



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X414

School Name:

JONATHAN LEVIN HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

Principal:

JACQUELINE BOSWELL

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Jonathan Levin High School for Media and Communications School Number (DBN): 09X414
Grades Served: 12
School Address: 240 East 172nd Street Bronx, New York 10457
Phone Number: 718-992-3709 ext. # 1331 or 1332 Fax: 718-992-4170
School Contact Person: Jacqueline Boswell Email Address: jboswel@schools.nyc.gov
Principal: Jacqueline Boswell
UFT Chapter Leader: Michael Grant
Parents' Association President: Kim Alston
SLT Chairperson: Juana Aponte
Title I Parent Representative (or Parent Advisory Council Chairperson): Hipolito Garcia
Student Representative(s): Miguel Almonte, Phedias Aponte, Ashley Acosta, Salvador Silverio, Kadiatou Sylla

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5834 Fax: 718-828-2578

Borough Field Support Center (BFSC)

BFSC: Bronx Field Support Center Director: Jose Ruiz

One Fordham Plaza, Bronx NY 10458

Director's Office Address:

Jruiz2@schools.nyc.gov

Director's Email Address:

718-828-7776

718-282-7777

Phone Number:

Fax:

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Jeanette Logan	DC 37 Representative (staff), if applicable	
Juana Aponte	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Miguel Almonte Phedias Aponte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Salvador Silverio Kadiatou Sylla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Henrietta Jones	Member/ parent	
Hiplito Garcia	SLT/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chappetta Andrea	SLT/ UFT	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

About JLHS

Jonathan Levin was a dedicated English Teacher who was committed to learning and academic achievement. He worked to develop the interests and goals of his students. The Bronx high school teacher was referred to by his students as, "someone who believed in their thoughts, feelings, and futures". Ironically, he was brutally murdered by a student. His life was an inspiration to his students and also to many teachers throughout the city. In honor of his passionate devotion and professional commitment, Jonathan Levin High School for Media and Communications was established in 2002.

In September 2014, a second principal was assigned to Jonathan Levin High School during its second year of transitioning as a phase-out school.

JLHS: Population of Students

A review of student transcripts revealed the course offerings need to be aligned to the new academic policy. In turn, students were offered geometry, chemistry and ELA for ESL students. In some cases our ESL students needed six or more ELA classes in order to meet graduation requirements. Transcript review also revealed students had completed mandated lab requirements, however, it was not reflected on the transcript and they had to be updated.

From the inception of the school, the learning culture was focused on self-contained classes in all subject areas, for all students. The students remained in assigned classrooms during the day and teachers travelled to the classrooms, thus creating an environment of safety. Under the leadership of the second principal and a new network, teachers were provided designated classroom and charged with creating an inviting, a print-rich environment for each subject area. Student programs were changed allowing them to move from class to class; providing them with experiences similar to other high school students.

Of 137 students enrolled at Jonathan Levin High School, 64% of them received some 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 indicates that our students' performance is at low literacy levels in listening, speaking, reading and writing. Therefore we 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 History and US History Regents Examinations.

Of our current population, our data shows that 100% of our students are economically disadvantaged, 37% are English language learners, and 27% are SWD's and 79% Hispanic, 21% Black.

(Over-age and under-credited)

In order to eradicate illiteracy, one must ground reading and writing in informational text. Students need a community that shares that common belief, as noted by Ralph Tyler. When I first came to our school community, I was faced with the ingrained belief that our students couldn't successfully read and write enough to produce a product effectively aligned to CCLS. Unfortunately the students also held this belief. Keeping to the vision and mission of our school and t

The goals of school improvement we developed an instructional focus and established a plan to improve literacy. In January and June of 2015, the students presented their research papers—in order to develop college and career transition skills. The parents and visitors were proud and noted that the gained confidence and showed evidence of implementing all components of Common Core Learning Standards. This is another testament that student CAN read, write, meet the CCLS standards and the benchmarks, but this is only possible with the support of community.

Jonathan Levin High School Instructional Focus Statement

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.

Declaración de Jonathan Levin Escuela Superior de Instrucción Focos

Todos los estudiantes tendrán una práctica regular en el uso del texto de no ficción e informativo. Los estudiantes participarán en actividades de lectura y escritura basadas en la evidencia del texto para apoyar el ensayo argumentativo.

Jonathan Levin High School has established programs which strengthen ties between schools and communities, and gives teachers and students the support needed to reach higher standards. Our programs and supports build systems of schools centered on student learning. In collaboration with our schools' stakeholders we have strengthened partnerships between parents, teachers, students, school leaders, and communities. Our initiatives have ensured Strong Schools, Strong Communities, so that all students succeed.

Progress: The Elements of the Framework

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.

In summary JLHS progressed towards meeting the specified goal. In June 2015, the number of students meeting the graduation requirements with respect to the Regents exams exceeds the percentage amount of students who graduated in June 2014. We therefore have doubled in this area. Our goals will continue to further our efforts for graduation and college and career readiness for our student population.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	P
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	P
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	P
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective</p> <p>Based upon the Preliminary Quality Review Rating Form for 09X414 dated May 21, 2015, we have identified Instructional Core (2.2) Align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level.</p> <p>(Rating: Developing)</p> <p>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</p> <p>Based upon the Preliminary Quality Review rating Form for 09X414 dated May 21, 2015, our schools’ strengths reflects Instructional Core (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and /or Content Standards</p>		

(Rating: Proficient)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of classroom teachers will be effective or highly effective in the component 3D Using Assessment in Instruction by advancing at least 1 level of performance on the Measure of teacher performance (MOTP) on the final rating of the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher programs will include daily common planning time. In subject/content teacher teams will analyze data obtained to assess student learning outcomes, to make revisions when needed and ensure that there is a common understanding about what is taught and why it is taught and implement instructional decisions</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal responsible for programming teachers for common planning and facilitating inquiry meetings with teachers and observing instruction to ensure training is being implemented in classrooms. Teachers, External Consultants</p>

<p>Borough Field Support Team will work with teacher- team leaders through workshops in various areas to ensure training, procedure and polices, and research based PD is presented. Lead teachers turnkey info to staff (includes subgroups: English Language Learners, SWD's, overage /under credited students)</p>	<p>All Teachers-Teams and Individual Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Research- based professional development resources will include: Teaching Reading to English Language Learners grades 6-12 : A Framework for Improving Achievement in the Content Areas by Margarita Calderon, Scaffolding Language Scaffolding Learning : Teaching English Language Learners in the Mainstream Classroom by Pauline Gibbons, The Data Coach's Guide to Improving Learning for All Students by Nancy Love et al. In addition, our teachers will work with literacy consultants from Columbia University/Teachers College and Fordham University</p>	<p>A ll Teacher-Teams and Individual Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Implement modified workshop model to increase student engagement and assessment.</p>	<p>Classroom Teachers</p>		
<p>Teachers analyze Regents results (REDS in ATS) and plan assessment strategies to meet students needs</p>	<p>Classroom Teachers</p>	<p>February 2016-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
		<p>February 2016-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Parent involvement programs will include "Tuesday Parent Outreach" and "Parents' as Partners in learning" to promote literacy development at home thus ensuring that teachers and parents think of each other as partners in educating children.</p>	<p>Parents/Guardian of ELL's , SWD's, and overage/under/credited students</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, Local CBO , External Consultants</p>

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master Schedule programming to allow daily common planning time for all teaches
- Borough Field Support Staff to provide professional Development
- Funding for consultants to provide professional development
- Funding for consultant s to provide parent outreach programs and support
- 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

·Midpoint benchmark- By February 2016 Administrative Team completes 50% of observations in ADVANCE and reports such as, Dashboard, MOTP summary indicate 25% of teachers advance at least 1 level of performance on DFft indicating progress toward indicated outcomes are being addressed.

- · Midpoint benchmark- By February 2016 All teachers submit 5 Weekly Performance Tasks to the administrators for review and alignment to CCLS, and 3 Curriculum Maps to ensure alignment with Engage NY for math, scope and sequence for SS and Science and Collections for ELA and Math, New York City Curriculum's in Content Areas for Social Studies, and Science, and Pacing Calendars .
- _ Midpoint benchmark- By February 2016 Teacher /Inquiry Teams “Look at 15 pieces of Student Work” with guided feedback aligned to the rubric to determine feedback to students including next steps for improvement and literacy strategy to implement in class and Peer- Assessment and Student Self- Assessment –weekly during Inquiry team meeting facilitated by the Assistant Principal and Principal

- Midpoint benchmark- By February 2016 Culminating activity for fall semester: 50% of the students will participate in peer assessment in, Presentation of Learning Day

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- Midpoint benchmark- By February 2016 Administrative Team completes 50% of observations in ADVANCE and reports such as, Dashboard, MOTP summary indicate 25% of teachers advance at least 1 level of performance on DFFT indicating progress toward indicated outcomes are being addressed. BENCHMARK NOT MET
- Midpoint benchmark- By February 2016 All teachers submit 5 Weekly Performance Tasks to the administrators for review and alignment to CCLS, and 3 Curriculum Maps to ensure alignment with Engage NY for math, scope and sequence for SS and Science and Collections for ELA and Math, New York City Curriculum's in Content Areas for Social Studies, and Science, and Pacing Calendars . BENCHMARK MET
- Midpoint benchmark- By February 2016 Teacher /Inquiry Teams “Look at 15 pieces of Student Work” with guided feedback aligned to the rubric to determine feedback to students including next steps for improvement and literacy strategy to implement in class and Peer- Assessment and Student Self- Assessment Weekly during Inquiry team meeting facilitated by the Assistant Principal and Principal - BENCHMARK MET
- Midpoint benchmark- By February 2016 Culminating activity for fall semester: 50% of the students will participate in peer assessment in, Presentation of Learning Day-BENCHMARK MET

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</p> <p>Based upon the Preliminary Quality Review Rating Form for 09X414 dated May 21, 2015, School Culture (3.4) was identified as an area of celebration. Establish a culture for learning that communicates high expectations staff, students, and families, and provides support to achieve those expectations.</p> <p>(Rating: Proficient)</p> <p>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</p> <p>Based upon the New York City Learning Environment Survey Year 2013-2014 (most recent document available)</p> <p>School Culture: How do students feel about the school’s learning environment?</p> <ul style="list-style-type: none"> When asked if they feel safe in their classes in the school, 54% of all students agreed that they feel in their classes. 		

• When asked if they feel welcomed in their school, 56% of students agreed. The data indicates that we still need growth in this area.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of all students will achieve the school wide instructional focus evidenced by their advancement on the ELA Argumentative Essay Rubric of one to six rubric score by increasing one rubric score in the local measure.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Teachers Programs will include daily common planning time. In subject/content teacher teams will analyze data obtained to assess student learning outcomes, to make and implement instructional decisions.</p> <p>According to Charlotte Danielson Instruction should be designed to engage students and advance them through the content using the indicator, “Lessons support instructional outcomes and reflect important concepts.”</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, and Teacher teams meet bi-weekly to access student work and peers give feedback on deciding next steps for improving student outcomes. External Consultants and Borough Field Support give support by offering training and alternative strategies for teachers as arranged by the Principal and Assistant Principal.</p>
<p>Students will receive Academic Intervention Services/Extended Learning Time before, during</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, Students, External Consultants</p>

<p>lunch and after school to increase the likelihood of students meeting graduation requirements.</p> <p>Students will engage in reading and writing activities grounded in evidence from text to support the argumentative essay</p>			
<p>Research- based professional development resources will include: Teaching Reading to English Language Learners grades 6-12 : A framework for Improving Achievement in the Content Areas by Margarita Calderon, Scaffolding Language Scaffolding Learning : Teaching English Language Learners in the Mainstream Classroom by Pauline Gibbons, The Data Coach’s Guide to Improving Learning for All Students by Nancy Love et al. In addition, our teachers will work with literacy consultants from Columbia University/Teachers College and Fordham University</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Programs will be established across the school community, students, teachers and parents will have a voice in the decision making process for developing their school culture and working together and have active roles in ensuring the school’s vision pertaining to social emotional developmental health is achieved.</p> <p>Midpoint benchmark- By February 2016-30% of the students will participate in the school wide culminating activity- Research paper celebrating of Learning Program</p>	<p>All Parents</p> <p>Teachers, staff, students, Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p> <p>Principal, Assistant Principal, Teachers,</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Master Schedule programming to allow daily common planning time for all teaches

- Borough Field Support Staff to provide professional Development
- Funding for consultants to provide ELT Programs
- Funding for consultants to professional development
- Funding for consultant s to provide parent outreach programs and support
- 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midpoint benchmark- By February 2016-30% of the students will participate in culminating activity- Research paper celebrating of Learning Program

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Midpoint benchmark- By February 2016-30% of the students will participate in culmination activity- Research paper celebration of Learning Program- BENCHMARK MET

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	P
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	P
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	P
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective</p> <p>Based upon the Preliminary Quality Review Rating Form for 09X414 dated May 21, 2015, we have identified Instructional Core (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.</p> <p>(Rating: Developing)</p> <p>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</p> <p>Based upon the Preliminary Quality Review rating Form for 09X414 dated May 21, 2015, our schools’ strengths reflects Instructional Core (1.1) Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and /or Content Standards</p> <p>(Rating: Proficient)</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of JLHS teachers will chart growth of work over time to demonstrate 50% of students progress as indicated in (QR 2.2) by demonstrating the completion of performance tasks aligned with Parts 2 and 3 of the ELA Common Core Regents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School Improvement team (SITT) meets weekly to review attendance, scholarship, school environment data and systems in place and made recommendations for change as needed.</p> <p>Teacher teams will use and analyze data to establish goals and plan for groups of students with a variety of needs and provide timely and appropriate interventions and supports for all learners(Sub groups: ELL's a, SWD's and over age-under credited students)</p> <p>Programs will include daily common planning time.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, attendance Teacher, SAPIS representative, SWD Teacher, Dean, guidance counselors, and Parent coordinator meet weekly to review attendance, scholarship, school environment data and systems in place and make recommendations for change as needed. External Consultants</p>
<p>Students will receive Academic Intervention Services/Extended Learning Time before, during lunch and after school to increase the likelihood of students meeting graduation requirements.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, Students, External Consultants</p>

<p>Leader regularly identifies teacher leaders and provides opportunities for other leaders within the school to grow and contribute</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Research- based professional development resources will include: Teaching Reading to English Language Learners grades 6-12 : A framework for Improving Achievement in the Content Areas by Margarita Calderon, Scaffolding Language Scaffolding Learning : Teaching English Language Learners in the Mainstream Classroom by Pauline Gibbons, The Data Coach’s Guide to Improving Learning for All Students by Nancy Love et al. In addition, our teachers will work with literacy consultants from Columbia University/Teachers College and Fordham University</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Achievement of this goal will be reflected in MOTP, Danielson component 3D, specifically in the element which address “Feedback to students.” As stated in DFfT, feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>
<p>Programs will be established across the school community, students, teachers and parents will have a voice in the decision making process for developing their school culture and working together and have active roles in ensuring the school’s vision pertaining to social emotional developmental health is achieved</p>	<p>Students, Teachers and Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p>

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master Schedule programming to allow daily common planning time for all teachers
- Borough Field Support Staff to provide professional Development
- Funding for consultants to provide ELT Programs
- Funding for consultants to professional development
- Funding for consultant s to provide parent outreach programs and workshops
- 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midpoint benchmark- By February 2016 all teachers receive 50% of required observations and PD topics, and consultant notes should match the areas of deficiencies in the dashboard report in ADVANCE

Midpoint benchmark to be used in February 2016- Indicating progress towards goals

- Literacy plan will have been completed and at least 3 literacy strategies observed in classroom observations.
- All teachers will develop a plan to provide targeted and frequent feedback to students based on the analysis of timely data and required next steps for students’ progress
- 50% of students develop writing portfolios indicating improvements made aligned with timely feedback
- Extended Learning Time to increase state benchmark exams and after- school clubs

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- Literacy plan will have been completed and at least 3 literacy strategies observed in classroom observations.- BENCHMARK MET
- All teachers will develop a plan to provide targeted and frequent feedback to students based on the analysis of timely data and required next steps for students' progress-BENCHMARK MET
- 50% of students develop writing portfolios indicating improvements made aligned with timely feedback-- BENCHMARK MET
- Extended Learning Time to increase state benchmark exams and after- school clubs-BENCHMARK MET

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	P
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	P
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective</p> <p>Based upon the Preliminary Quality Review rating Form, Instructional Core (1.2) for 09X414 dated May 21, 2015, we identified Tenet 2.4 on the DTSDE as our area for improvement.</p> <p>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</p> <p>Our school’s strengths is best reflected on the Framework for Great schools and DTSDE tenet in component B of element 2.4: The school leader and other school administrators are implementing the school’s observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments.</p> <p>Our school’s needs is best reflected on the Framework for Great schools and DTSDE tenet in component C of element 2.4: School leader and other school administrators monitor the plan for observing teachers and use observation data</p>		

and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all school leaders will provide individualized professional development for all pedagogues evident by the development of observation plans (one every 3 weeks) tracking teacher effectiveness (MOTP Report) and aligning to professional development activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Leader uses classroom observation data to understand strength and growth areas in school-wide instructional practice and uses this data to guide decisions about school-wide professional development</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principal and teachers to provide professional development</p>
<p>Leader regularly identifies teacher leaders and provides opportunities for other leaders within the school to grow and contribute</p>	<p>Discipline area Teachers attend workshops</p>	<p>September 2015-June 2016</p>	<p>Principal and Assistant Principal and teachers to provide professional development</p>

Research- based professional development resources will include: Teaching Reading to English Language Learners grades 6-12 : A framework for Improving Achievement in the Content Areas by Margarita Calderon, Scaffolding Language Scaffolding Learning : Teaching English Language Learners in the Mainstream Classroom by Pauline Gibbons, The data Coach’s Guide to Improving Learning for All Students by Nancy Love et al. In addition, our teachers will work with literacy consultants from Columbia University/Teachers College and Fordham University	All Teachers	September 2015-June 2016	Principal, Assistant Principal, Teachers, External Consultants
Teachers regularly learn from one another in professional learning communities and constantly monitor student data for success, needs, and brainstorm next steps in instructional practices improve student outcomes.	All Students, Teachers, and Parents	September 2015-June 2016	Principal, Assistant Principal, Teachers, External Consultants
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Master Schedule programming to allow daily common planning time for all teachers • Borough Field Support Staff to provide professional Development • Funding for consultants to provide ELT Programs • Funding for consultants to professional development • Funding for consultant s to provide parent outreach programs and workshops 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Midpoint benchmark - By February 2016 - indicating progress towards goals
<ul style="list-style-type: none"> • Up- to-date administrative observations completed in ADVANCE • Evidence of Teacher – Teams “Looking at Student Work” with guided feedback aligned to the rubric • Agendas from inquiry Team Meetings • Logs from consultants

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- Up- to-date administrative observations completed in ADVANCE-BENCHMARK MET
- Evidence of Teacher – Teams “Looking at Student Work” with guided feedback aligned to the rubric-BENCHMARK MET
- Agendas from inquiry Team Meetings-BENCHMARK MET
- Logs from consultants-BENCHMARK MET

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	P
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</p> <p>Based upon the Preliminary Quality Review rating Form, Instructional Core (1.2) for 09X414 dated May 21, 2015, we identified component 6.5 on the DTSDE as our area for improvement (Rating: Proficient).</p> <p>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</p> <p>Our school’s strengths is best reflected on the Framework for Great schools and DTSDE tenet in component B of element 6.3: The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs.</p> <p>Our school’s needs is best reflected on the Framework for Great schools and DTSDE tenet in component B of element 6.5: The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the engagement of families in the instruction program will improve by 5% from last school year evident by the percentages of parents participating in the New York City School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Ensure that families have knowledge and tools to help students with homework and other curriculum-related activities readiness and SCEP goals priorities</p>	<p>students , Families</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, Guidance Counselors, Parent Coordinator, External Consultants</p>
<p>Students and families will receive strategic support from guidance team and teachers with attention to the college application process and will actively participate in college tours, College Spirit Fridays and college outreach during the school year.</p> <p>Establish family-friendly volunteer policies to recruit and organize help and support from parents.</p> <p>Parents receive daily calls concerning attendance, important announcements from school messenger, home visits from attendance teacher, Saturday calls from guidance counselor, and we</p>	<p>students, families</p> <p>students, families, staff</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, Guidance Counselors, Parent Coordinator, External Consultants</p> <p>Principal, Assistant Principal, Teachers, External Consultants</p> <p>Principal, Assistant</p>

<p>Translate basic written information and resources into languages used by families in the district.</p> <p>ekly calls from teachers,</p>	<p>students, families, Staff</p> <p>students, families, Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, Teachers, External Consultants and Borough Field Support</p>
<p>Explore ways to modify the school schedules to allow teachers the opportunity to interact with parents.</p> <p>The school community, students, teachers and parents will participate in college tours and outreach and will be provided guidance on the college application process.</p> <p>The JLHS school community will develop and implement a plan to improve by 10% as measured by the number of parents participating in school - wide activities. Achievement of this goal reflects in element 6.5, specifically in component B that speaks to the school community ensuring that student data is shared in a way in which</p>	<p>Students families</p> <p>students, families, Staff</p> <p>students, families, Staff</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers, External Consultants</p> <p>Principal, Assistant Principal, Teachers, External Consultants and Borough Field Support</p> <p>Principal, Assistant Principal, Teachers, External Consultants and Borough Field Support</p>
<p>.</p>	<p>.</p>	<p>.</p>	<p>.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Master Schedule programming to allow daily common planning time for all teachers • Borough Field Support Staff to provide professional Development • Funding for consultants to provide LT Programs • Funding for consultants to professional development • Funding for consultants to provide parent outreach programs and workshops
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midpoint benchmark to be used in February 2016- Indicating progress towards goals

- Monthly calendars mailed to parents in English and Spanish
- Teachers make weekly phone calls to parents
- Guidance counselors meet with every parent who comes in to pick up face-to-face notices
- Scheduled monthly PTA and Leadership Team Meetings.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- Monthly calendars mailed to parents in English and Spanish -BENCHMARK MET
- Teachers make weekly phone calls to parents-BENCHMARK MET
- Guidance counselors meet with every parent who comes in to pick up face-to-face notices-BENCHMARK MET
- Scheduled monthly PTA and Leadership Team Meetings.-BENCHMARK MET

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. 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. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, the rate of students graduating will exceed last year’s graduation rate by 10%

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Monthly calendars in English and Spanish emailed to parents, 6 by February 2016				
Monthly PTA/Leadership Team meetings- Agendas and Signature Sheets				
Parents invited to all special events, such as Pumpkin Carvings, Thanksgiving Share, Multicultural Fair, Presentations of Learning, and College visits and Access Orientation				
Information on College fairs and application mailed to parents				
Parent contact logs and Parent-Student Contacts signed .				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- 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.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- 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.
- Engage in outreach activities made to families.

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

1 A Columbia University University Consultant/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 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 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 so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

1 Columbia University Consultants/Fordham University Consultant, Legacy, and Classlink coaches will facilitate content area teacher team meetings during common 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 Columbia University Consultants/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 Columbia University Consultant/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

- 2 Social Studies Certified Teacher

- 1 Science Teacher

- 2 ELA /2 ESL Certified Teacher

3 Our Student Advisory Team (NYS Certified: 2 Administrators, 1 Social Studies teacher, 1 Health Teacher and 2 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 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

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 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 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 and 1 ESL Certified Teacher

c) A Columbia University Consultant/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 4b. Timeline for implementation and completion, including start and end dates.
 September 2015 – June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. 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 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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, 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.	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	Before, 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 from 8:00 to 12:00 Noon on 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.	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	Before, 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 from 8:00 to 12:00 Noon on Saturdays
Science	Analyzing data, such as: Graduation requirements, transcript review, GAR report, ATS, ARIS, Report cards to	Repeated readings, interactive writings (including college essay support), Study Island online support for Regents	Small group, one-to-one, and tutoring	Before, during the school day: co-teaching in the classrooms, Tutoring in the classrooms,

	identify students in need of: Skill Building , Regents [preparation, credit accumulation tutoring , teacher referral, student requests, parent initiated, literacy needs.	preparation, APEX for credit accumulation and credit recovery.		and during the lunch period after school: PM school 2:40 -5:00PM Tuesdays from 8:00 to 12:00 Noon on Saturdays
Social Studies	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.	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	Before, 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 from 8:00 to 12:00 Noon on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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 Drug and alcohol abuse, mental health issues - On Site SAPIS Parent outreach- Parent Coordinator Attendance outreach- Family support, Alternative educational options Mental health issues- Workshop by NYPD (bullying) College and career readiness training- NYPD Explorers	One-to-one One-to-one, Small group One-to-one, small group, workshops, Parent coordinator, WEDIKO Child Services, Tuesday Afternoon parent engagement sessions, PTA meetings One-to-one, small group, workshops, town hall One-to-one, small group, workshops, town hall One-to-one, small group, workshops,	Before, during the school day, lunchtime, after school Before , during the school day, lunchtime, after school, classroom visits Before, during the school day, lunchtime, after school Before, during the school day, lunchtime, after school, classroom visits Before, during the school day,

		<p>program/ Future in Options Internships</p> <p>Students reading far below grade level- Literacy initiatives</p>	<p>town hall, motivational speakers, trips</p> <p>One-to-one, small group, workshops, town hall</p>	<p>lunchtime, after school</p> <p>Before, during the school day, lunchtime, after school, classroom visits</p> <p>Before, during the school day, lunchtime, after school, classroom visits</p>
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Section 8: 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
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>There are ongoing strategies in place to provide ongoing high quality professional development for teachers, principals, staff, and paraprofessionals that support all students including ELS and Students with Disabilities meet Common Core State Standards (CCSS)</p> <p>At the beginning of the school year the administrator meets with the teachers and staff to review responsibilities and the academic policy to ensure all students are programmed according to the graduation requirements, including ELLS and SWDs. (IPC) Initial Planning Conferences are held as teachers select areas of Danielson Framework for Teaching (DFFt) as their focus areas. Also TIP Teacher improvement plans are developed for selected teachers. Teachers are programmed with common planning time and two days each week are reserved for inquiry work and 1 day for literacy plan meetings. Here teachers access student work following an inquiry protocol and make recommendations for changes in instruction across the disciplines.</p> <p>After looking at student data and teacher needs and the instructional focus consultants for mathematics and literacy were hired to support the teachers in areas of need. Pedagogue, including administrators from core discipline areas attend consultants- Math and literacy</p>

Weekly workshops and then turnkey instructional strategies to colleagues. Specialist are invited on Chancellors days to attend additional external professional development offered by the Borough Support Office, UFT and CSA. The PD information is then turned keyed to the appropriate staff members.

Teachers also receive training in technology from APEX to support our blended learning program and Study Island support Regents preparation for the student, and smartboard training to increase student engagement Danielson 3c. At the end of each professional development session teachers fill out a reflection /feedback for so that PD can be provided according to teacher needs.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

In turn we have developed syncopated leadership in which distributive leadership is implemented.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	144,888.00	x	13, 16, 19, 22,25, 27
Title I School Improvement 1003(a)	Federal	n/a		13, 16, 19, 22,25, 27
Title I Priority and Focus School Improvement Funds	Federal	28837	x	13, 16, 19, 22,25, 27
Title II, Part A	Federal	0		13, 16, 19, 22,25, 27
Title III, Part A	Federal	11,200.00	x	13, 16, 19, 22,25, 27
Title III, Immigrant	Federal	0	x	13, 16, 19, 22,25, 27
Tax Levy (FSF)	Local	976,812.00	x	13, 16, 19, 22,25, 27

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:

- 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.
- 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:

- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: <u>Jonathan Levin High School</u>	DBN: <u>09x414</u>
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: <u>73</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

•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 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.

Part B: Direct Instruction Supplemental Program Information

- # 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):

-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 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

Part B: Direct Instruction Supplemental Program Information

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 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 Calendar2014-2015

All professional development will focus on instructional strategies that meet the needs of all learners,

Part C: Professional Development

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. 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

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

Part D: Parental Engagement Activities

- 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 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

Name of Provider:

Part D: Parental Engagement Activities

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. 	-	_____
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	-	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 414
School Name Jonathan Levin H.S for Media and Communi		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jacqueline Boswell	Assistant Principal Christal Ferguson
Coach Melissa Ramos/BFCS	Coach
ENL (English as a New Language)/Bilingual Teacher Fabia Cancela	School Counselor Marsela Coku
Teacher/Subject Area Parker Dulany/English	Parent Ayleen Roberson
Teacher/Subject Area Vilma Cantera/Social Studies	Parent Coordinator Wanda Tolosa
Related-Service Provider Marsela Coku/Guidance	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Carron Staple	Other (Name and Title) Kyunghe Jeung/ ENL Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	74	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	8
SIFE	23	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	15	13	0	7	6	0	10	0	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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													32	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)													9	0
Emerging (Low Intermediate)													7	0
Transitioning (High Intermediate)													9	0
Expanding (Advanced)													7	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													14	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	31		7	
Integrated Algebra/CC Algebra	32		18	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry	3		0	
Math _____	0		0	
Chemistry	0		0	
Earth Science	25		4	
Living Environment	27		4	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	30		2	
Geography	0		0	
US History and Government	31		14	
LOTE	0		0	
Government	0		0	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

R-Lab
Students through grade 12 whose home language is other than English take the NYSITELL within ten days of their entrance to a NY State school. The NYSITELL 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 performance levels (on the NYSITELL 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 does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. Based on the AMAO 1 from the 2014-2015 school year 34 students were evaluated. 4 students attained Proficiency. Our goal for this school year is 15.6%.The user can also create custom categories. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and color-codes them accordingly.

Additionally, the tool can be used by Borough Field Support Center and superintendents' staffs to (1) identify trends/pockets of success, and (2) investigate the instructional and programmatic differences between groups of students who consistently progress toward proficiency and those who do not. Best practices can be identified, documented and shared across schools. This follows an inquiry approach to investigating student achievement.

The tool affords the school with many benefits:

- Automation eliminates the need for hand calculations which are time-consuming and error-prone
- Having an electronic document allows users to instantly filter data and create targeted groups
- Allows for an increased focus on ELL sub-populations, but the tool goes two steps further:

Allows the school to measure progress toward the goal of English proficiency

and Includes content area data and identifies known risk factors, hence the name "Advanced Early Warning Indicators." The tool alerts the school about students who exhibit known risk factors, and allows them to tailor more timely and targeted interventions for at-risk populations before reaching a more critical level.

Five decisions must be made to establish AMAO 2 criteria:

1. Define the English proficient level;
2. Determine the cohort of ELLs for analysis;
3. Set the starting point for AMAO 2 targets;
4. Set the ending point for AMAO 2 targets; and
5. Determine the rate of annual growth.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. The pattern at Jonthan Levin High School has been that students continuously prefer to complete the exam in English. However, the data shows that many of our students need more support with the English and Social Studies Regents. A reason for this might be the need in these students to continue developing their reading and writing skills. It is for this reason that all subject teachers are provided with a copy of the NYSESLAT modality report in order to further help students in their weak areas.
 - b. Students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores showed a variation among individual students. 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. All students who fall into this category are programmed for ELA Regents preparation class to enhance their writing skills. Inquiry teams focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing along with the NYS rubric criteria

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 HMH Collection. 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

6. How do you make sure that a student's new 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. A. 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
- Feedback based on rubric language
- Active pedagogy strategies
- Scaffolding strategies for reading and writing across the Curricula
- Using Danielson Framework for teaching (3b,3c and 3d.)

3b. Questioning

3c. Engaging Students and Learning

3d. Assesment

- Literacy Plan
- Vocabulary Enhancement
- JLHS Instructional Focus

7. For dual language programs, answer the following:

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

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. (see SCEP for school goals)

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, essays, research papers 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 2015-2016, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 NYSITELL. Ms. Cancela 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 NYSITELL cut scores must be administered the Spanish Lab only once at the time of initial enrollment. We strive to ensure that NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The school first administers the oral interview questionnaire and for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT .

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of

- A school/district administrator which for our school is A.P of special Education Ms. Ferguson
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages and our school has a certified teacher Ms. Niewiadomski
- The director of special education or individual in a comparable title, this is be the A.P Ms. Ferguson
- The student’s parent or guardian, Ms. Aileen Roberson

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, are present at each meeting of the LPT. We have our Parent Coordinator Ms. Tolosa that is bilingual. These procedures are used for initial entry into our school or reentry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student’s English language development, including, but not limited to the following:

- The student’s history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language
- Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

The LPT does not make determinations on special education classification or eligibility for services; these determinations are made

solely by the student's Committee on Special Education. Regardless of the LPT's decision and final NYSITELL-eligibility determination, language of instruction for all students with Individualized Education Programs (IEPs), including ELLs, is determined by the CSE. The procedures are completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program, if applicable.

Within 5 school days of ELL determination, the school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, the school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

When the parents first come to school with the new student they are provided with the Parent Survey and Program Selection and there the ELL coordinator Ms. Jeung lets the parent know about the right to appeal the ELL status within 45 days. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and Are ELLs and non-ELLs

The school initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student if the student is 18 years of age or older, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents is kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. The School notifies parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). Then the schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs.

- When a new ELL enrolls, the schools must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school.
- To inform parents of these options, the school provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English is recorded using existing procedures established in the school. During the orientation, the schools also provides information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language. The orientation is in a language or mode of communication that the parent or guardian best understands. Schools contacts the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff.
- After parents are informed of all three program models at the parent orientation, the school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program that we offer and the student is placed in Freestanding ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school.

Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, in grades 9 to 12, 20 or more ELL students who speak the same language in one grade.

The schools is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at our school.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

Parent choice is recorded in the ELPC screen. Our school may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Jonathan Levin High School servces only freestanding ENL to all the ELL students. Usually the ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available in our school, the school places the student in the program immediately and provide the student with a full schedule.

- If a parent's program choice is not currently available in our school, the school informs the parent in the preferred language that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response. The two options are either to:
 - Keep the student enrolled in our school in the available program; if the parent chooses this option, the school immediately places the student in that program and begin serving the student OR
 - Transfer the student to a different school where the parent's selection is currently available. To do so, the school contacts the Division of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the student is temporarily placed in an ENL program that we offer (freestanding ENL) until the transfer is complete.
- Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tracked and maintained at the school using existing procedures established within the school. While waiting for a parent to complete the form, the school places the student in the freestanding ENL program that is available, or at a minimum, provide mandated ENL services based on the student's proficiency level.

Once the student's program has been determined, the school sends parents a placement letter (in the parents' preferred language)

indicating the program in which their child has been placed.

All notifications and relevant documents is kept in the student's cumulative folder.

The attendance teacher Ms. Clarke and the parent coordinator Ms. Tolosa keep track of the Parent Surveys and Program Selection by visiting homes and letting the parents know how important the surveys and the parent selection is. The attendance teacher Ms. Clarke, lets the parents know that if the school does not receive the forms in a timely manner, the students will automatically be placed in the bilingual education that the school offers. The parent coordinator, Ms. Tolosa also makes phone calls to remind the parents of the importance of the letters. If the parents' program of choice becomes available, the guidance counselor Ms. Coku and Ms. Tolosa contacts the parents to let them know of the availability of the program. We mail written notification in parents' preferred language. The parent then has the option to remain in the current program or to transfer in the new program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After parents are informed of all three program models at the parent orientation, school provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program, Freestanding ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school.

Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade

The school is responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

Parent Survey & Program Selection Form is a formal record of the parent's preferred language of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.

If a parent should be absent for the orientation and does not complete the survey, they are contacted by the Guidance Counselor, Ms. Coku (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 5 days, 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.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our school ensures that entitlement letters are distributed in parents' preferred language in the following way:

- At the beginning of each year the parents receive notification letters of entitlement, continued entitlement in parents' preferred language or, if the students scored at the Proficiency level they receive the Non-Entitlement Transitional letter.
- The Guidance Counselor, Ms. Coku, distributes entitlement letters in parents' preferred language 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 in parents' preferred language 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.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Before distributing each Entitlement, Non-Entitlement or Continuation letter to parents in parents' preferred language, 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.

11. 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.

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. The ELL Coordinator, Ms. Jeung runs RLER report on ATS to determine the students' eligibility to take the NYSESLAT. 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The guidance counselor Ms. Coku mails the continued entitlement letter in parents' preferred language in the first two weeks of school. The guidance counselor, Ms. Coku ILOGs the mailing of the letters on ATS, and a copy of the letter is put on student's records, and a copy is kept by the Principal, Ms. Boswell.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Jonathan Levin high school offers only Freestanding ESL being that this is our last year of phasing out. If the parents request a different program the guidance counselors and the ESL teachers can help find a school that provides the parent's choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The instruction for ELLs is delivered based on the English Proficiency Level. Classes are divided as the proficiency level is the same in one class if it is a stand alone ENL. For integrated ENL classes are heterogeneous, and we have provided an ESL teacher to support the students in the integrated ENL classes for ELA, Social Studies, Math and Science.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our School is strongly encouraged to organize and offer home language arts (HLA) classes whenever possible.

The more literate students are in the home language, the stronger and more expedient their transition to academic English proficiency.

Since this is the last year of phasing out, we are not providing (HLA).

The levels as of 2015-2016 SY are:

1. Beginner/Entering-540 minutes of total ENL (180 minutes of stand along ENL, 180 minutes integrated ENL/ELA,180 minutes integrated ENL with ELA or another content area.
- 2.Low Intermediate / Emerging-360 minutes of total ENL (90 minutes of stand alone ENL, 180 minutes integrated ENL/ELA, and 90 minutes integrated with ELA or another content area.
3. Intermediate / Transitioning- 180 minutes of total ENL (0minutes of stand alone ENL, 90 minutes integrated ENL/ELA or other content area and 90 minutes integrated with ELA or another content area.
4. Advanced / Expanding- 180 minutes of total ENL (0 minutes of stand alone ENL, 180 minutes integrated ENL/ELA or other content area.
5. Proficient / Commanding- 90 minutes of total ENL (0 minutes of stand alone ENL, 90 minutes of integrated ENL/ELA or other content area.

As per CR Part 154, integrated English as a new language means a unit in of study or its equivalent in which students receive core content area (i.e., English language arts, math, science or social studies) and English language development instruction. Personnel qualified to teach Integrated English as a new language means a dually certified teacher, certified pursuant to CR Part 80, (i.e., English to speakers of other languages certification and content area certification) or a certified English to speakers of other languages teacher and a certified content area teacher, who co-teach a class.

As per CR Part 154, students who reach the proficient/commanding level are former ELLs and entitled to at least a half unit of integrated ENL. The students who reached the proficiency are still programmed to take an integrated ENL with ELA or another content area.

The instructional minutes are delivered depending on the English Proficiency Level. ELLs are taught in mixed-level groups, with instruction that is differentiated to allow for varied. All instruction is delivered in English, by fully certified teachers, with native language support offered in core subject areas ELA, Social Studies, Math and Science. This support is given by ESL certified teachers Ms. Cancela and Ms. Jeung, placed in the core content areas. Students are scheduled to take a full period of ENL instruction if they are Entering or Emerging for 46 minutes, five times per week to facilitate the skill acquisition in their native tongue with the expectation of accelerating the second language learning process. 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. 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 where one of the ESL instruction periods they take the class with an ESL teacher and an ELA teacher. We have ENL being delivered in only this way:

Push-in model: The ENL teacher, Ms. Jeung or Ms. Cancela works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

3. Describe how core content is delivered in each program model. 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 learning tasks. 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 home 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 as a Newcomer:

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 as Developing:

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 as a Longterm:

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:

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Creating teacher-made lesson materials and pairing students based on ability as per IEP, 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 aligned with NYC scope and sequence and JLHS Instructional Focus.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

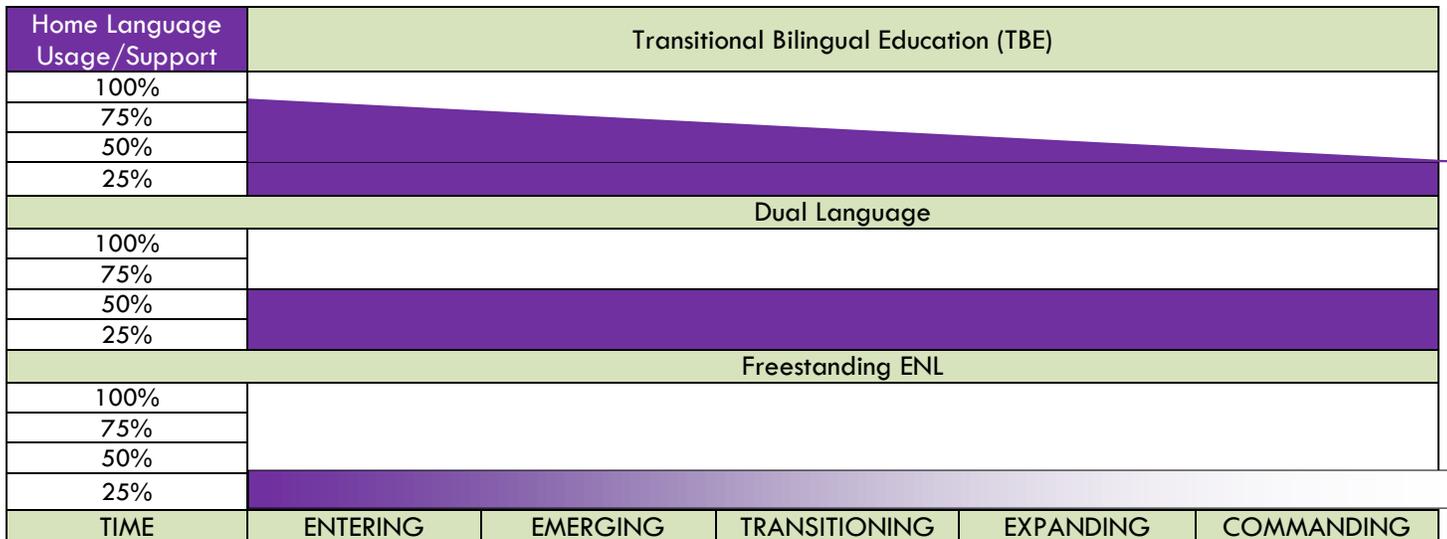


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In order to support learning and foster community involvement we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL Students and use scaffolding techniques to support the ELL population in the school. These include our After School Program and tutorings These program takes place Tuesday through Friday from 2:45 p.m to 5:00 p.m.

Academic Intervention Program: These services are offered every Monday and Tuesday from 2:45 p.m to 5:00 p.m. Moreover we have Academic Intervention Program with Ms. Jeung on Saturdays from 8:00am-12:00pm. Targeted intervention programs for ELLs in ELA, math and other content provided throughout the school day in all subject areas areas include issuing each teacher a laptop and projector which they use to deliver lessons which include visuals and audio. Students who are not making adequate academic progress or have failed a core subject area class, are offered remedial courses to make progress and to receive the missing credit.

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

Our former program has not been effective as we hoped. Based on the New York State Regents Exams, data showed:
English Regents, out of 31 ELL's taking the test only 7 of them passed
Math Regents, out of 32 ELL's taking the test only 18 of them passed
Social Studies (Global History), out of 30 students taking the test only 2 passed
Social Studies (U.S history), out of 31 only 14 passed.

Based on the 2015 NYSESLAT out of 32 students only 4 of them tested out.

Our current program we are hoping to be effective since it meets the needs of the ELL's in both content and language devopment. The content area teachers know that in specific classes they have mostly ELL students and this is because the ENL teacher will be in the classroom to assist the teacher and the students. During the prep hours the content area teachers and the the ENL teachers get together to discuss the lesson plans that will be taught to students. The content area teachers are given data such as student profiles (RLAT Report from ATS). Moreover, our ELL teachers, Ms. Jeung and Ms. Cancela are attending Professional Development sessions and turn key instructional strategies for ELL population.

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

The STEM (science, technology, engineering, and math) is reinforced again this school year.

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

ReDesign LLC using the sheltered instructional model will provide 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/classrom

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

Fordham Consultants and ClassLink will be used to assist the school with the implementation of appropriate instructional units and standards-based Common Core Learning Standards (CCLS) curriculum. Creative Connections will conduct regents support for students. Fordham University consultants and ClassLink support teacher

Wediko clinicians will offer Parent Support Programs, parent retreat. New Settlement and College advisor 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. Montefiore staff will provide advisory sessions on social-emotional concerns, academic issues, school-closure counseling, college planning, and career readiness.

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

None of our programs will be discontinued.

14. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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. NYS regents results are used as baseline for instructional framework. Most importantly the HMH Collection 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 HMH Collection program. We are currently in the process of purchasing ILEARN/APEX which will provide differentiated online support to enable our ELL students to meet all-important readiness goals and increase their literacy proficiency. The HMH Collection also offer selections and text support for students with learning disabilities. Students also take classes in Journalism, Mixed Media, Visual Studies and Broadcasting production. These classes provide hands on approaches to promoting students acquisition of the English language.

We also use the HMH Collection Integrated Algebra, Algebra 2, and Geometry because they offer a blended print and curriculum that provides an environment where teachers can engage students, teach for understanding, and promote mastery. The HMH Collection 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 HMH Collection 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All materials are age and grade appropriate. The ENL teacher plans with classroom teachers and participates in professional development in the use of curriculum resources. The ENL teacher arranges with with classroom teacher and/or special education teacher, Ms. Niewiadomski to push-in to classrooms, where appropriate, to work with ELL-SWD students on standards driven learning activities. Since this is our last year of phasing out, Jonathan Levin High School has only 12 graders. According to Chapter 408, all teachers are given access to students' IEP's and receive training in identifying students instructional and management needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students receive a welcome packet, meet with the principal, Ms. Boswell, the parent coordinator Ms. Tolosa, and ELL instructors Ms. Cancela and Ms. Jeung, and the guidance counselors Ms. Chappetta and Ms. Coku. Then they are given a tour of the school usually by Leandra Manon, president of student government. This welcoming activity is provided throughout the school year.

19. What language electives are offered to ELLs?

JLHS offers Spanish to all of our students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

JLHS does not have a Dual Language Program

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The Professional Development for on-site is every Monday, for the academic year from 2:40pm-3:55pm.

During the 2015-2016 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. These PD are posted in the DOE website or sent to the Principal via email. Two PD are November 3 and June 9th (Chancellor's Professional Development Days). 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 improve the services we offer students.

We have used our SIG grant to hire consultants from Fordham University and ClassLink Consultants will 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. Guidance counselors Ms. Coku and Ms. Chappetta check the Guidance Portal to look for all the PD that are being offered during the year. The PD for guidance counselors consist of:Child Abuse, Crisis Escalation, Special Ed, ELL, MDR.

The Secretary, Ms. Stryjewski attend the Professional Development meetings that are offered to only secretaries. Administrators, Ms. Boswell and Ms. Ferguson attend all the Professional Development sessions that are being posted in the Principal Portal that are designed for only the administrators.

Usually the Professional Development offerings are sent to the Principal Ms. Boswell from the BFSC via email and based on the area of expertise she informs the appropriate staff to attend Professional Development being offered around the city.
2. What professional development is offered to teachers of ELLs (including ENL 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 Fordham/ClassLink who will use the sheltered instructional model and 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 ILEARN/APEX and StudyIsland- 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 SIG grant and Priority Funding to partner with the Leadership Program and Creative Connections for PM and Saturday School. They work closely with our teachers to provide our ELL population with social and emotional support both during and after school. Guidance Counselors receive on-site professional development from the BFSC regarding State Mandates, communicating with parents and using the Translation & Interpretation Unit as needed and supporting teachers to assist ELLs in their transition from middle school to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The school provides professional development each Monday from 2:40pm-4:00pm to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The records such as the agendas, the signature sheets and the materials provided during the professional development activities are kept in a binder in the Principal's office. All staff is provided with copies of materials from the Professional Development for future reference.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During parent-teacher conferences, PTA and SLT meetings, the goals of the freestanding ENL program that we offer are discussed, the results of the assessments like NYSESLAT, we see the data, to inform us of the students' progress. Letters are sent home to let the parents know of the NYSESLAT results, and they are translated and interpreted in their home language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. Everytime we meet with the parent we have a parent conference form, and we put the main reasons of the meeting and the results of it. The guidance counselor and the parent sign on the paper, and we give the parent a copy of the conference form, and the other one we put on the student's record. Moreover we ILOG the meeting on ATS. The attendance teacher and the guidance counselors make phone calls regarding to attendance outreach and graduation requirements. We send letters home regarding to any event or services that we have in place. All the letters are translated in Spanish. Every parent outreach is ILOGed on ATS.

3. 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:

- 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. We have PTA and SLT meetings, and they are invited in all school activities, including field trips, Broadway shows etc.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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. We have a Language Access Kit to providing translation and interpretation in many different languages. The school contacts the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.

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

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. We have a Language Access Kit to providing translation and interpretation in many different languages. The school contacts the Translation and Interpretation Unit as we needed.

6. 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.u evaluate the needs of the parents?

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. Workshops will be designed to assist and training parents in bullying, cyber-bullying, Respect for All, Getting to Know Your Child's IEP, College Trips , Levie Awards, Senior Awards, Access Workshops, Scholarship workshops, IEP meetings and Content Area workshops.

D. Additional Information

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

School Name: Jonathan Levin H.S for Media

School DBN: 09x414

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Boswell	Principal		10/28/15
Christal Ferguson	Assistant Principal		10/28/15
Wanda Tolosa	Parent Coordinator		10/28/15
Fabia Cancela	ENL/Bilingual Teacher		10/28/15
Ayleen Roberson	Parent		10/28/15
Parker Dulany	Teacher/Subject Area		10/28/15
Vilma Cantera	Teacher/Subject Area		10/28/15
Melissa Ramos/BFSC	Coach		1/1/01
	Coach		1/1/01
Marsela Coku	School Counselor		10/28/15
Carron Staple	Superintendent		10/28/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/28/15
Kyunghe Jeung	Other <u>ESL Teacher</u>		10/28/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X414 **School Name: Jonathan Levin H.S for Media and
Superintendent: Carron Staples**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. We create a report that is updated regularly with the languages that parents speak, even though we have only Spanish Speaking students. Additional ways to collect data: ATS Report of Preferred Languages, Blue Card data, Parent Surveys, Teacher Survey (collect data by class) .

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The vast majority of our parents need documents to be translated into Spanish. 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. Ten 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: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We have a bi-lingual Parent Coordinator as well as 10 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, such as monthly calendar, Principal's letters to Parents; school messenger and Chancellor's notices.

Since we have only Spanish speaking students, in different events, parent-teacher conferences November 19 and 20, the Parent Coordinator Ms. Tolosa will send letters of the event to the parents in the parents' preferred language. As of today our ELL population consists of Spanish speaking students, and we are not using the translation unit. In case we would have students and parents that speak a different language other than Spanish, we can submit translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During face-to-face meetings, the attendance teacher and the guidance counselor meet with the parent to go over the attendance and graduation requirements. The parents then are required to sign the Parent Conference Form, and the graduation worksheet. Usually face-to-face meetings happen throughout the year all day. Attendance teacher makes phone calls daily basis and visits the homes to let the parents know if the student is not attending school regularly. As for guidance counselors, they make phone calls to parents being that for attendance purposes or graduation requirement, also tutoring, pm school and Saturday school. Guidance counselors meet with the parents during open school nights and go over the graduation requirements. Parents are also invited to visit the teachers on our weekly Parent Outreach time from 2:40-4:00pm. Ongoing parents visits are made to the home by the attendance teacher and parent coordinator.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

As mentioned above, most of our population are Spanish speaking students, we have a bilingual parent coordinator and 10 bilingual staff members to help with translation for students or parents. We have a Language Access Kit that provides translation and interpretation in 21 languages. The posters for this unit are posted in the hallways. A translator (Spanish) is present at all PTA and SLT meetings. We would plan ahead and submit translation requests (if different than Spanish) in a timely manner to the T&I Unit (or to vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English documents.

As a school we are aware that many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Keep a roster of bilingual staff who can be called upon to interpret.

We are aware that our school receives funding for on-site interpreters for events and parent-teacher conferences. We make arrangements with vendors early to ensure our event is covered.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our student population are Spanish speaking students and English speaking students. We will have our staff the bilingual coordinator to help with the translation and interpretation when needed.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All our staff contacts the bilingual staff when in need of translations. Even though we have a Language Access Kit to providing translation and interpretation in many different languages

The school contacts the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff. We schedule a meeting or professional development session at the beginning of the year exclusively on translations and interpretation services and we follow up with the effectiveness of the services throughout the year and provide additional support as needed.-

The administrators ensure all teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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. During the Professional Development and staff meetings we inform the staff that notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will send out the parent survey by mail or during the open school night. We have our parent coordinator and attendance teacher that can distribute the parent surveys. We use the parent's survey feedback to improve our quality of services and to gain information if the services that the school provides is useful to the student's needs. 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. We schedule a focus group of parents inclusive of all cultures and languages represented in the school to gather feedback and best practices on the quality and availability of services.