. All materials that are chosen are appropriate for the students' age and grade level. All of the content material is what the non ELL students are using. The ESL teacher supplements those materials to ensure comprehension by the ELL students. The ELL teacher incorporates NYS Standards and the Common Core Standards for

each grade level when planning her lessons. The ELL students are exposed to a strong academic program that ensures language acquisition.

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

Explicit ESL instruction is delivered using such methods as TPR, Shelter, Reciprocal Teaching, hands on experiences, use of technology, visuals and manipulatives, and scaffold writing. Realia is also used during instruction. Students receive additional instruction in reading, writing, grammar, listening, and speaking. All ESL lessons provide the students with social and academic language development that stimulate student's own knowledge and experiences connected to the lessons. Contextual Support is also important and can come through peer interaction, visual aids, maps, charts, and manipulatives and active reading strategies. The language the ESL teacher uses is providing students with English language that is just a little above their comprehension. Various instructional materials to support the learning of ELLs are used everyday. In ELA we use the Pearson Language Central and the Prentice Hall Literature core program. We chose Pearson because it provides a scaffolding approach to rigorous instruction, enabling students to build a solid literary foundation. Level selection pairs in the student edition allow teachers to choose the right text without skipping essential skills. It provides teachers with text complexity rubrics guide that allows them to choose selections that are appropriate for their students' abilities. Reader and Task suggestions offered in Prentice Hall Literature offer teacher support to ensure all readers meet achievable challenges. Selections include informational text which provide context for learning and allow for the application of knowledge across science, social studies and math. Support for reading complex texts is aligned to the Common. It offers students extensive practice with general and domain-specific vocabulary that builds knowledge and prepares students for success. Prentice Hall Literature also offers students rich online instruction which assists teachers with delivering multimedia rich lessons and responds to students' individual needs with precise practice and scaffolding. PHLitOnline automatically assign learner levels based on Diagnostic test results. Most importantly the Prentice Hall Literature program scaffolds for the ELL by side by side Spanish-English version of selections. Teachers are still learning to use the many features of the Prentice Hall program. We are currently in the process of purchasing Achieve 3000 which will provide differentiated online support to enable our ELL students to meet all-important readiness goals and increase their literacy proficiency. The Prentice Hall Literature Program also offer selections and text support for students with learning disabilities. Students also take classes in Journalism, Broadcasting, Visual Studies and Film production. These classes provide hands on approaches to promoting students acquisition of the English language.

We also use the Prentice Hall Integrated Algebra, Algebra 2, Living Environment, World History and American History Textbooks because they offer a blended print and digital curriculum that provides an environment where teachers can engage students, teach for understanding, and promote mastery. The Prentice Hall program is aligned to Common Core Learning Standards and its online learning environment enables teachers to easily meet the individual needs of their students. It is designed to enable teachers to easily access resources, plan lessons, incorporate presentation tools, assign student work and support student understanding. By presenting concepts visually, and through different, media, students can understand the importance of subject area ideas and the context in which it is used. The Prentice hall program offers teachers options for differentiating instruction at the start of each chapter and throughout the lessons.

Various pictures and photographs are used as well to help assist in teaching vocabulary. The students also use computers and have access to games that reinforce vocabulary and speaking skills.

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

Students' prior knowledge is recognized, specifically their native language and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In effort to draw upon the native language, bilingual glossaries based on content readings and vocabulary is created and implemented throughout the year. Instructional design and delivery takes students' native language into account as it is an invaluable resource.

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

All materials are age and grade appropriate.

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.

New students are given a student orientation, where they tour the school and meet both students and staff members. Students are assigned a buddy to facilitate their transition to JLHS.

18. What language electives are offered to ELLs?

JLHS offers Spanish to all of our students.

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)?

JLHS does not have a Dual Language Program.

## 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. Describe the professional development plan for all ELL personnel at the school. Please include all teachers of ELLs. During the 2013-2014 school year, ESL providers will attend off-site professional development sessions offered by the DOE including but not limited to sessions on SIFE strategies, NYSESLAT preparation, and differentiated instruction. We will also conduct professional development in Standard-Based Instruction for all teachers using the Charlotte Danielson's Framework method. For core subject area teachers of ELL's, paraprofessionals, and ESL teachers we will offer professional development aimed to discuss instructional strategies such as Point of Entry to further serve students' individualized needs. For all staff we will conduct professional development aimed at discussing the regulations related to ELL as well as the schoolwide expectations to better serve this population, especially in making the transition from middle school to high school or as a first time entrant into the NYC Public School system. We are also use the following funds to to to improve the services we offer students.

We have used our SIG grant to hire consultants from Generation Ready who work with all our teachers to plan and implement CCLS lesson plans which meet Effective or higher on the Danielson Framework for Teaching HEID scale.

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?

Our SIG grant has also been used to hire consultants from ReDesign LLC who using the sheltered instructional model will provide professional development for teachers who teach ELLS consisting support in the form of professional development workshops, modeling and coaching throughout the school year. They will support teachers with their development and implementation of effective (HEDI scale) CCLS lesson plans and practices that validate ELL students language experience and promote an academic language culture within the school/classroom.

We have also used our Title III Immigrant grant to purchase Achieve3000- Language Edition also with professional development for teacher. This program is designed specifically for teachers, to prepare ELL students to meet the demands of the Common Core State Standards and College & Career Readiness. The professional development will help teachers with the implementation of the program so they might effectively help their students who are learning English as a second language develop their English literacy while learning content-area concepts, vocabulary, and meta-cognitive strategies.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Teachers are provided with ongoing staff development on research based strategies to assist ELLs as they transition from middle school to high school. For example, teachers are trained on how to give instructions with clear expectations, provide sentence starters to help the students articulate, notetaking skills, and other strategies. We have also used our SIG grant to partner with Wediko consultants who provide us with a team of social workers who reach out to students who are at-risk based on scholarship, attendance and testing outcomes. We used our ELT grant to partner with the Leadership Program. They work closely with our teachers to provide our ELL population with social and emotional support both during and after 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.

Teachers servicing ELLs must attend 7.5 hours of staff development related to the education and assessment of ELLs as per Jose P. Teachers attend an in-house training as well as outside conferences to satisfy the mandated hours. Some of the topics covered during the training to complete mandated hours include: Identifying ELL students -Personal -Background information, Data- ARIS, A Guide to Teaching ELL Students ; Programs in New York State for ELL Students, Regents Statistics in the School for ELLs- and Lesson planning - Differentiation of Instruction for ELLs. Our Redesign consultants will also provide two-half day training to meet this mandate on February 2 and June 5, 2014.

## 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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent involvement in our school continues to be a challenge. Participation is very limited at our Parent Association meetings. However we continue to mail home all school documents and information translated into Spanish. Beyond quarterly report card conferencing, semi-monthly open house activities, PTA functions, high school fairs, international culture days, high school orientation sessions, our doors are always open to parents. Below are some of the ways we reach out to parents and address our ELL population:

- We offered ESL classes and art classes had been offered, but the attendance dwindled from one week to the next.
- School Messenger Phone System – Phone messages regarding student attendance, lateness, after school events and parent-teacher conferences are programmed through our School Messenger Phone System. Through this system we are able to call, text and email parents with important information in a timely manner. In addition, we send out all messages in both Spanish and English in order to better serve our student population.
- Consistent and Regular Mailings – As an additional measure of communication, we will often have school wide mailings (in addition to phone calls home and emails) to keep parents informed of ongoing school events. These mailings are provided in both Spanish and English.
- Parent Association Survey – We are providing all parents with a survey to determine how they would like to be more involved at our school. We hope to gain feedback from parents regarding what they want to see in our school as well as what they are interested in participating in. In doing so, it is our goal to increase parent communication and parent involvement within our school community. This too is provided in both Spanish and English.
- Each parent is issued an ARIS login and password in order to keep track of their children's attendance, state test scores and credit earned towards graduation. To support these initiatives, we will continue to conduct parent workshops and training sessions in both Spanish and English to support parent use of these programs. We feel strongly that this will empower parents to be an integral part of their children's educational success.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We partnered with the New York Police Department and had officers conduct workshops on cyber-bullying, gangs and teen violence awareness. Recently, we partnered with New Settlement Community Center which provides the members of the community with free or low-cost fitness and wellness activities. Assembly Woman Vanessa Gibbins has met with administrators and staff brainstorming on the needs of this community and actions that can be taken to meet those needs. While a construction company were building in the community, we asked and received their support in donating, for our parents, non-perishable foods and turkeys during the holiday season. All of these partnerships provided our ESL parents with support and all workshops were provided in both Spanish and English. The parent coordinator uses the printed NYC directory to community based organizations to refer parents to variety. We partner with various agencies and CBO's in order to provide workshops for our parents. These include, but are not limited to, the college application process, Financial Aid Process, parenting workshops for parents of teenagers, etc.

3. How do you evaluate the needs of the parents?

The needs of the family is also evaluated with the amount of McKinney-Vento forms that we receive from our families. It allows us to ease the expenses of these families on a school level, providing the students with materials needed in order to be successful in their classrooms and getting to and from school. In addition, as the guidance counselor and the parent coordinator meets with the families, they are made aware of their struggles; referral and accommodations for these families are made on a case-by-case basis. Some of the referrals are provided within the schools' campus including but not limited to the Montefiore School Health Program, the Leadership Program and the New Settlement Apartments' Student Success Center @ Taft Educational Campus. The parent coordinator composes translated surveys to evaluate the needs of ELL families. Based on responses the parent coordinator plans for future parent involvement activities. Based on the responses of surveys, the parent coordinator tailors workshops, referrals and print materials. As many immigrant parents are working extended hours, it is not always possible for them to attend workshops at school.

4. How do your parental involvement activities address the needs of the parents?

Based on parent surveys, we schedule parent meetings according to times that they prefer. Recent needs assessments have indicated a need for more support in the financial aid process. We also vary the time of these meetings, sometimes in the morning and other times in the evening, to accommodate schedules and meet the needs of as many parents as possible. Additionally our surveys indicate that parents are interested in support with learning to speak English, job hunting, housing searches, career development through Dress for Success, visits to NYC to familiarize them with travel and services, immigration paperwork processing, health insurance, offsite workshops to familiarize parents with diverse culture and social norms. We are seeking to ways to support them in meeting these needs.

### **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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nasib Hoxha	Principal		1/1/01
Erica Clarke	Assistant Principal		1/1/01
Celsa Lopez	Parent Coordinator		1/1/01
Fabia Cancela	ESL Teacher		1/1/01
	Parent		1/1/01
Pedro Luna/Math	Teacher/Subject Area		1/1/01
Michael Grant/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Raul Acevedo	Guidance Counselor		1/1/01
Steven Chernigoff	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: 9x414 School Name: Jonathan Levin High School

Cluster: 610 Network:

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

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

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

When a student first attend our site, the parent coordinator interviews the parent to find out their native language. From that point on, any communication is sent to them using their native language as translated by the NYC Department of Education. For our locally generated documents, the parent coordinator translate the communication and the ESL teacher reviews the translation. Additionally, during Orientation in August and during the first week of school, through phone calls, Spanish-only speaking parents are identified as well as other non-English, mono-lingual families. This data is then shared with the school community so that translation and interpretation can be provided to these families as needed.

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

The vast majority of our parents need documents to be translated into Spanish. Only two students need these documents translated into Arabib or Bengali. .We have found that, due to our large Spanish speaking population, it is critical that all school policies and mailings are provided in both English and Spanish.We have also found it important to ensure that there is a Spanish speaking staff member available to each grade team to help with interpretation for phone calls, intervention round tables and open school night. Fourteen staff members, including teachers, guidance counselor, parent coordinator, para-professionals and school aides, speak Spanish so we are able to provide interpretation services during individual communications as well as at PA and college 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.

We have a bi-lingual Parent Coordinator as well as 14 bi-lingual staff members. As a result we are able to translate critical school communications. Other documents are translated directly by the NYC Department of Education.

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

During every meeting, we have a bi-lingual Parent Coordinator as well as 14 bi-lingual staff members, who are organized to assist grade/cohort specific populations during all meetings, communications and interventions. We have utilized the City translation services for other languages

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

semester.

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$18740

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

**Part E: Budget**

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

Allocation Amount: \$18740

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