



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

09X414

School Name:

JONATHAN LEVIN HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

Principal:

JACQUELINE BOSWELL

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Jonathan Levin High School for Media and Communications School Number (DBN): 09X414
School Level: High School Grades Served: _____
School Address: 240 E/ 172 St., Bronx, NY 10457
Phone Number: 718-992-3709 Fax: 718-992-4170
School Contact Person: _____ Email Address: _____
Principal: Jacqueline Boswell
UFT Chapter Leader: Michael Grant
Parents' Association President: _____
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 09 Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 611 Network Leader: _____

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 School Comprehensive Educational Plan (SCEP) 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:

- I. 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*.
- II. 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.**
- III. 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)
Jacqueline Boswell	*Principal or Designee	
Michael Grant	*UFT Chapter Leader or Designee	
Kim Alston	*PA/PTA President or Designated Co-President	
Janet Logan	DC 37 Representative, if applicable	
Miguel Almonte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ashley Acosta	Member/student	
Phedias Aponte	Member/student	
Erica Clarke	Member/Assistant Principal	
Leela Raj	Member/ Teacher	
Henrietta Jones	Member/ Parent	
Juana Aponte	Member/ Parent	
Andrea Chapetta	Member/ Guidance Counselor	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- | |
|--|
| a) 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. |
| b) Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| c) 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. |
| d) 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. |
| e) 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. |
| f) 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 administrators value each other. |

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- 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

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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)	Analyzing data, such as: Graduation requirements, transcript review, Graduation Analysis Report (GAR), Advanced Technology Services (ATS), Achievement Reporting and Innovation System (ARIS), Report cards to identify students in need of: Skill Building , Regents preparation, credit accumulation tutoring , teacher referral, student requests, parent initiated, literacy needs	Repeated readings, interactive writings (including college essay support), Study Island online support for Regents preparation, APEX for credit accumulation and credit recovery.	Small group, one-to-one, and tutoring	During the school day: co-teaching in the classrooms, Tutoring in the classrooms, and during the lunch period after school: PM school 2:40 -5:00PM Tuesdays-Saturdays
Mathematics	Analyzing data, such as: Graduation requirements, transcript review, GAR report, ATS, ARIS, Report cards to identify students in need of: Skill Building , Regents preparation, credit accumulation tutoring , teacher referral, student requests, parent initiated, literacy needs	Study Island online support for Regents preparation, Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. It is used to increase credit accumulation and credit recovery.	Small group, one-to-one, and tutoring	During the school day: co-teaching in the classrooms after school: PM school 2:40 -5:00PM Fridays
Science	Analyzing data, such as: Graduation requirements, transcript review, GAR report, ATS, ARIS, Report cards to identify students in need of: Skill Building , Regents preparation, credit accumulation (also, lab credits as per academic policy) tutoring , teacher referral, student requests, parent initiated, literacy needs	Repeated readings, interactive writings, Study Island online support for Regents preparation, APEX for credit accumulation and credit recovery.	Small group, one-to-one, and tutoring	During the school day: co-teaching in the classrooms, Tutoring in the classrooms, and during the lunch period after school: PM school 2:40 -5:00PM Tuesdays
Social Studies	Analyzing data, such as: Graduation requirements, transcript review, GAR report, ATS, ARIS, Report cards to identify students in need of: Skill Building ,	Repeated readings, interactive writings, Study Island online support for Regents preparation, APEX for credit accumulation and credit recovery.	Small group, one-to-one, and tutoring	During the school day: co-teaching in the classrooms, Tutoring in the classrooms

	Regents preparation, credit accumulation tutoring, teacher referral, student requests, parent initiated, literacy needs			after school: PM school 2:40 -5:00PM Wednesdays and Thursdays
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Teacher referral, guidance outreach, student initiated, drug and alcohol abuse, mental health issues, immunization, health issues and concerns, attendance outreach, home visits, Parent outreach, College and career readiness training, Students reading far below grade level	Mental health issues, immunization, health issues and concerns- On Site Montefiore Clinic	One-to-one	During the school day, lunchtime, after school
		Drug and alcohol abuse, mental health issues - On Site SAPIS	One-to-one, Small group	During the school day, lunchtime, after school, classroom visits
		Parent outreach- Parent Coordinator	One-to-one, small group, workshops, Parent coordinator, WEDIKO Child Services, Tuesday Afternoon parent engagement sessions, PTA meetings	During the school day, lunchtime, after school
		Attendance outreach- Family support, Alternative educational options	One-to-one, small group, workshops, town hall	During the school day, lunchtime, after school, classroom visits
		Mental health issues- Workshop by NYPD (bullying)	One-to-one, small group, workshops, town hall	During the school day, lunchtime, after school
		College and career readiness training- NYPD Explorers program/ Future in Options Internships	One-to-one, small group, workshops, town hall, motivational speakers, trips	During the school day, lunchtime, after school, classroom visits
		Students reading far below grade level- Literacy initiatives	One-to-one, small group, workshops, town hall	During the school day, lunchtime, after school, classroom visits

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- a) Section A. School Overview
- b) Section F. Partnerships
- c) Section H. Educational Plan, under Section III. Use of Time
- d) Section K. Project Plan and timeline in the section which discusses “leading indicators”
- e) Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. By June 2015, 90% of all administrators and classroom teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement as measured by individual teacher’s advancement of at least one level along the Danielson Framework for Teaching Domains (1f, 3b, 3c and 3d) [Capacity Framework a].
2. By June 2015 70% of all students who are under credited will show improvement in credit accumulation as measured by a 50% improvement in Individual Teacher and School-wide Scholarship Reports.
3. By June of 2015, 75% of all English Language Learners will show evidence in achieving the school wide instructional focus: “all students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay,” as measured an advancement of one level on the NYS Regents Language Arts (Common Core) Part2 Rubric Writing from Sources: Augment Rubric.
4. By June 2015, the school leaders will establish overarching systems to support student social and emotional developmental health as measured by a 5% improvement in overall student attendance.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

- 1 All administrators and teachers
- 2 Students who are currently under credited students and off track for graduation
- 3 All ESL Students
- 4 All students

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

•Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

- 1 A Fordham University Consultant, Legacy, and Classlink coach provides instructional support to teachers in the form of Professional Development. They will work with all teachers during and after school to align their practices with the instructional focus of the school

- 2 Creative Connections provides students with coaching, mentoring and tutorial services to enhance their capacity to successfully complete Regents Prep and online courses. The following online courses will be used to facilitate students' credit accumulation and Regents passing rate: Study Island, Apex, and Achieve3000.
- 3 We focus on English language acquisition using Rosetta stone, a computerized language learning program students and parents receive Intensive English language development instruction on using social and academic language. We also use portfolios to track individual students' progress as well as set personalized goals with students to help them demonstrate their achievement.
- 4 We have a program in place that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. The Leadership Program provides youth counselors who support our Extended Learning Time efforts to engage young people in meaningful and relevant learning opportunities in media and communications. Wediko facilitates parent involvement and communication by providing parent and family workshops. Future and Options Internship Program supports the mission and vision of our school by providing internship opportunities. All students will develop college and career readiness skills. The career readiness trainings will consist of two-hour workshops focusing on workplace etiquette, interpersonal, public speaking, time management, and interviewing skills as well as goal setting

•Offer a range of activities that capture student interest and strengthen student engagement in learning to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

- 1 Fordham University Consultant, Legacy, and Classlink coaches will facilitate content area teacher team meetings during common planning time and afterschool planning time through individualized coaching services provided to improve teacher practice and students outcomes. Coaches will be provided to all teachers to support literacy and math alignment of content courses to our instructional focus. They will also guide inquiry teams in whole school data analysis, disaggregation of data, SMART goal setting and implementation; Identification of Students and Targets; implementation of strategies to move students towards college and career readiness.
- 2 Creative Connections content specialists coach and mentor students during the afterschool program to encourage them to and complete on-line courses and move towards graduation through credit accumulation and regents passing rate. They also make attendance outreach to students to encourage them to attend PM school or tutoring sessions. Students have school and home access to Study Island, Apex, and Achieve3000. Teachers use a blended learning approach to meet the needs of students as well as offer student and parental input in the number of online courses they take and the rate at which they complete each course.
- 3 The school has implementing an afterschool program under the SIG grant which focuses on increasing students' credit accumulation in ELA, Science, and Math and Social Studies. ELLs' credit accumulation is only at 22%, so therefore to help increase the beginner level ELL students' credit accumulation we will initiate an ESL push in service into the ELA afterschool class. Our school's Instructional Focus is, "All students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay." Our Professional Development offering focus on developing students' reading and writing skills to facilitate their access to complex text.
- 4 The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote our school community's vision of a safe and healthy environment. Through The Leadership Program students take part in a variety of interactive activities that help them become more engaged in learning. Our community partners the Leadership Program provides students with experiences not typically available during the traditional school year, to support the school's implementation of major school wide culminating traditional and cultural activities (such as Levi award, Shakespearean Feast, prom, senior dance, senior awards and graduation video and events). They will offer students (GEN ED, ELL, SPED) clubs: photography/video, capoeira, musical theater, and leadership opportunities. Wediko facilitates parent involvement and communication during expanded learning programs and makes it easier for working parents to interact with the school community. Future and Options Internship Program provides career readiness training to students who have not yet reached the skill level - or age - to be placed in internship positions. Provide engaging, interactive workshops which improve student skills in public speaking, time management, goal setting, and interviewing. Also, they place students in Internship Program, where they gain vital hands-on experience to prepare for college and career readiness.

•Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

- 1 The school leader work directly with Fordham University Consultant, Legacy, and Classlink coaches to ensure that targeted goals to address the needs of all students and subgroups, and that schedule for professional development support, and vertical/horizontal collaborative meeting time exists for the quality implementation of rigorous CCLS curricula.
- 2 We have a comprehensive plan to monitor and revise the professional development we allow stakeholders to build adult capacity to facilitate learning experiences that support student social and emotional developmental health within a safe and healthy environment. The Leadership Program addresses the unique learning needs and interest of all types of students by providing choice and voice over what is offered, as well as maintains engagement by building positive relationships with adults and peers through hands-on learning experiences that involve multi-media arts.

•Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- 1 Fordham University Consultant, Legacy, and Classlink coaching services are delivered directed to administrators and teachers who are all NYS Certified.
- 2 Creative Connections content specialists services are delivered to students under the supervision the following NYS certified teacher
 - 1 Math NYS Certified teacher
 - 1 Social Studies Certified teacher
 - 1 ELA Certified Teacher

- 3 Our Student Advisory Team (NYS Certified: 2 Administrators, 1 Social Studies teacher, 1 Health Teacher and 3 Guidance Counselors) work directly with the following vendors
- The Leadership program to connect the activity with the school’s Instructional Focus.
 - Wediko plan workshops for parents and students
 - Future and Options provide Internship Program services.

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
---	---	-----------	--	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Student participants are engaged in meaningful ways and meet their developmental and academic needs. The ELT programs goals address improving social skills and building on school day learning. While we make every effort to motivate students to attend the extended learning we cannot legally mandate attendance during the extended learning time. To strongly encourage students to attend students are assigned programs that extend to 9th and 10th period. All students receive snacks.

- 1 A Fordham University Consultant, Legacy, and Classlink coach support teachers with looking at data to identify and target students who need support towards credit accumulation and NYS Regents passing.
- 2 Creative Connections provides students content area specialist makes direct outreach to students and work with Attendance and Content Area teachers to supports in attending extending learning classes and complete online courses.
- 3 The Leadership Program pushes in to the classroom during the regular school day and lunch session to work with students and motivate them to attend the afterschool. They also make one-to-one contact with students and distribute flyers to encourage them to participate in the extended learning opportunities they offer afterschool and on Saturdays. Students are given options to choose from a variety of offerings. Announcements are made daily over the PA systems and flyers are sent posted throughout the school and mailed to students homes regarding the program. Future and Options Internship Program share information on the service they provide to students through assembly and classroom visits. Wediko works directly with Parent Coordinator to inform parents and students about family planned events.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- a) Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- b) If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

- a) The Leadership Program provides youth counselors who support our Extended Learning Time efforts to engage young people in meaningful and relevant learning opportunities in media and communications. One NYS Social Studies certified teacher (Student Advisor) works with The Leadership program to connect the activity with the school’s instructional focus
- b) Creative Connections provides students (Gen Ed, ELL, SPED) with coaching, mentoring and tutorial services to enhance their capacity to successful complete Regents Prep and online courses. The following online courses will be used to facilitate students’ credit accumulation and Regents passing rate: Study Island, Apex, and Achieve 3000. Creative Connections content specialists services are delivered to students under the supervision the following NYS certified teacher
 - 1 Math NYS Certified teacher
 - 1 Social Studies Certified teacher
 - 1 ELA Certified Teacher
- c) A Fordham University Consultant, Legacy, and Classlink coach provides instructional support to teachers in the form of Professional Development (ELA, Math, DFfT, CCLS). They will work with all teachers during and after school to align their practices with the instructional focus of the school. Fordham University Consultant, Legacy, and Classlink coaching services are delivered directed to teachers who are all NYS Certified.
- d) Future and Options Internship Program supports the mission and vision of our school by providing internship opportunities. All students will develop college and career readiness skills. The career readiness trainings will consist of two-hour workshops focusing on workplace etiquette, interpersonal, public speaking, time management, and interviewing skills as well as goal setting. Future and Options Internship Program services are delivered to students under the supervision of two NYS certified Assistant Principals and two NYS certified Guidance Counselors.
- e) Wediko facilitates parent involvement and communication by providing parent and family workshops. Wediko services are delivered to parents and students under the supervision of two NYS certified Assistant Principals and two NYS certified Guidance Counselors.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The following resources are needed supervisors, teachers, Desktops, Laptops, Smart boards, Printing Materials, Instructional Resources such as Online platform software – Study Island, Achieve300, APEX, Media Equipment, Transportation, Event Admission Fees, Food,Per- Session.

Part 3c. Timeline for implementation and completion, including start and end dates.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
x	Title I 1003(a)	x	Title III		PTA Funded	x	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- f) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- g) Specify a timeframe for mid-point progress monitoring activities.

Annual Goal #1

By June 2015, 90% of the classroom teachers will show improvement in the competency of Engaging Students in Learning by advancing at least one level of performance.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal- By the end of the first semester, January 2015 at least half of the teachers will advance at least one level of performance in the competency of Engaging Students in Learning (3C) in Advance. **Benchmark met**

Annual Goal #2

By June 2015, 90% of the classroom teachers will show improvement in the competency of Using Assessment in Instruction by advancing at least one level of performance.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal- By the end of the first semester, January 2015 all teachers will participate in weekly professional development, meet daily for common planning times, create monthly curriculum maps, create weekly performance tasks, and develop spring and fall pacing charts for the school year. - **Benchmark met**

Annual Goal #3

By June of 2015, 60% of the students will show evidence in achieving the school wide instructional focus: “all students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay” as evidenced by their advancement on the ELA Augmentative Essay rubric of one to six by one rubric score as evidence in the local measure.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal- By the end of the first semester; January 2015 at least 60% students will sat for the Common Core ELA Regents - **Benchmark met**

- scheduling of daily common-planning sessions so teachers can develop curriculum maps, pacing calendars, conduct case studies of students
- Fordham University consultant assigned to math and science teachers for instructional support in developing performance tasks and aligning lessons to DFFT Domain 3, Instruction.
- 2nd Fordham University consultant working with entire teaching staff for instructional support in developing performance tasks and aligning lessons to DFFT Domain 3, Instruction.

Annual Goal #4

By June 2015, 60% of the students will engage in peer and self-assessment aligned to Common Core Learning Standards and Instructional Shifts.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal- By the end of the first semester, January 2015 at least 30% of the students must submit a gallery walk/presentation evaluation forms. -

Benchmark met

During Research Presentation and Gallery Walk Day, the Culminating Activity- All students in every class during the entire day participated in presenting research papers, filling out feedback forms to their peers that presented and viewing a gallery walk consisting of poster boards displaying student work and, submitting additional feedback forms.

Annual Goal #5

By June 2015, Jonathan Levin High School will double the graduation rate of June 2014.

Mid-point benchmark(s) that will indicate school progress toward meeting the specified goal- As of January 2015, the number of students meeting the graduation requirements with respect to the Regents exams should equal the percentage amount of student who graduated in June 2014. **Benchmark met**

As of January 2015, the percentage of students meeting the graduation requirement of passing all their Regents exams surpasses that of June 2014. Students have been assigned additional classes as need and mentors to support them in passing all classes by June 2015.

Part 5b. Complete in February 2015.

1	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
1.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

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.

The federal No Child Left Behind Act (NCLB) requires a highly qualified teacher in every classroom by the end of the 2005-2006 school year. To be highly qualified, teachers must meet state certification requirements. New teachers must major in the content area they will teach or pass a test on the content. Teaching candidates are hired centrally by the New York City Department Of Education (NYCDOE) as described in the New York City Department Of Education (NYCDOE) Consolidated Application. This process ensures that all New York City Department Of Education teachers meet State eligibility requirements. Schools in turn ensure that teachers are Highly Qualified as defined by No Child Left Behind Act. Administrators attend hiring fairs to identify and recruit highly qualified teachers. Co- Teachers who are specialist in Special Education, Language, and speech are assigned to mesh instructional support to promote increased student outcomes. All teachers have been scheduled with a common preparation period where they the departments meet as inquiry teams. Assistant principals are assigned to teams of teachers and the administrative team provides for frequent observations with timely feedback to teachers to promote incremental successes in instructional practices. Teachers hired are veteran teachers with credentials in multiple license areas which provides for programming flexibility. Professional Development options are posted and distributed and colleagues who attend turn-key information and instructional strategies during professional development sessions. As indicated below an intensive professional development calendar has been developed based on the needs of the staff as they implement the New York Citywide Expectations for the 2014-2015 school year and are evaluated according to the Danielson Framework for Teaching DDFT.

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).

Jonathan Levin High School for Media and Communications School Goals

Annual Goal #1

By June 2015, 90% of the classroom teachers will show improvement in the competency of Engaging Students in Learning by advancing at least one level of performance.

Annual Goal #2

By June 2015, 90% of the classroom teachers will show improvement in the competency of Using Assessment in Instruction by advancing at least one level of performance.

Annual Goal #3

By June of 2015, 60% of the students will show evidence in achieving the school wide instructional focus: “all students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay” as evidenced by their advancement on the ELA Augmentative Essay rubric of one to six by one rubric score as evidence in the local measure.

Annual Goal #4

By June 2015, 60% of the students will engage in peer and self-assessment aligned to Common Core Learning Standards and Instructional Shifts.

Annual Goal #5

By June 2015, Jonathan Levin High School for Media and Communications (JLHS) will double graduation rate.

Professional Development Calendar
2014-2015

All professional development will focus on Jonathan Levin High School for Media and Communications (JLHS) School-wide goals and instructional strategies that meet the needs of all learners, particularly students Level 1 and Level 2, English Language Learners(ELL’s) and Students with Disabilities (SWD’s)

All professional development for Coaching Team will take place in the principal’s Office room 133, daily from 8:00AM to 8:25AM. Faculty Professional Development will take place every Monday from 2:40 PM to 4:00 PM. School Improvement/Attendance Team meet each Monday. Teacher Teams Meet daily for Common Planning Time Period 7. JLHS Incorporates Parent Outreach and Professional Time is each Tuesday from 2:40PM to 3:55PM.

Note: The Professional Development Calendar is subject to change based on the needs of the teachers and students of JLHS.

September – What is Rigor and ELA/ Literacy Module: EngageNY.org, MOSL Training, School-wide Grading Policy, Common Core Learning Standards for Reading and Writing, Curriculum Maps and City-Wide Instructional Expectations 2014-2105. Strategy- As the school year begins we, “Reflect and Refine”. Literacy remains a challenge, changes for the new school year are forthcoming, and baseline testing must be planned.

(Quality Review I - III)

Date	Participants	Time
September 2 and 3, 2014 Chancellor’s Day	Whole Staff	8:00AM – 3:00PM
September 8, 2014	Whole Staff	2:40PM – 4:00PM
September 15, 2014	Whole Staff	2:40 PM – 4:00PM
September 22, 2014	Whole Staff	2:40PM – 4:00PM
September 29, 2014	Whole Staff	2:40 PM – 4:00PM

October – Developing a School Wide Instructional Focus for JLHS, Looking at Instructional Shifts for ELA and Math, Engaging Students in Learning and Using Assessment in Instruction. Strategy- Follow directives from new Chancellor as we develop our school wide instructional focus.

(Quality Review I - III) (Danielson Rubric Component 3C and 3D)

Date	Participants	Time
October 6, 2014	Whole Staff	2:40PM – 4:00PM
October 20, 2014	Whole Staff	2:40PM – 4:00PM
October 27, 2014	Whole Staff	2:40 PM – 4:00PM

November – Using Assessment in Instruction, Argumentative Essay Template, Suicide Preventions and CFN Presentation on Analyzing Danielson with video of (3D). Strategy- We focus on the components of Domain 3, Instruction as it weighs heavily in teacher ratings and indicated as a need in last year’s ratings; We get support from our network. Also, Guidance must support students’ social emotional needs of students.

(Quality Review I - III) (Danielson 3D)

Date	Participants	Time
November 3, 2014	Whole Staff	2:40PM – 4:00PM
November 4, 2014	Whole Staff	8:00AM – 3:00PM

Chancellor's Day		
November 10, 2014	Whole Staff	2:40 PM – 4:00PM
November 17, 2014	Whole Staff	2:40PM – 4:00PM
November 24, 2014	Whole Staff	2:40 PM – 4:00PM

December – Support the Instructional Focus, Using Assessment in Instruction, MLA Format Template ARIS Learning Opportunities #141, Looking at Students Work and Performance Task. Strategy- getting ready for the end of the semester Research Paper Presentations and Gallery Walk; We celebrate our students' achievements as they showcase their work in alignment with our school wide instructional focus and they assess their efforts using teacher created evaluation forms in alignment with the ELA CCLS.

(Quality Review I - III) (Danielson 3D)

Date	Participants	Time
December 5, 2014	Whole Staff	2:40PM – 4:00PM
December 12, 2014	Whole Staff	2:40AM – 3:00PM
December 19, 2104	Whole Staff	2:40 PM – 4:00PM

January –Common Core Learning Standards for Speaking and Listening, Research Paper Performance Task/ Presentations and Rubric, Regents Exam Administration. Strategy- Using Questioning and Discussion Techniques (3B), (3C) and (3D)

(Quality Review I - III) Danielson (3B), (3C) and (3D)

Date	Participants	Time
January 5, 2015	Whole Staff	8:00AM – 3:00PM
January 12, 2015	Whole Staff	2:40PM – 4:00PM
January 26, 2014	Whole Staff	2:40 PM – 4:00PM

February – Common Core Learning Standards (Reading, Writing, Speaking, and Listening), Module for ELA and Math on EngageNY.org, Looking at Data of State Exams, NYCDOE Pre- ELA Assessment, and Using Questioning and Discussion Techniques (3B) and Ongoing Analysis for Danielson 3C, and 3D. Demonstrating Knowledge of Content and Pedagogy (1A) and Designing Coherent Instruction (1E). Teacher will reflect mid-year of his or her own Professional Growth. We celebrate our students' achievements and evaluate our progress gathering data from Regents and Research Paper Performance Task/ Presentations and Rubric.

(Quality Review I - III) Danielson (3B), (1A) and (1E)

Date	Participants	Time
February 2, 2015	Whole Staff	8:00AM – 3:00PM
Chancellor's Day		
February 9, 2015	Whole Staff	2:40PM – 4:00PM
February 23, 2015	Whole Staff	2:40 PM – 4:00PM

March – Common Core Learning Standards (Reading, Writing, Speaking, and Listening), Module for ELA and Math on EngageNY.org, Looking at Data of State Exams, NYCDOE Pre- ELA Assessment, and Using Questioning and Discussion Techniques (3B) and Ongoing Analysis for Danielson 3C, and 3D. Strategy – Making connections of the domains.

(Quality Review I - III) Danielson (3B), (1A), (1E), (3C) and 3(D)

Date	Participants	Time
March 2, 2015	Whole Staff	8:00AM – 3:00PM
March 9, 2015	Whole Staff	2:40PM – 4:00PM
March 16, 2015	Whole Staff	2:40 PM – 4:00PM
March 23, 2015	Whole Staff	2:40PM – 4:00PM
March 30, 2015	Whole Staff	2:40 PM – 4:00PM

April – Common Core Learning Standards (Reading, Writing, Speaking, and Listening), Module for ELA and Math on EngageNY.org, Looking at Students Work, Using Students Data to Close Students' Learning Gap, Questioning and Discussion Techniques (3B) and

Ongoing Analysis for Danielson 3C, and 3D.

(Quality Review I - III) Danielson (3B), (1A), (1E), (3C) and 3(D)

Date	Participants	Time
April 13, 2015	Whole Staff	8:00AM – 3:00PM
April 20, 2015	Whole Staff	2:40PM – 4:00PM
April 27, 2015	Whole Staff	2:40 PM – 4:00PM

May – Common Core Learning Standards (Reading, Writing, Speaking, and Listening), Module for ELA and Math on EngageNY.org, Looking at Students Work, Using Students Data to Close Students’ Learning Gap, Questioning and Discussion Techniques (3B) and Ongoing Analysis for Danielson 3C, 3D and Growing and Developing Professionally (4E).

(Quality Review I - III) Danielson (3B), (1A), (1E), (3C), 3(D) and (4E)

Date	Participants	Time
May 4, 2015	Whole Staff	8:00AM – 3:00PM
May 11, 2015	Whole Staff	2:40PM – 4:00PM
May 18, 2015	Whole Staff	2:40 PM – 4:00PM

June – Common Core Learning Standards for Speaking and Listening, Research Paper Performance Task/ Presentations and Rubric, Regents Exam Administration, Using Questioning and Discussion Techniques (3B), Ongoing Analysis for Danielson 3C, 3D, Growing and Developing Professionally (4E). Teacher will reflect on their professional growth.

(Quality Review I - III) Danielson (3B), (1A), (1E), (3C) , 3(D)and (4E)

Date	Participants	Time
June 1, 2015	Whole Staff	2:40 PM – 4:00PM
June 4, 2015 Chancellor’s Day	Whole Staff	8:00 AM to 3:00PM
June 15, 2105	Whole Staff	2:40 PM – 4:00PM

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

Regarding the use of assessment results to improve instruction, our plan is to increase the capacity of teachers to participate more meaningfully in decision making by improving analytical capacities. The school's focus is to train staff to look at (soft and hard) data to change instructional practices to improve student learning. We began by looking at data as the pedagogues explored data by looking at the results from June 2014 and August 2014 Regents exams, Lexile levels of students, and the citywide shifts in ELA and Mathematics during our Monday Professional Development sessions. After some discussion teachers concluded that students' literacy skills need to be improve. Next, after forming teacher teams during teacher common planning sessions each team came up with an instructional focus. Through concessive and the process of elimination the group identified two possible focuses and finally merged the two into one school wide instructional focus. Next, the teachers had to decide on a local measure and once more after a group discussion on student data including the concerns about our large English Language Learner population; they decided to chosed the CCLS in ELA and to support student preparation for the MOSL exam. Teachers have been provided daily common planning periods where they meet to discuss curriculum planning, lesson planning, and writing weekly performance task. They also have the option of using the support of Fordham consultants, to assist them as needed during their common planning departmental groups or individually. A group of teachers meet as a coaching team daily before the school day to discuss instructions concerns to bring information and instructional strategies back to their teams.

Frequent observations are followed by timely feedback. Teachers are given feedback as recommendations for improvement. Then the teacher decides on which strategy will best lead to greater student outcomes. Professional Development is provided based on the teachers requests and needs through our hired Instructional Consultants, Network Achievement Coach, and our School-wide Coaching Team. Also we have a School wide focus as we prepare students for the Common Core English Language Arts (CCELA) Regents to improve the school's major literacy challenge. Students are assigned weekly articles to read and write argumentative essays grounded in evidence from the text to support their claims. At the end of each semester students will be presenting research papers. The writing and presentations will be evaluated according to rubrics that teachers have agreed upon during Professional Development sessions and inquiry team meetings.

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 (SCEP) 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	\$185211	x	10-12
Title I School Improvement 1003(a)	Federal	\$16961	x	10-12
Title I Priority and Focus School Improvement Funds	Federal	\$44831	x	10-12
Title II, Part A	Federal	n/a		10-12
Title III, Part A	Federal	\$12940	x	10-12
Title III, Immigrant	Federal	\$20157	x	10-12
Tax Levy (FSF)	Local	\$1303693	x	10-12

¹Explanation/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 7: 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 SCEP 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. **[Jonathan Levin HS]**, 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. **[School name]** 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

[Jonathan Levin High School for Media and Communications], 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.

IV. 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 with all members of the school community;
- supporting parental involvement activities as requested by parents:
 - JLHS Parent Workshops
 - Immigration
 - Social Services/Benefits
 - Medical
 -
 - Affordable Housing
 -
 - Multicultural Celebration
 -
 - College and Career Expectations
 -
 - Employment
 -
 - Technology Training
 -
 - Looking at Student Work
 -
 - Getting to Know the Regents
- 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;

V. 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;

VI. 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Jonathan Levin High School	DBN: 09x414
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 73
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: _____

•Rationale: Of the 162 students enrolled at Jonathan Levin High School 64% of them receive some level of English Language Learner service and 27% of our total population is SIFE. We reviewed our NYSESLAT data, and looked for patterns and trends. The data showed that our students performed at low literacy levels in listening, speaking, and writing & reading, therefore they will need extra support with English Language acquisition to earn the credits required to earn a New York State High School Diploma especially in Social Studies where we have the lowest passing rate on the Global and US History Regents Examination.

Program 1:

Non-credit-bearing Before School Program with ELA teacher and peer support

•Description:

Focus on English language acquisition using Rosetta stone, a computerized language learning program students and parents receive Intensive English language development instruction on using social and academic language. We will use portfolios to track individual students' progress as well as set personalized goals with students to help them demonstrate their achievement. This program requires a functional lab of computers; therefore we would like to purchase 6 laptops (Cost to not exceed 20% of the allocation) to replace the ones that are irreparable.

•Subgroups and grade levels of students to be served: This program will be offered to all current ELLs at all proficiency levels and their parents, totaling around 73 students, grades 11 through 12. Subgroups include 48 SIFEs.

• Schedule and duration: 37 sessions, before school - 1 hour/ day from 7:20 am – 8:20 am, two days per week (Monday and Tuesday), December 1, 2014 to May 19, 2015

• Language of instruction: The language of instruction will be in English for all students with native language support.

• # and types of certified teachers: one ESL certified teachers will participate in the Title III before

Part B: Direct Instruction Supplemental Program Information

school program.

- Types of materials: Laptop, laptop cart, headphones with speakers, printer, Rosetta Stone.

Program 2:

Experiential Language Support to help students meet the requirements of the Common Core Learning Standards.

•Description:

In the classroom context, the ESL and social studies teachers collaborated to plan experiential Language support and opportunities that support our ELL students with meeting the requirements of the Common Core Learning Standards and New York State Social Studies Curriculum and Regents. To this end, they collaboratively planned field trips will enrich the NYC Social Studies Curriculum and made curricular and pedagogic adaptations to meet the needs of our ELL population. We will also use our field trips to provide experiential "text" for students to study and interrogate.

- Subgroups and grade levels of students to be served: This program will be offered to all current ELLs at all proficiency levels and their parents, totaling around 73 students, grades 11 through 12. Subgroups include 48 SIFEs.

- Schedule and duration: 4 sessions, Saturdays - 5 hour/ day from 9:00 am – 2:00 pm, January 10, 2015 to April 4, 2015

- Language of instruction: The language of instruction will be in English for all students with native language support.

- # and types of certified teachers: 1 ESL, and 1 Social Studies Teachers

- Types of materials: Photo/ Video Cameras, Film, Tape Recorders, Photo Printer, tripod

Field Trip 1: National Jazz Museum in Harlem Harlem's - Jazz history

Location 104 E 126th St, New York, NY 10035 (212) 348-8300

Time: 9:00 am – 2:00 pm

Date: SATURDAY, January 10, 2015

Students will visit the National Jazz Museum and see the Apollo theatre, Cotton Club, and Savoy Ballroom

Connection to Curriculum:

This trip will enrich students' study on the following topic(s):

Part B: Direct Instruction Supplemental Program Information

-The emergence of jazz and blues music

-The Harlem Renaissance (Cotton Club, Savoy Ballroom, Apollo Theatre)”

-Key cultural figures (Duke Ellington, Langston Hughes, Bessie Smith, Louis Armstrong, Countee Cullen, Zora Neal Hurston, Billie Holiday, Bessie Smith, Ella Fitzgerald, Josephine Baker, Lena Horne)

-Black Nationalism, Black Separatists, Pan African Movement Marcus Garvey (Black Moses, Black Star Line)

Field Trip 2: Metropolitan Museum of Art - one of the world's largest art museums, includes American art and decorative arts, European, African, Asian, Ancient Egyptian, Roman and Greek art, Byzantine and Islamic art, modern art

Location 104 E 126th St, New York, NY 10035 (212) 348-8300

Time: 9:00 am – 2:00 pm

Date: SATURDAY, Feb. 7, 2015

Connection to Curriculum:

This trip will enrich students’ study on the following topic(s):

-Byzantine Empire (312 – 1453 C.E.) 9.5a, 9.5c

-European exploration

-Foundations of Early River Civilization (Egypt)

-Greco-Roman revival and legacy

-Building on the ideas of the Islamic world

Field Trip 3: El Museo del Barrio - Latin American and Caribbean art, with an emphasis on works from Puerto Rico and the Puerto Rican community in New York City.

Location: 1109 5th Ave at 92nd St

Time: 9 a.m. - 2:00 p.m.

Date: SATURDAY, March 7, 2015

Connection to Curriculum:

This trip will enrich students’ study on the following topic(s):

-How has Latin America’s proximity to the United States shaped the economics and politics of the

Part B: Direct Instruction Supplemental Program Information

region?

-How have Latin Americans fought to create autonomy free from U.S. intervention?

-Latin American immigration to the United States

Field Trip 4: Schaumburg Center for Research in Black Culture - Branch of the New York Public Library, exhibits of African American history, culture

Location 104 E 126th St, New York, NY 10035 (212) 348-8300

Time: 9:00 am – 2:00 pm

Date: SATURDAY, April 4, 2015

Connection to Curriculum:

This trip will enrich students' study on the following topic(s):

The economic, political, social, and educational experiences of formerly enslaved African-Americans

Program 3:

Development of students reading and writing skills in the content area

- Description: The school is already implementing an afterschool program under the SIG grant which focuses on increasing students' credit accumulation in ELA, Science, and Math and Social Studies. ELLs' credit accumulation is only at 22%, so therefore to help increase the beginner level ELL students' credit accumulation we will initiate an ESL push in service into the ELA afterschool class. Our school's Instructional Focus is, "All students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay." The ESL teacher will focus on developing students' reading and writing skills to facilitate their access to complex text. The ESL and Social Studies teachers will plan instruction together. Additionally, our two ESL teachers will collaborate with our four Social Studies teachers during common planning time to support them in their efforts to increase our ELL students' abilities to actively construct meaning and comprehend the Social Studies course content. The ESL teachers provide our Social Studies teachers with learning strategies they might incorporate alongside content instruction to support ELL students.

- Subgroups and grade levels of students to be served: This program will be offered to beginner level ELLs, totaling around 30 students, grades 11 through 12.

- Schedule and duration: 19 sessions, 1 day per week (Wednesday). Two hours per day from 2:45 to

Part B: Direct Instruction Supplemental Program Information

5:15 p.m. From December 3, 2014 to May 28, 2015

- Language of instruction: The language of instruction will be in English for all students with native language support.
- # and types of certified teachers: 1 ESL and 1 Social Studies teachers
- Types of materials: Laptop, Lap cart, Printer, Regents Prep (Study Island) and credit accumulation (APEX) online courses

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: Rationale: 45.7% of the students are English Language Learners it is therefore incumbent on our school community to learn pedagogical practices which address their literacy needs. Our professional development program will support ELL students with achieving our school's Instructional focus which is, "All students will have regular practice using non-fictional and informational texts. Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay." Furthermore, on the 2013-2014 MOSL ELA baseline assessment our students performed at level ones and level two. Our goal for our teachers is improve the instruction they provide students evidenced by advancement on the Daniel Framework for Teaching continuum in Domain 3 by a minimum of one level. All our professional development offerings will emphasize engaging students as learners and using higher order thinking questions. We want our direct instruction to greatly benefit the Title III teachers' instruction in preparing students for the demands of their classwork as well as the NYSESLAT and State Regents Examinations.

- Teachers to receive training: All Teachers including ESL teachers
- Schedule and duration: See below
- Name of provider: JLHS Coaching Team, Fordham University, Legacy Pathways, Classlink
- Topics and description of what is to be covered:

Professional Development Calendar 2014-2015

All professional development will focus on instructional strategies that meet the needs of all learners, particularly students Level 1 and Level 2, English Language Learners(ELL's) and Students with Disabilities (SWD's)

All professional development for Coaching Team will take place in the principal's Office room 133.daily

Part C: Professional Development

from 8:00AM to 8:25AM. Faculty Professional Development will take place every Monday from 2:40 PM to 4:00 PM. Teacher Teams Meet daily for Common Planning Time Period 7. JLHS Incorporates Parent Outreach and Professional Time is each Tuesday from 2:40PM to 3:55PM.

Note: The Professional Development Calendar is subject to change based on the needs of the teachers and students of JLHS.

Topic 1: Common Core Standards for Speaking and Listening with a Focus on ELLs

Rationale: Since ELLs must first have speaking fluency before they can have reading fluency, content area teachers must have a repertoire of strategies for immersing ELL students in diverse language experiences.

Date: January 12, 2015

Time: 2:40- 4:00

Name of Provider: Fordham University

Audience: All teachers, including ESL teachers

Topic 2: Common Core Learning Standards (Reading, Writing, Speaking, and Listening) with a Focus on ELLs

Rationale: Our Regents data indicates a large gap in achievement between ELL and English proficient students. However, ELLs need additional support to learn language and content concurrently, teachers must use specific strategies to build reading, writing, speaking and listening comprehension.

Date: February 9, 2014

Time: 2:40- 4:00

Name of Provider: Fordham University

Audience: All teachers, including ESL teachers

Topic 3: Questioning and Discussion Techniques with a Focus on ELLS

Rationale: Teachers will support ELLs by planning questions that engage them and support their participate in the discussion

Date: March 9, 2014

Part C: Professional Development

Time: 2:40- 4:00

Name of Provider: Fordham University

Audience: All teachers, including ESL teachers

Topic 4: Using Students data to Close Students' Learning Gap with a Focus on ELLs

Rationale: The ability levels given for each ELL we teach is a direct result of NYSESLAT testing.

In order to use these ability to monitor student progress throughout the year, teachers' first need to understand what the NYSESLAT is; what it tests for and how they might use it to plan instruction.

Date: May 11, 2014

Time: 2:40- 4:00

Name of Provider: Fordham University

Audience: All teachers, including ESL teachers

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:

Rationale: We firmly believe that parents should play an active role in their child's education. As such, our Title III program will offer several opportunities throughout the year to participate in their child's supplemental program. Specifically, we have planned two ways for them to do this: first, our "Family Game Night," which will be held in December; and one "Diversity and Cultural Celebration" in February. During these two events, ELL parents will be invited to share in recreational and academic events aligned to ELL core curriculum and targeted to support acculturation to U.S. culture and English immersion. ELL families from different cultural and linguistic backgrounds will be involved in sharing different forms of cultural expression with others. Additionally since many of students are immigrants to this country, we will engage students and parents in a variety of cultural field trips that will engage students and parents in learning together. Trips will include museum visits, theater, parks, as well as exploring various historical areas of New York City. In order to ensure the engagement of ELL parents to attend all school workshops we offer translators using our bilingual Parra, Teaching Assistants and

Part D: Parental Engagement Activities

Community Assistant. Refreshment will also be served during the parent meetings (not to exceed \$250 in total).

- Description: Workshops and events for Parents

Topic 1: Diversity and Cultural Celebration

Rationale: To share in recreational and academic events aligned to ELL core curriculum and targeted to support acculturation to U.S. culture and English immersion. ELL families from different cultural and linguistic backgrounds will be involved in sharing different forms of cultural expression with others.

Date: December 23, 2014

Time: 12:20 pm – 2:45 pm

Name of Provider: JLHS

Audience: Parents of ELLs and JLHS Community

Topic 2: Title III Information Session for Parents

Rationale: Parents will be informed about the goals, structure and purpose of the Title III program for their child

Provider: ESL Teacher

Date: January 16, 2015

Time: 3:00 pm – 5:00 pm

Name of Provider: JLHS and The Leadership Program (funded by SIG grant)

Audience: Parents of ELLs and JLHS Community

Topic 3: Family Game Night for ELLs

Rationale: To share in recreational and academic events aligned to ELL core curriculum and targeted to support acculturation to U.S. culture and English immersion. ELL families from different cultural and linguistic backgrounds will be involved in sharing different forms of cultural expression with others.

Date: February 10, 2015

Time: 3:00 pm – 5:00 pm

Part D: Parental Engagement Activities

Name of Provider: ESL Teachers

Audience: Parents of ELLs and JLHS Community:

Topic 4: NYSESLAT Information Session for Parents

Rationale: Parents will understand the components and demands of the NYSESLAT exam for their child. They will be informed of the progress their child has made on the NYSESLAT and the expectations.

Provider: ESL Teacher

Date: March 17, 2015

Time: 3:00 pm – 5:00 pm

Name of Provider: ESL Teachers

Audience: Parents of ELLs and JLHS Community:

How parents will be notified of these activities: Parents are notified of all events through our weekly "Parent Newsletter," which is distributed to students and sent home every Friday. We also notify parents in person during visits to school, by phone and mail. We will also use SchoolMessenger to broadcast events. The school translates letters sent home in all the languages requested by the parent as indicated on the Home Language Survey. All parents are encouraged to become "Learning Leaders" in our school and to volunteer for the various activities.

Part E: Budget

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

Allocation Amount: \$12940

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 <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$12940

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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		

**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 09	Borough Bronx	School Number 414
School Name Jonathan Levin HS for Media and Communic		

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 Nasib Hoxha	Assistant Principal Erica Clarke
Coach Richard Petrone	Coach Alston Katuraka
ESL Teacher Fabia Cancela	Guidance Counselor Raul Acevedo
Teacher/Subject Area Michael Grant/Science	Parent type here
Teacher/Subject Area Pedro Luna/Math	Parent Coordinator Celsa Lopez
Related Service Provider Raul Acevedo, Guidance	Other type here
Network Leader(Only if working with the LAP team) Stevev Chernigoff	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.	2	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	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	276	Total number of ELLs	112	ELLs as share of total student population (%)	40.58%
--	------------	----------------------	------------	---	---------------

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained											1	1	1	3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	1	1	1	3

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0		0	0		0	0		0
Dual Language	0	0		0	0		0	0		0
ESL	65	56	0	12	2	1	35	3	13	112

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	65	56	0	12	2	1	35	3	13	112
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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											34	34	41	109
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
TOTAL	0	35	37	41	113									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											10	8	21	39
Intermediate(I)											9	8	6	23
Advanced (A)											6	6	4	16
Total	0	25	22	31	78									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B											6	7	17

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

R-Lab

Students through grade 12 whose home language is other than English take the LAB-R within ten days of their entrance to a NY State school. The LAB-R measures language proficiency in English and is used to determine entitlement to ESL programs for students whose

home language is other than English. It has five performance levels that show how students have mastered the knowledge and skills that make up NYS ESL learning standards (Speaking, Listening, Reading, and Writing).It has

NYSESLAT

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

ELL Periodic Assessment

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

Acuity Assessment

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

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

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

Regents Examination

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
It is clear that most of our student need further enhancement on their native language skills. Students arriving at our school exhibit low level of native language skill development which place them at a further disadvantage when learning a second language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In terms of language modalities, students scored higher in speaking and listening and lower in reading and writing. This pattern across the four modalities will affect our instructional decision. ESL teachers will therefore spend more instructional time on reading and writing. These strategies will be utilized meta-cognitive and affective strategies by infusing language development through the content areas. ESL programs integrate academic language development with content area instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a & b. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores showed a variation among individual students. Both students showed the highest need for the development of writing proficiency. Additionally our ESL population continues to score low in the ELA and Social Studies Regents examination, especially in the essay writing portion of these exams. The teachers of these students are informed of the areas by the licensed English teachers working with these students. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.

c. School leadership and teachers use the results of ELL Periodic Assessments to plan professional development offerings, teacher support strategies and to plan instructional support materials for both teachers and students. After analyzing the ELL Periodic Assessment data, ESL teachers modifies their instruction accordingly we also plan to purchase Achieve 3000. Periodic Assessments allows the school to identify ELL's strengths and weaknesses. ESL teachers need additional training on how analyze and review and use information from this assessment to meet the needs of ELL's.

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

We do not have grades k-5 in our school.

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

Professional development activities will support the pedagogical staff serving English language learners across general and special education programs. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Although native Language is not used during ELL's Periodic Assessments since P.S. 90 does not have a Bilingual or a Dual Language program. Students are offered Regents exams in their native language, where available. Areas targeted for focus include:

- Planning and implementing standards-based instructional programs
- Using instructional strategies based on scientifically-based research to move students towards the achievement of standards
- Using a variety of assessment techniques to effectively evaluate the strengths, needs and progress of English language learners to drive instruction
- Creation of student rubrics
- Active pedagogy strategies
- Scaffolding strategies for reading and writing across the Curricula
- Using Bloom's Taxonomy to create literature based questions and to expand Accountable Talk
- Creation of Varied Assessments
- Interdepartmental Collaboration
- Literacy Training in the Content Areas
- Vocabulary Enhancement
- Creating and Responding to Essay questions

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

JLHS do not have a dual language program

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

We use the assessments mentioned above to evaluate the success of our freestanding ESL program for ELL's. Based on our review of all these assessments, the freestanding ESL program at JLHS has to continue to provide extensive support for all students attending our school. The freestanding ESL program emphasizes "Academic Rigor" with high quality ESL teachers and instruction that includes literature and content based learning which is aligned explicitly to Common Core Learning Standards in ESL, ELA and content areas. NYSESLAT results indicate that ELL's are not progressing according to the language acquisition continuum. Content area tests results also show that ELL's are mastering content at a slower rate than expected.

Our goal is to provide the necessary support within the least restrictive environment that will ensure that our students are successful in their school experience – academic, social and emotional. Students eligible for ESL services are monitored closely by the ESL teacher in coordination with other support specialists including special education, academic intervention, speech and language, literacy coach, guidance counselors and administration. Constant item analysis of both informal and formal assessments assist the ESL teacher's instruction as well as the student's progress of acquiring the English language across all content areas. Student checklists, student exit slips, student to teacher journals, rubrics, feedback and reflection forms all assist in the monitoring of student development. We believe that every student can be successful in accessing the core curriculum when provided with the necessary support and resources. During the 2013-2014, we will continue to dedicate our efforts toward maximizing student achievement for students participating in our Free Standing ESL Program.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When students arrive to register at our school they are met by the parent coordinator who refers them to the ESL teacher who conducts the ELL Orientation including the HLIS and initial assessment. If the ESL teacher is not available, they are escorted to the Guidance Counselor who conducts the ELL Orientation in lieu of the ESL teacher. The first step is to conduct an informal oral interview to determine whether the student is English proficient. Mr. Acevedo, the Guidance Counselors, is fluent in both Spanish and English, and is trained on how to properly complete this process. However, for parents and students of other languages, the City translation services will be used. If administering the Home Language Identification Survey (HLIS) he determines that the student's home language is English he, places him/her in our general education program. If the student's home language is other than English or student's native language is other than English the counselor conducts an informal oral interview in student's Native Language and English. If the student does not speak any language other than English the counselor places him/her in our general Education program. If the student speaks a language other than English and little or no English he determines that the student is eligible to take the LAB-R. Ms. Canela or Ms. Jeung, who are both certified in ESL, will be responsible to administer and score the test. The counselor places students who score at proficiency level in our general education program. Students who score at beginning, intermediate, or advanced level have Limited English Proficient (LEP). All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment. We strive to ensure that LAB-R eligible students are tested within the first ten days of initial enrollment. Parents' choice, coupled with program availability, determines program placement for ELL's. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent chooses a program other than ESL, they are promised that when the school reaches the number of 20 students requesting the bilingual program, it will be offered and their child will be given a priority seat.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In the fall of each year, and on an "as-needed" basis throughout the year, a Parent Orientation is provided to each new comer, for students who are new arrivals to the country, in order to introduce the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 10 day timeline for new ELLs. At the orientation, the guidance counselor, Mr. Acevedo, explains (with the support of the appropriate translators) the enrollment procedures to the parents of new ELLs. Ms. Lopez, our Parent Coordinator, then shows them a video which introduces them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language for which they make their program choice. Both Ms. Lopez and Mr. Acevedo are able to communicate with parents in Spanish. For parents and students of other languages, they use the over-the-phone interpretation services that is available through the DOE's Translation Unit. Parents who are unable to attend to the orientation session receive follow-up letters and phone calls in an effort to inform them about parent choice in selecting a language program for their child. Parents are also consulted during open school for conferences. For newly admitted ELLs who entered the school in the middle of the year, parents meet with the guidance counselor, Mr. Acevedo and Ms. Lopez, parent coordinator, along with an appropriate translator/ interpreter to discuss the three program selections after the completion of the enrollment process. At this individual Parent Orientation, parents view the Parent Orientation video and receive a Parent Survey and Program Selection Sheet in their native language, and make an informed decision.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our school ensures that entitlement letters are distributed in the following way:
 - At the beginning of each year the parents receive notification letters of entitlement, continued entitlement or, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter.
 - The Guidance Counselor, Mr. Acevedo, distributes entitlement letters to the teachers before Parent Teacher Conference so that the teachers can meet with the parents and distribute the letters and get signatures.
 - For parents who do not attend Parent Teacher Conference, the ESL coordinator, Ms. Clarke send entitlement letters by mail Parent Survey and Program Selection Forms are given to parents after they watch the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." Several bilingual staff members are available to aid parents in the completion of the form. The surveys are collected at the end of the orientation. If a parent should be absent for the orientation and

does not complete the survey, they are contacted by the Guidance Counselor, Mr. Acevedo (with interpretation assistance from a bilingual staff) to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students. During parent orientation or meetings, translation and interpretation services are readily available via one of our experienced and bilingual staff members. If the form is not returned within a reasonable time frame (about one week), the parent is again phoned and asked to come into school and fill out the form in person. Forms are also distributed in class for students to take home and return with their parents' signature. If the parents still does not return the Parent Survey and Program Selection Forms, they are then given an orientation during Parent Teacher Conferences at which we redistribute the forms and have them complete and submit them. All correspondence is sent in English and Spanish. For parents who speak another language, a flyer is included with information about the NYC DOE's Translation and Interpretation Unit. Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents, the Ms. Hyman-Clarke will scan the letter and place a copy in each student's record. As for the returned Parent Survey and Program Selection Sheet, Ms. Jueng maintains and update a spreadsheet of students in order to keep track of who has or has not returned the survey and what choice each parent made. The surveys are placed in the students' cumulative folders.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
When a student registers, they are initially screened by an ESL pedagogue.
If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not they have taken the NYSESLAT the prior year. If the record indicates that the new student requires ESL services, the administration works with the ESL pedagogue to place the student in the appropriate class. The parent is sent a Continuation Letter notifying the parent of Continued Entitlement.
If the student is a newcomer to New York City, the ESL pedagogue and a translator, if needed, will assist the parent in completing the Home Language Survey (HLIS). HLIS forms are available in 13 languages other than English. If the Home Language is determined to be other than English in the HLIS, the student is administered the Lab-R to determine ESL eligibility. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored. Upon intake after parents have completed the HLIS, students are interviewed by the ESL coordinator using the ALLD screener to determine if the student qualifies as a SIFE. If the student requires ESL services as per this hand-scored exam, the student's parent is sent a letter of Entitlement and invited to a Parent Orientation Meeting, coordinated by the Guidance Counselor. We provide parents with native language support with translation and interpretation services to ensure that they understand that we will make every effort to place their child in the ESL program of their choice.
If the parent chooses a ESL program we do not currently offer we inform them that we while we do not currently offer the program we will open a class when 15 or more ELLs register who speak the same language in two successive grades and notify them through letter or phone conversation of its availability. In order to honor parents' choice the ESL Coordinator refers parents to the appropriate program and/or district office. After program selection letters are received the student is placed in a designated ESL class wherein he/she will receive the state mandated number of instructional minutes per week.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
All entitled ELLs (based on the RLER report on ATS) are administered the NYSESLAT, an annual assessment of students' progress. The Assistant Principal, Erica Clarke in collaboration with the ESL Coordinator, Dorine Hyman-Clarke and ESL teachers collaborate and create a testing schedule and checklists to maintain the integrity of all NYSESLAT testing. Moreover, the ESL Coordinator attends training regarding testing, issues related to testing, and state-mandated training for test grading. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the test by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule. After the assessment parents are informed whether their child scored above or below proficiency (i.e. beginning, intermediate or advanced level). If the child's score is below proficiency, the parent is informed that their child will continue to receive services appropriate to their proficiency level. If the scores at the proficiency level, the parent is informed that their child will be placed in a General education class with transitional support. Continuation of entitlement and nonentitlement/ transitional letters are sent to parents in English and in the parents' preferred language, to advise them of students' eligibility for ELL services.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Historically, parents at our school choose the Freestanding ESL as their program choice. 100% of our surveys list Freestanding ESL as parents' number one choice. Currently, our program is aligned with parent requests. At the present time we do not have the numbers or need to offer other programs. Our ELL population is very diverse. As parents are made aware of the other choices of enrollment

and they are advised that programs are dependent on student enrollment. Every parent, once informed of the program choices have selected Stand-Alone ESL. If a parent chooses a program other than ESL, they are promised that when the school reaches the number of 20 students requesting the bilingual program, it will be offered and their child will be given a priority seat.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

instruction periods they take the class with an ESL teacher and an ELA teacher.

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

Our instructional plan for SIFE:

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

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

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

Differentiation plan for ELLs receiving service 4 - 6 years:

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

Differentiation plan for ELLs receiving service 6+ years:

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

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

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

- ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.
- The ESL teacher offers support by conferencing with students in and outside the classroom.
- The ESL teacher offers guidance and level appropriate materials to assist students with final projects and assignments.
- All students are invited to participate in our after school programs and AIS services.
- Students receive testing accomodations according to State guidelines.

Teachers across all subject areas ensure that the four modalities, listening, speaking, reading, writing are addressed in their lessons. Teachers build on students' prior knowledge and engage them in hands-on learning, including the use of manipulatives, reciprocal teaching, and teaching to the multiple intelligences.

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

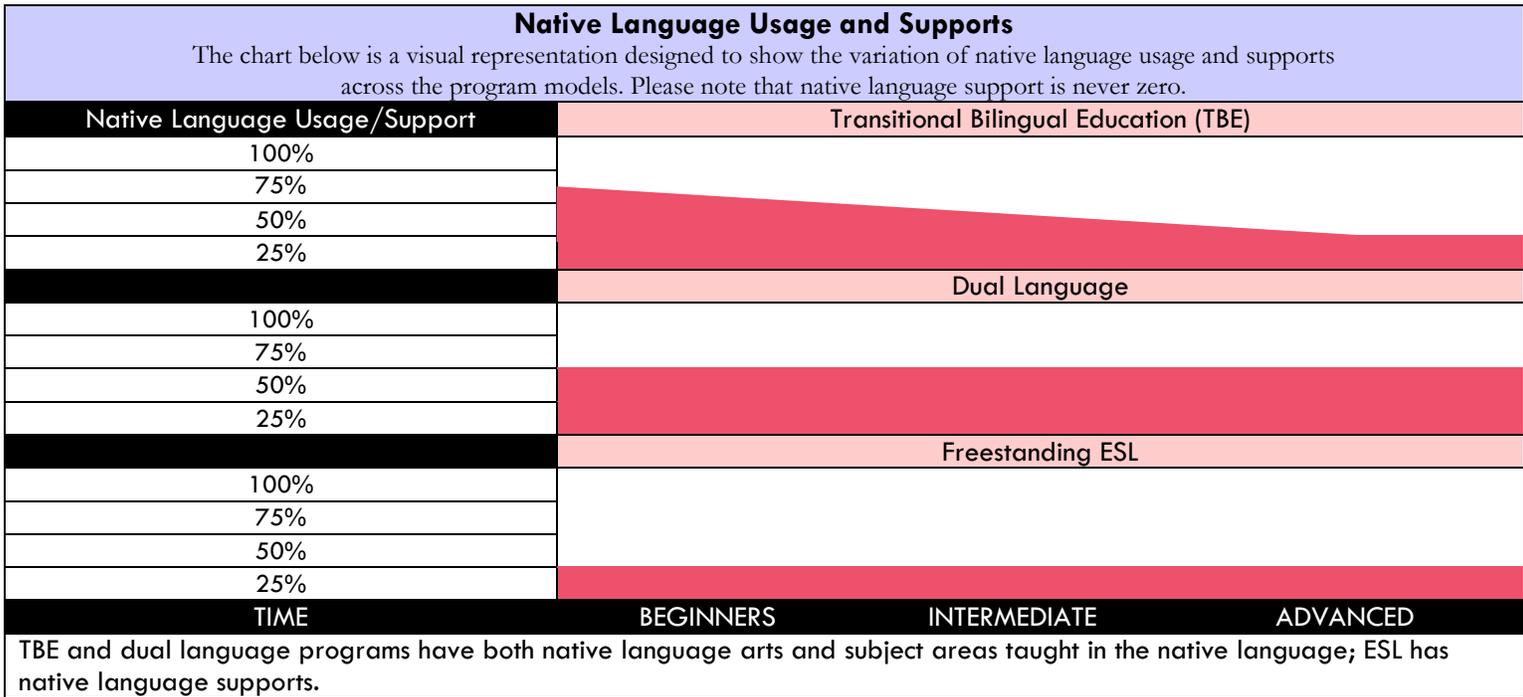
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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.

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

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

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

Our current program has not been effective as

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

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

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

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

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

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

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

None of our programs will be discontinued.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

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

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students' prior knowledge is recognized, specifically their native language and when possible, translated texts are offered in assisting the cross-linguistic transference between the native language and English. In effort to draw upon the native language, bilingual glossaries based on content readings and vocabulary is created and implemented throughout the year. Instructional design and delivery takes students' native language into account as it is an invaluable resource.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
New students are given a student orientation, where they tour the school and meet both students and staff members. Students are assigned a buddy to facilitate their transition to JLHS.
18. What language electives are offered to ELLs?
JLHS offers Spanish to all of our students.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

JLHS does not have a Dual Language Program.

C. Professional Development and Support for School Staff

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

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

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

2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

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

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

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

4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

D. Parental Involvement

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

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

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

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

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

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

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

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

ways to support them in meeting these needs.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 9x414 School Name: Jonathan Levin High School

Cluster: 610 Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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