

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

15K463

School Name:

SECONDARY SCHOOL FOR JOURNALISM

Principal:

EILEEN COPPOLA, Ed.D.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 15K463
School Type: Comprehensive Grades Served: 9-12
School Address: 237 7th Avenue Brooklyn, NY 11215
Phone Number: 718-832-4201 Fax: 718-832-0273
School Contact Person: Eileen Coppola Email Address: Ecoppola5@schools.nyc.gov
Principal: Eileen Coppola
UFT Chapter Leader: Deirdre Quinn
Parents' Association President: Annette Renaud
SLT Chairperson: Aquila Jordan
Student Representative(s): Tia Hunte, Ceara Dixon

District Information

District: 15 Superintendent: Karen Watts
1396 Broadway, Room 110
Superintendent's Office Address: Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: 718-455-4684 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: CFN 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eileen Coppola	*Principal or Designee	
Deirdre Quinn	*UFT Chapter Leader or Designee	
Annette Renaud	*PA/PTA President or Designated Co-President	
Anne Marie Cinardi	DC 37 Representative, if applicable	
Tia Hunte Ceara Dixon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Aquila Jordan	Member/ Parent	
Mary Mayers	Member/ UFT	
Ronald Williams	Member/ Parent	
Louise Rankin	Member/ Parent	
Ehrin Kauapirura	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Secondary School for Journalism is located in Park Slope, Brooklyn, on the John Jay campus, along with four other schools. The demographics and metrics for the school sit at approximately the city average. This positions us to move the school into a range of above average achievement. We are especially focused on improving the graduation rate, college readiness, and college entrance.

In 2013-14 and over the summer of 2014, the school experienced a great deal of turnover, through the loss of a principal and approximately 40% of the staff. 2014-15 is a year to rebuild, take stock, and lay plans for the short term and the long-term development of SSJ.

The school was strongest last year on observed curriculum alignment (Tenet 3) and pedagogy (Tenet 4), according to the Quality Review conducted during the school year. Family and community engagement and support (Tenet 6), the scholarly tone and purpose within the school (Tenet 5), and school leadership (Tenet 2) all need to be strengthened coming into this school year.

A key focus for us as a school this year is to rebuild relationships and trust among all stakeholders, and to begin developing a strong culture around college preparation for our students. We strengthen our relationships through transparency and collaboration, including multiple groups in which teachers play a role (TALENT, the Discipline and Youth Development Team, Academic Teams, Student Intervention Team, Professional Development Committee, UFT Consultation Committee, and a Hiring Committee for the late winter and spring). By working with data on the school, discussing it, and planning from it, we can move together as a faculty and through strengthening curriculum and instruction. In addition, we are working to re-brand ourselves as a high school to prepare students for college, so we discuss both the explicit requirements for college, and the rigor necessary in classrooms. In 2015-16, we will establish an academic council to provide strong academic leadership.

Reference:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This school received a “Proficient” for quality of instruction in the 2013-14 Quality Review, and was judged to be fairly strong on the elements of curriculum and pedagogy. In 2013-14, teacher teams were formed around grade levels and academic subject. Teachers report that this work was moderately successfully, but, not sufficiently deep. In addition, teacher turnover has meant that approximately 40% of staff are new this year and transitional. Some initial work was done linking classroom assessment to planning instruction, which is very positive. However, almost no work was conducted on overall data analysis to rigorously track student progress to graduation and college in terms of credit accumulation, Regents passage, and college applications or postsecondary planning. A critical issue at the school last year was the absence of a full range of opportunities to declare the intention to pursue an Advanced Regents Diploma and have the courses available to do so.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By September 2015, every student will experience a personalized transcript review accompanied by academic planning to graduation and programmed based on his/her stated goal to pursue an Advanced Regents diploma if desired.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Staff leading advisory sections will learn to carry out a collaborative transcript analysis with students to plan for graduation and post-secondary success.	Staff	Start September 2014/ End August 2015	Principal, Guidance Counselor, Advisory Teachers
Students will participate in advisory sessions and proactively review their transcripts. Transcript analysis will be included in all Triennial	Students	Start September	Principal, Guidance Counselor,

and Annual Reviews of IEP's for students receiving Special Education Services.		2014/ End August 2015	Advisory Teachers
Parents will attend workshops to understand how to read their child's transcript and understand graduation and college admission requirements.	Parents	Start September 2014/ End August 2015	Principal, Guidance Counselor, Advisory Teachers
Parents and students will complete a survey indicating their intention to pursue a Regent's or Advance Regent's Diploma.	Parents Students Staff	Start November 2014/End February 2015	Principal, Guidance Counselor, Advisory Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time of above listed staff Funding: Datacation Grant from New Visions to fund "TALENT" team

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<u>By February 15th, All 2015 Cohort will have completed transcript analysis.</u>				
<u>By March 15th, All 2016 Cohort will have completed transcript analysis.</u>				
<u>By April 15th, All 2017 Cohort will have completed transcript analysis</u>				
<u>By May 15th, All 2018 Cohort will have completed transcript analysis</u>				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The school has a baseline of expectations for students; however these were often not enforced or enhanced. The school lacks an overall framework for social/emotional development. This needs to be identified and embedded within the culture.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, the school will begin making explicit use of an integrated discipline, youth development, and cultural framework with the goal of decreasing suspensions as measured per month from September, 2014 to June, 2015 as registered in OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
School personnel will be entirely transparent and fair during any disciplinary processes, emphasizing developmental discipline practices that seek growth within students. Parents will be deeply involved with conversations regarding their children’s work and behavior in school.	Students, Parents	Start September 2014/End August 2015	Dean/Social Worker, Assistant Principal, Principal, Discipline/Youth Development Team
Data on patterns of disciplinary referrals and suspensions will be reviewed monthly to understand where further progress needs to be made.	Administration, Faculty	Start September 2014/End August 2015	Dean/Social Worker, Assistant Principal, Principal, Discipline/Youth Development Team

Transparent processes and systems for tracking and addressing behavior issues will be developed collaboratively with faculty and parents. Overall principles will be developed for working with students that include a clear discipline ladder, close work with parent, mediation, counseling and support for students, and academic planning. A manual on these processes will be developed and published for September, 2015.	Administration, Faculty, Parents	Start September 2014/End August 2015	Dean/Social Worker, Assistant Principal, Principal, Discipline/Youth Development Team
The school will explore adopting a positive development framework. In particular, the school will explore the power of Restorative practices to support youth development and positive community building.	Youth Development/Discipline Team	Start September 2014/End August 2015	Dean/Social Worker, Assistant Principal, Principal, Discipline/Youth Development Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time from personnel listed above. Participation with Morningside Center for Teaching Responsible Citizenship on Restorative Circles as funded by DOE centrally. 5 SSJ personnel commit to 5 Saturdays of training, which is offered free from the DOE, and includes 6-10 days of consulting from the Morningside Center.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
Part 6b. Complete in February 2015 .				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The school has in place fairly good practices with regard to curriculum and is beginning to align instruction to the Common Core Standards. A larger challenge is to continuously integrate the use and analysis of all levels of data into educational programming and instructional planning. There has been a very limited culture of using data and outcomes to plan strategy and instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, faculty will work as a whole and in academic teams to develop strong practice of understanding and utilizing data to guide instructional planning. This will be measured by demonstrating through survey or focus group by that June, 2015, faculty at SSJ will be able to articulate how the process of using data has guided school academic planning, curriculum, and instructional planning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Develop and introduce data systems to school faculty (New Visions Tracker, Skedula). Develop school leadership focused on data through the TALENT Team.	Faculty	Start September 2014/End January 2015	Principal, Assistant Principal
Develop and introduce data systems to parents and students (Pupil Path).	Parents, Students	Start September 2014/End January 2015	Principal

Enact a professional development plan that teaches faculty how to start with more macro, overall data, then drill more deeply into student work to inform instruction.	Administration, Faculty	Start September 2014/End January 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
By October 2014, TALENT Team Begins to Meet.				
By October 2014 Professional Development Plan completed and begin implementation.				
By December 2014, Datacation software is purchased and teachers/administrators receive initial professional development.				
By February 2015, Teachers regularly use Skedula to enter data on students.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The results of the 2013-14 School Environment Survey demonstrated limited confidence in the school leader.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-15 school survey, the responses to questions to school staff about school leadership will increase at least 10% in the positive direction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
School leaders will build positive relationships with school staff through transparency and consistency.	Faculty	Begin September 2014/End August 2015	Principal, Assistant Principal, Network Staff
School leaders will build trust by listening and fulfilling commitments.	Faculty	Begin September 2014/End August 2015	Principal, Assistant Principal, Network Staff
Evaluators will model a focus on instruction through professional development and frequent observations.	Faculty	Begin September 2014/End August	Principal, Assistant Principal, Network Staff

		2015	
Common Core standards and rigor will be emphasized throughout discussions of pedagogy, including observations, to address the needs of all students including special populations.	Faculty	Begin September 2014/End August 2015	Principal, Assistant Principal, Network Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time from personnel listed above Instructional Coaching from CITE as funded by the 21 st Century Grant

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
A 20% increase in the submission of school surveys by faculty by the submission due date.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The school seeks to increase trust between parents, parent leaders, school staff, and school leadership. A critical goal for the 2014-15 school year must be to build relationships in order to foster a more collaborative school community. This need is demonstrated through data from the School Environment Survey. The goal below is designed to strengthen interactions between school staff and parents by providing mutually accessible and transparent tools for the support of our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, Parents and Students are trained on using Pupil Path to track assignments, grades, course completion, Regents Scores, and progress towards graduation, as a centerpiece of trust, transparency, and accountability. Tracking of usage will demonstrate that 25% of parents and 35% of students are logging in to Pupil Path by September, 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Workshops for teachers on how to utilize Skedula as a tool for tracking student progress and communicating with both students and parents.	Staff	Start December, 2014/End August 2015	Principal
Workshops for students on how to utilize Pupil Path to track their work, attendance, credit accumulation, and test scores.	Students	Start December, 2014/End August 2015	Principal, Guidance Counselor

Workshops for parents on how to utilize Pupil Path to track their child's attendance, lateness, class attendance, assignments, grades, exams, and credit accumulation.	Parents	Start December, 2014/End August 2015	Principal, Assistant Principal, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time from personnel listed above Space within the school for workshops Datacatation Software Datacatation Professional Development Support Access to computer lab

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
School will adopt Datacatation by December 2014. Teachers will begin using Datacatation for Grades and Assignments by February 2014 40% of students will use Pupil Path by April 2015. 30% of parents, including parents of new admits to the school over the summer of 2015, will begin using Pupil Path by August 2015.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
Mathematics	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
Science	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
Social Studies	Course Grade of 70 or below.	Clinically-based and data driven interventions specific to students' needs	Small group and one-to-one tutoring	During lunch; after school; targeted Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by teachers.	Evaluation of needs, and resources provided through tutorials for academics and counseling for social/emotional needs.	Small group and one-to-one tutoring. Group or one-on-one counseling and intervention.	During school.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

Teachers experience weekly professional development and/or team meetings in academic departments. Classroom observations are followed up with conversations and written feedback aligned with the Danielson Framework. Principal creates a fluid, open door policy for issues, and maintains a positive relationship with union representatives. Five openings will be advertised and filled for the 2015-16 school year through an intensive recruitment process, including the involvement of current staff.

2b. 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).

Professional development for teachers occurs in several different forms. 1) Every Monday, we have a professional development session focused on one of two questions, or the two combined: "How do we use data to plan instruction?" and "What does a college preparatory program look like?" These goals are meant to lay the groundwork for intensive and extensive use of data of all kinds, and for the staff to discuss the characteristics of a rigorous college preparatory program within the context of the Common Core Standards. 2) Classroom observations are frequent and followed up with conversation and written feedback. Each commentary includes strengths and suggestions, as well as ratings guided by the Danielson Framework. Each rating includes concrete steps for improvement and resources. 3) Teachers attend professional development outside of the school, including lab sites and PD offered by the network, by the DOE, and by other organizations relevant to the subject matter taught by the teacher.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable.

3b. 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).

Not applicable.

Part 4: SWP Schools Only

4a. 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.).

Not applicable.

4b. 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.

The use of assessment to plan instruction is woven throughout our professional development this year. Through our discussions in the TALENT Leadership Team, Student Intervention Team, Youth Development Team, and Academic Teams, we will determine this year whether to institute a universal literacy and mathematics screen next year, and whether we will adopt Acuity or Performance Series. In addition, our PD focus on data this year integrates the importance of ongoing assessment to plan classroom instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	210,764		8-17
Title I School Improvement 1003(a)	Federal	None		
Title I Priority and Focus School Improvement Funds	Federal	None		

Title II, Part A	Federal	None		
Title III, Part A	Federal	11,200		8-17
Title III, Immigrant	Federal	None		
Tax Levy (FSF)	Local	1,540,403		8-17

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Secondary School for Journalism**, 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 the school and the families. The 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 the school community. **Secondary School for Journalism** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1st 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;

The 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;
- 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 (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 463
School Name Secondary School for Journalism		

B. Language Allocation Policy Team Composition [i](#) 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 Jodi Radwell	Assistant Principal Bibiana Ammatuna
Coach type here	Coach type here
ESL Teacher Dr. Quinn	Guidance Counselor Ms. Cummings
Teacher/Subject Area Ms. Benavides	Parent Jorgelina Taveras
Teacher/Subject Area type here	Parent Coordinator Ms. Susan Stein
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	274	Total number of ELLs	38	ELLs as share of total student population (%)	13.87%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1	1	1	1	4
Discrete ESL class										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	2	3	1	8
Intermediate(I)										3	2	4	7	16
Advanced (A)										3	3	4	4	14
Total	0	8	7	11	12	38								

NYSESLAT Modality Analysis

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most ELLs do better in listening and Reading modalities than in Writing and speaking. It is difficult to see the pattern by grade

because ELLs received their services by ability and not by grade level. The Secondary School for Journalism accepts students from 9th to 12th grade.

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](#))

N/A

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?

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

The native language is used to enhance the concept of sequencing, provide opportunity to practice the writing process, and present oral and written individual work in the Native Language. One of the most challenging hurdles facing ELL students is passing the ELA Regents in order to graduate from high school. In the native language they need to develop the critical thinking skills and writing ability to generate an essay. Peer evaluation of the essays with the rubric enhanced their critical thinking skills, which in turn helped them improve their writing ability.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

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

The Secondary School for Journalism makes sure that the second language is used in class for clarification of academic materials. The AP Guidance and ESL teacher make sure to bring them up-to-date in all the school information and activities and they are part of the school spirit. In the academic classrooms the ESL teacher push in and helps the academic teacher using ESL methodologies to ensure that students understand the subject taught. The second language development is considered in instructional decisions by teachers providing students with opportunities to describe their reasoning, share explanations, justify conclusions, argue from evidence and negotiate meaning from complex texts.

Different diagnostic tools are employed to measure students' content knowledge and allow teachers to monitor students' learning to adjust instruction accordingly. In all classes students have the opportunity to use bilingual glossaries.

The interview with parents is used to measure the literacy level that the student may have in the native language to make the initial language transfer to the target language.

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?

N/A

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

The success of the program is measured by the number of students that graduate within the four years of school as well as the number of years receiving ESL services before they become proficient in English.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

There is a team of trained pedagogues responsible for implementing the ELL intake process throughout the year in the school. Once the student comes to our school the following protocol is in place: The home language is given to the parents in English or students' native language is other than English. The Assistant Principal of Guidance, Bibiana Ammatuna will conduct the informal interview in the native language and or English. During this informal interview the school will gather the necessary documentation and information pertaining to the student, including but not limited to the educational history in the native country.

The initial assessment is given to the student (LAB_R) and if the student speaks Spanish then the Spanish LAB_R is administered by the ESL teacher, Dr. Quinn. If the student is suspected to be SIFE then more questions are asked to the family as well as a written sample is collected at the time. The AP Guidance would ensure that the ELPC Screen in ATS is done for each student to ensure that the parent's choice, the administration of the LAB-R, and in which program the student was placed is recorded.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

Paste response to question here:

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

The Entitlement letters are given as follows:

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

The process is as follows:

1. Ms. Ammatuna is responsible for Identifying the ELLs through the intake process.
2. After the student is identified as an ELL, Ms. Quinn will administer the LAB-R to establish entitlement to the ESL program and the ESL level.
3. An entitlement or non entitlement letter will be distribute to the student and parent.
4. The parent will be invited to the Parent Orientation meeting where the Parent will watch the video.

5. All the letters are kept in the cumulative folder of the student and a copy in the ESL office.
6. If the student needs IVR the notice is sent immediately to the Special Education Liason for services.
7. ATS screens are all updated by Ms. Cinardi within 10 days of the student coming to school.

Paste response to question here:

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

Teachers of ELA, history/social studies, science, and other subjects are expected to "use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

1. Flexible scheduling of courses.
2. Content area instruction to fill gaps in educational background,
3. Extended time for instruction and support.

4. Transition measures to ease newcomers into regular school programs or beyond high school.

4-6 Years

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

Long Term ELLs:

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

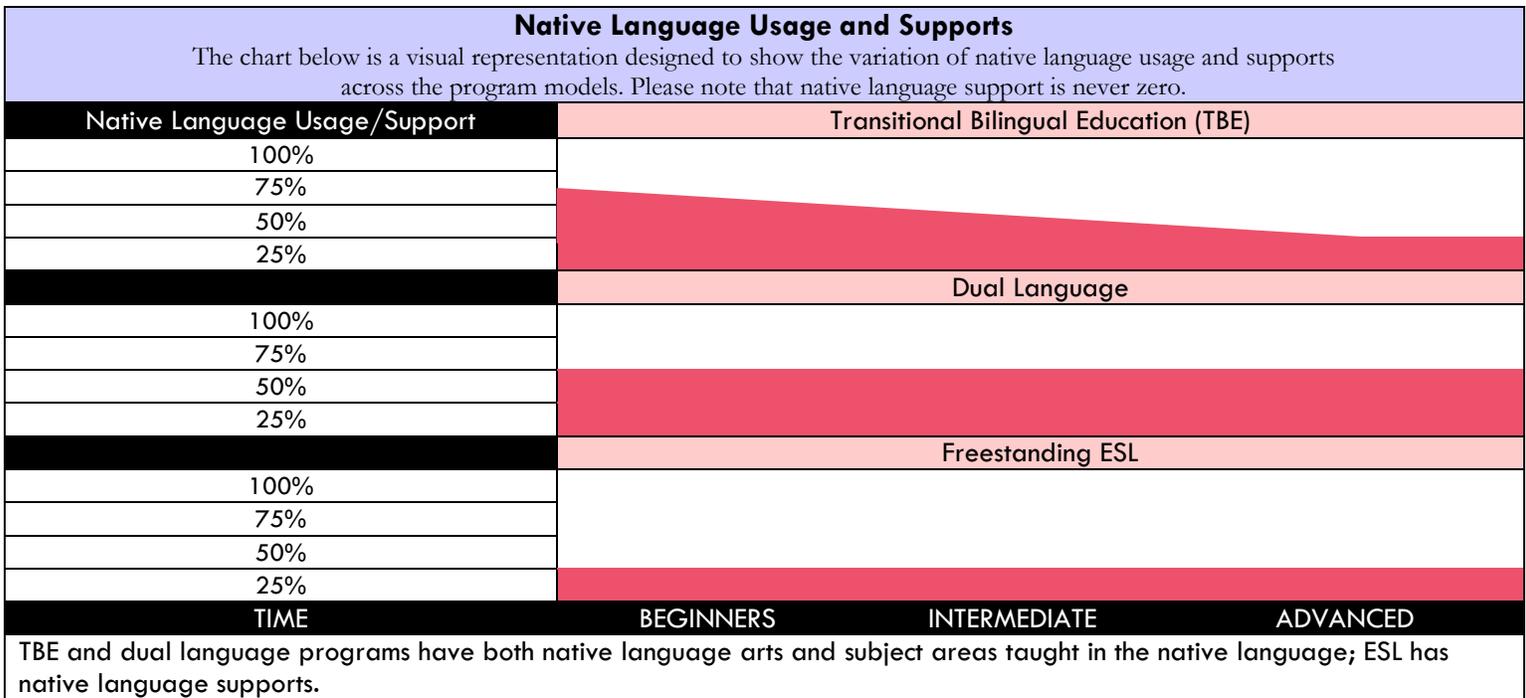
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

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



B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

Effective Teaching Strategies

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

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

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

Ms. Ammatuna assist the ELL population as they transition from grade to grade and when they become proficient. Ms. Ammatuna goes to all the mandated meetings giving by the ELL office.

Records are maintained in the office for each teacher.

D. Parental Involvement

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

FALL IF YOUR CHILD LEARNS IN TWO LANGUAGES

SPRING DREAM, BELIEVE, SUCCEED

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15 School Name: Secondary School for journalism

Cluster: 1 Network: 112

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Secondary Schl for Journalism	DBN: 15K463
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 31
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: Our intention is to use the Title III monies to assist our ELLs in 1) developing academic language, and 2) supporting their achievement in the core content areas. The focus of our Saturday and before school programs will be on providing college prep skills and developing strong literacy skills. This type of program is important for our ELLs because they need extra support in reaching the standards set out by the Common Core. In addition, students will have the opportunity to attend two field trips. The purpose of these trips is to enable our students to gain proficiency in the English language through experiential learning; in particular, the focus will be on acquiring academic language related to the content areas. Students will engage in reading and writing activities based on the field trips. The literacy activities will focus on all skills, listening, speaking, reading and writing.

Targeted population:

Newcomers/Beginners

B) After school: Reading and writing skills/college prep

1. Every Wednesday from 3:00 to 4:00 p.m. (December 3 -- May 25)

Language of Instruction: English

Teachers: 1 ESL teacher and 1 ELA teacher

There will be two teachers working in the Title III afterschool program. The duration of the program will be one hour a week for 20 weeks.

2. Saturday sessions: Reading/writing for the common core

Language of instruction: English

Teachers: 1 ESL teacher, 1 ELA teacher, 1 History teacher

Part B: Direct Instruction Supplemental Program Information

There will be three teachers working in the Title III Saturday program. The program will have 2 sections: Section 1: 9:00 - 10:30 am for Reading and Writing for the common core, and Section 2: 10:30 - 12:00 pm for Literacy in History/ Social Studies

Dates, January/February: 1/10, 1/17, 1/24, 1/31, 2/7, 2/28

Dates, May/June: 5/2, 5/9, 5/16, 5/23, 6/6, 6/13

Rationale

Our English learners need intensive instruction in developing skills that are commensurate with common core standards, including word identification, academic vocabulary, reading strategies, and understanding complex nonfiction text. The purpose of the Saturday program is to focus on assisting our ELs in developing proficiency in these areas.

Targeted population:

Longterm ELLs

Newcomers

Purpose:

The purpose of the program is two-fold:

1. to develop language skills: reading, writing, listening and speaking
2. to develop literacy in history/social studies

Service providers and qualifications:

Teachers certified in ESL/bilingual: 1 ESL teacher

Teachers certified in content areas: 1 Social Studies teacher; 1 ELA teacher

The ESL and content area teachers will teach together and create a cohesive set of lessons that address academic and college prep skills required for ELs to succeed.

For section 1 (9:00 - 10:30 am), the ESL and ELA teacher will team teach a class on reading strategies for fiction and nonfiction, as well as academic vocabulary. For section 2 (10:30 - 12:00 pm), the social studies teacher and ESL teacher will team teach. Students will be exposed to historical texts and

Part B: Direct Instruction Supplemental Program Information

documents and will develop skills needed to understand and write papers about these documents.

Our newcomers are in the early stages of English language acquisition. Their NYSESLAT and state exam scores indicate that more development is needed in all language skills – listening, reading, writing and speaking. The field trips provide tangible experiences which encourage oral language proficiency as well as vocabulary development. Furthermore, teachers then provide specific writing structures based on the trips, which enable our students to write meaningfully about their experiences. In addition, the field trips provide an orientation to New York City for our newcomers; this helps them to become acclimated to American culture as well as to the city. It is our intention to take a field trip to the Museum of Natural History; we will connect the work we do there to our students' Living Environment and Earth Science classes as well to their ELA classes. The second trip will be to the 911 memorial and the Wall Street area, where students will make connections around the history of New York City.

The language of instruction is English.

Experiential Learning: There are two trips in the budget for the spring semester, to be held Saturdays on March 14 and May 9 2014. There will be four teachers, one ESL teacher, one ELA teacher, one History teacher, and one Spanish teacher as well as parents accompanying the students. The duration of the trips is 5 hours, from 10-3 pm. The Title III Saturday instructional program will be connected to the field trips. Prior to the field trip to the 911 memorial, Title III instruction will include discussion of historically significant events in New York and how these are related to U.S. and world current events.

Furthermore, before the trip to the Museum of Natural History, students will study the early origins of man and civilization and will then link this understanding to museum exhibits. These trips will help students understand the content of history.

Materials:

We intend to purchase differentiated books for our content area classrooms in order to assist our sub-groups of ELLs, including our SIFES and newcomers, in acquiring content area skills and information. We also plan to buy leveled books for independent reading, bilingual dictionaries/glossaries and other supplies. We will buy supplementary materials for the EDGE series, a research-based, common core aligned program demonstrated to assist ELLs in gaining proficiency in literacy skills. We also intend to purchase leveled social studies textbooks from ACCESS/Great Source publishers.

Data Analysis

We keep track of student progress through consultation with ARIS as well as with mainstream teachers. Furthermore, we use student portfolios to track progress in targeted areas. NYSESLAT results are analyzed as another method for understanding individual student progress.

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:

The ESL teacher and Title III content area teachers will participate in a Study Group which will meet for 8 sessions, February through June 2015.

Rationale:

To develop content area and ESL teachers' ability to scaffold instructional materials while developing ELLs literacy skills. This will enhance English Language Learners' language acquisition skills and knowledge.

Participating teachers

5 teachers: TESOL certified, ELA certified, Social Studies certified, Mathematics certified, Living Environment certified

Dates: 2/12, 2/26, 3/12, 3/26, 4/23, 5/14, 5/21, 6/11

Time: 3:00 - 4:00 PM

Topics:

Sessions 1: Developing Literacy in second language learners

Session 2: Effective Literacy Teaching for English-Language Learners

Session 3: The Socio-Cultural Context in which Children Acquire Literacy

Session 4: First- and Second- Language Literacy

Session 5: Second Language Oral Proficiency and Second Language Literacy

Session 6: Cross-Linguistic Relationships

Text: Developing Literacy in Second Language Learners, ed. by Diane August & Thomas Shanahan, 2006

Session 7: Introducing the Cognitive Academic Language Learning Approach (CALLA)

Session 8: Learning Strategy Instruction in CALLA

Text: The CALLA Handbook, Anna Uhl Chamot and J. Michael O'Malley, 1994

Part C: Professional Development

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 will use Title III funds to hold parent meetings at which we will discuss common core standards, and give information to parents as to how they can support their children in reaching standards.

Type of program: Informational

4 Workshops

Targeted number of parents attending: 20

Language of services: English/Spanish

Rationale: When parents are involved with their children's education, children are more likely to be successful. Engaging parents of English learners in the process of helping their children develop skills necessary for success in academic settings will be the focus of these workshops.

Schedule: 1/16/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

3/11/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

4/17/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher

5/14/15, 6:00 - 7:00 pm: 1 ESL teacher; 1 Spanish teacher; Guidance Counselor

Providers: Deirdre Quinn, ESL; Marina Ulloa, Spanish

Parents will be notified with a flyer and phone call home

Part D: Parental Engagement Activities

Activities:

Workshop #1 1/15 workshop: ESL Curriculum -- EDGE series

Parents will be provided with an outline of the curriculum used in ESL class, as well as a sampling of the texts and projects that students have been working on during the year.

Workshop #2 3/15 workshop: Language Acquisition: How do we learn a new language?

Information will be provided about the process involved in learning a new language. Parents will share their experiences and the challenges they have faced learning English.

Workshop #3 4/17 workshop: 10 things parents can do to help their children succeed in school.

Ideas and strategies that can help ELs succeed in school will be discussed. Specifically, parents will be given information as to what they can do at home to further their child's language development.

Workshop #4 5/14 workshop: Understanding graduation requirements

Parents will be provided with information regarding graduation requirements and what their children will need to graduate. They will be provided with their children's transcripts as a means of helping them to determine what students need for graduation.

Part E: Budget

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

Allocation Amount: \$ _____

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"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____