



# **HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS**

## **2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS  
DISTRICT 6 06M463  
ADDRESS: 549 AUDUBON AVENUE  
TELEPHONE: 212-927-1841  
FAX: 212-927-2326**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M463      **SCHOOL NAME:** High School for Media and Communications

**SCHOOL ADDRESS:** 549 Audubon Avenue

**SCHOOL TELEPHONE:** 212-927-1841      **FAX:** 212-927-2326

**SCHOOL CONTACT PERSON:** Ronni Michelen      **EMAIL ADDRESS:** rmichel@schools.nyc.gov

**POSITION/TITLE** PRINCIPAL

**PRINT/TYPE NAME** RONNI MICHELEN

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dr. JoAnn Sainz

**PRINCIPAL:** Ronni Michelen

**UFT CHAPTER LEADER:** Amilcar Fontaine

**PARENTS' ASSOCIATION PRESIDENT:** Miguelina Garcia

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Christine Rodriguez

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 6      **SSO NAME:** Hurwitz Network- CFN

**SSO NETWORK LEADER:** Anya Hurwitz

**SUPERINTENDENT:** Elaine Gorman

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ronni Michelen (Staff)	Principal	
Katy Stapleton (Staff)	UFT Chapter Chairperson or Designee	
Joann Sainz (Staff)	SLT Chairperson	
Biernvenida Galvez (Staff)	SLT Secretary	
Linda Carbonell (Staff)	DC 37 Representative	
Isabel Atizol (Staff)	Member	
Miguelina Garcia (Parent)	*PA President	
Eufemia Cruz (Parent)	Title 1	
Isabel Payamps (Parent)	Member	
Maria Mendez (Parent)	Member	
Pura Rodriguez (Parent)	Member	
Maria Hidalgo (Parent)	Member	
Christina Rodriguez (Student)	Student Representative	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The High School for Media and Communications, a small learning community on the George Washington Educational Campus, is located in the Washington Heights section of Manhattan. The mission of our school is to inspire our students to think critically and communicate clearly; master a rigorous, well-rounded, academic curriculum with a basis in media and communications; to value their own heritage while also developing a global perspective on cultural, social, and environmental issues; to appreciate creative expression; to incorporate integrity, responsibility, honesty, loyalty, and diligence in their professional and personal lives.

Established in 1999, our school has developed and grown into a successful learning environment. We offer our students an engaging academic curriculum that is aligned with both New York State and New York City learning and performance standards. A priority we have established is to insure that every student, upon graduation, is prepared for college work and our school community is committed to assisting every student to this end. Our College Office, which has a prominent place in our building, is staffed by teachers and counselors, and offers students guidance in all aspects of the college application process. Our students have opportunities to attend college fairs, conferences and attend trips that introduce them to colleges both within and outside the New York City area. Our 9<sup>th</sup> graders are required to take a freshman advisory course that prepares them to be successful students while sophomores participate in a required College Preparation course. To develop the leadership capacity of our juniors and seniors, we have a mentorship program that enables these students to become mentors in our advisory program. We are currently developing and implementing service programs to develop citizenship in our young people and nurture their interest in contributing to the community.

In addition to the core requirements students must complete to graduate, we offer electives including Creative Writing, Journalism, Introduction to Film, Media Literacy, Introduction to Drama, Honors English and Advanced Placement English, U.S. Government and Spanish. Our theme of media and communications is infused into our 10<sup>th</sup> grade curriculum. The Physical Education department offers cycling, fencing, weightlifting, swimming and salsa. Our teachers collaborate to insure the courses we offer meet the needs of our students and bring out the talents of our dedicated staff.

Our ESL program offers English Language Learners the support they need in developing as readers, writers, listeners and thinkers. Every ELL is programmed into a double period class and a tutorial is offered for students who need extra assistance. To support our goals to develop all students into critical readers and writers 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders are programmed for double period English. In addition to a double period English class, freshman are programmed for double period math classes in order to build the foundation they will need throughout high school to succeed in math.

Grade team level committees consisting of teachers, parents, students and administrators are in their third year and an initiative we are proud of. As a school community we understand the importance of supporting our students academically, emotionally and socially, celebrating their successes and addressing their challenges. The grade level team committees in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade are committed to this purpose.

The outside community is also critical to our success and growth as an educational community. Our partners include Columbia University (Talent Search and Double Discovery), City College (College Now), JROTC, Theatre Development Fund, MCC Theatre, HBO, Reel To Your Dreams, Simon and Schuster, MTV, and Isabella Geriatric Center, all organizations that are enriching and advancing our school. Honor Roll, High Honor Roll and Honor Society are offered to students with an 85 or above average. Under the strong leadership of our Parent Coordinator, parents receive helpful information by print, phone and electronic communications and are invited to meetings and forums that address their questions regarding school and assist them in their personal growth.

Our belief is that all students can learn and are entitled to an engaging and thoughtful education. Fostering a climate of mutual respect, and providing all students with the tools needed to develop habits of mind and social skills to become life long learners and contributors to society, are at the heart of the work we do.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	High School for Media and Communications							
<b>District:</b>	6	<b>DBN:</b>	06M463	<b>School BEDS Code:</b>	310600011463			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		85.6	83.4	84.4	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		95.0	95.9	95.4	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		87.4	90.0	84.3	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		8	3	15	
Grade 9	263	235	211	<b>Recent Immigrants - Total Number:</b>				
Grade 10	180	221	190	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	79	114	135		35	39	30	
Grade 12	102	86	100	<b>Special Education Enrollment:</b>				
Ungraded	1	6	3	(As of October 31)	2006-07	2007-08	2008-09	
Total	625	662	639					
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	26	15	11	Principal Suspensions	116	67	90	
# in Collaborative Team Teaching (CTT) Classes	8	24	19	Superintendent Suspensions	12	18	9	
Number all others	33	31	38	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	N/A	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	0	0	4	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	172	190	159	Number of Teachers	40	43	42	

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	16	9	Number of Administrators and Other Professionals	10	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	29	37	34	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.3	63.6	65.1
				% more than 5 years teaching anywhere	46.3	47.7	48.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	80.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	91.9	97.3
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	5.8	5.3	5.6				
Hispanic or Latino	93.6	94.0	93.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.6	0.5				
White	0.2	0.0	0.2				
<b>Male</b>	58.4	57.7	60.9				
<b>Female</b>	41.6	42.3	39.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>					√	√	√
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American					-	-	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
<b>Other Groups</b>							
Students with Disabilities					-	-	
Limited English Proficient					√	√	
Economically Disadvantaged					√	√	
<b>Student groups making AYP in each subject</b>		0	0	0	4	4	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	W
<b>Overall Score:</b>	67.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	39.2		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>	Well-developed	Quality Statement 1: Gather Data	Well-developed
School Environment (Comprises 15% of the Overall Score)	Well-developed	Quality Statement 2: Plan and Set Goals	Well-developed
School Performance (Comprises 30% of the Overall Score)	Well-developed	Quality Statement 3: Align Instructional Strategy to Goals	Well-developed
Student Progress (Comprises 55% of the Overall Score)	Well-developed	Quality Statement 4: Align Capacity Building to Goals	Well-developed
			Well-developed

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### TRENDS

1. Enrollment Increase

An increase in enrollment has been noted over the past four school years. According to our NYS Report Card, in 2006, 601 students were enrolled; in 2007, 625; in 2008, 619 and in 2009, 636. This increase can be attributed to an increase in both Regents and Advanced Regents diplomas, Advanced Placement course offerings, and the stronger reputation our school continues to merit. In addition, the work our Parent Coordinator does with the parents and the community has made our school a strong choice.

2. School Quality Reviews

For the past three years, we have received a well-developed on our School Quality Review. We have been recognized for gathering and analyzing data to inform instruction and maximize instructional effectiveness.

3. Inquiry Groups

The number of teachers and staff participating in inquiry groups is continually growing. This reflects our staff's interest in using data for decision making, our commitment to improved student performance, and success of our school.

4. Science Regents

According to our 2009 Progress Report, grades for our Science Regents continue to climb. This year we are in 90 percentile both within our peer group and relative to the city horizon.

5. English Language Learners

Our ELL students continue to perform well on the NYSESLAT exam. As recorded in our 2009 NYSESLAT score results, 11 students moved from advanced to proficient, 20 students moved from intermediate to advanced, and 13 students moved from beginner to intermediate level. Forty two percent of the students tested scored an advanced score.

6. English Regents

Our students continue to perform well on the English Regents. We continue to fulfill the State Requirement and our students continue to move from Level 2 to Level 3. According to our 2009 Progress Report, our school is performing 80% higher in relationship to the city horizon

7. Math Regents

Our students continue to out perform both our peer horizon schools at 78.7% and city horizon schools at 81% as recorded in our 2009 Progress Report.

8. Decrease in Suspension Rates

In 2007, we reported 116 Principal Suspensions and 21 Superintendent Suspensions. Last year in 2008, we had 90 Principal Suspensions and 9 Superintendent Suspension. This is a trend that will continue to decrease as students have a greater understanding of the rules and their consequences.

9. Advanced Regents Diplomas

The number of students receiving Advanced Regents Diplomas has doubled from June 2008 to June 2009.

10. College Admissions

The number of seniors accepted into both four and two year colleges continues to increase. This is due to the dedication of our College Office team, Guidance Counselors and the collective work of our staff in building capacity of our students.

11. Collaborative Team Teaching

Due to the increase in our effective Collaborative Team Teaching partnerships, we are seeing a gain in credit accumulation for our IEP students.

12. Parent Participation

Over the years, we have witnessed an increase in parent participation at parent meetings, teacher- student conferences, response to teacher calls to conference, and volunteer work at our school. This is due to our work around building community and communication with parents.

## **ACCOMPLISHMENTS**

1. Freshman Advisory Program

Over the last several years we have implemented a Freshman Advisory class to offer support to all incoming 9<sup>th</sup> grade students. In our efforts to set a strong foundation for success in high school, set goals and prepare for college, and increase our graduation rates, freshman advisory helps us keep closer track of freshman, develops their capacity as learners, and provides tools they need for academic success.

2. Senior Mentorship Program

We have developed a senior mentorship program to build the leadership capacity of our upper classmen. These students must apply for this position and are interviewed. Students who are selected to serve as mentors and role models in our Freshman Advisory Program receive leadership credit. They meet with the teacher twice a week and are trained to assist with the teaching of the class. Special recognition is giving to this group of young leaders.

3. Data Analysis

As noted in our 2008-09 School Quality Review, we are a school with a rigorous use of data. .  
“Gathering and analyzing data underpins instruction and learning in all subjects.” We continue to spend professional development, common meeting, inquiry and grade level meeting time devoted to analyzing data, making meaning of it and using the data to make decisions and set goals. Data is used on a regular basis to create an updated picture of progress and performance.

4. Partnerships

We have many partnerships including: Simon and Schuster, Columbia University, Double Discovery, John Jay College, College of Mt. St. Vincent, MCC Theatre, MTV, HBO, Young Playwrights, Inc., Theatre Development Fund, Isabella’s Geriatric Home, PENCIL, and City College. These partnerships offer programs and opportunities for our students which challenge them and offer opportunities to extend learning as well as prepare them for careers and college.

5. Science Regents

Our 2008-09 Science Regents score as reflected in the Progress Report increased by .38 from the previous year. Relative to the City Horizon, our school is in the 90% percentile. This is a result of strong leadership and hard work and we are very proud of our success.

6. School Quality Review

Since its inception, we have received a well-developed on our yearly School Quality Review. This is a result of the professional learning community we have become and the collaboration and collegiality that is part of our culture.

7. College Office

Our college office continues to grow as we assist our students in understanding the importance of college and providing them with the tools and support they need. Many of our teachers help students with college essays, the application process and applying for financial aid. Activities sponsored by the college office include a college fair, visits to colleges and a college awareness program that has been implemented in sophomore year. It is a program we continue to build and develop so we can offer all our students the opportunity to attend an institution of higher learning.

8. Grade Team Meetings

Grade Level Team meetings continue to be instrumental in our success. In these inquiry teams, goals are set, data examined so teams can identify challenges and successes of each grade. Our 12<sup>th</sup> grade team teachers serve as advisors to our seniors, making sure they are on track for graduation.

Our SQR has recognized the value of these teams in building leadership capacity in the school and working towards continuous improvement.

9. Common Meeting Time

Common meeting time is programmed for teachers of English, ELL, Math, Science, and Social Studies. Content area teachers meet on a weekly basis to plan, use data, set goals, revise and reflect on practice. This team approach benefits both teachers and students.

11. Looking at Student Work

We are working with the Professional Learning group *ATLAS* who conducted workshops for our teachers in looking at student work and learning from it. This is an approach that was very successful last year and we continue to implement and develop this program.

12. Inquiry Team

We continue to have a strong and dedicated Inquiry Team who examine and design interventions for a target population and disseminate findings with staff. As a result of the work of our inquiry team, progress on the Global Studies Regents was demonstrated by our target group.

13. Sife Grant

We were awarded a *Students with Interrupted Formal Education (SIFE) Long-term ELL Academic Intervention* grant for the maximum monetary amount granted.

14. Guest Speaker Program

Our guest speakers have included Will Smith (actor), Sade Baderinwa (journalist), Bernard Gotfryd (Holocaust survivor, writer and photographer), and Professor Hynek Wichterle (Columbia University).

15. College Fair

Our school continues to collaborate with the three other schools in our building to offer all students a Campus College Fair every spring.

16. Cultural Events

In our efforts to offer diversity and expose our students to the arts, we have brought programs to our school including Flamenco Nova, Shakespeare's Globe Theatre, Japanese Drums, American Place Theatre and The History of Jazz.

17. Cross-Age Tutoring

Our cross-age tutoring program in partnership with Literacy, Inc., offers select freshmen and sophomores the opportunity to read with elementary students in the neighborhood schools. This experience builds both literacy and leadership skills.

18. Career Day

Several of our teachers organized a Career Day for our students. Approximately twenty professionals visited classrooms sharing their experiences and wisdom.

19. Physical Education Department

Our physical education department offers a variety of electives including swimming, fencing, cardioblast, weight-training, and cycling. In addition, we have many PSAL teams our students can try out for including basketball, baseball, football, volleyball, soccer, and swimming.

## **SIGNIFICANT BARRIERS**

1. Percentage of Sife and long- terms English Language Learners

Our school currently has 167 ELL students. 44% of our students are long term ELL students and 29% of our students are SIFE students.

2. Students entering at Level 1 and 2

The majority of our students enter at Level 1 or Level 2. In the past year, 78% of our students entered at Level 1 and 2 and 22% at Level 3. Since our students must graduate at Level 3, we continually work toward this end.

3. Seniors with low credit accumulation

Despite our aggressive efforts to work with students with low credit accumulation, we often face obstacles. Many of our students are from low-income homes and face many life challenges that make it more difficult to perform in school. This scenario impacts on our credit

accumulation and graduation rates. We do have very committed counselors and an attendance teacher who provide outreach, support and alternatives to these students.

4. Budget Cuts

Due to budget cuts, our class size has increased substantially. This makes it more difficult for teachers to work one-on-one with students and give all students the individual time they might need to progress. Our average class size increased from 25 to 33. In addition, our deans are critical to maintaining discipline in our school. Due to budget cuts, we have had to decrease the number of deans we can utilize.

5. Consistant Attendance

Since most of our families are from the Dominican Republic, many visit relatives over school vacations and breaks. Due to the price of plane tickets, families extend their stay and this interferes with school attendance of their children. This is an issue we have been working with and have seen progress every year.

6. Language Barrier

Due to the fact that most of our parents speak Spanish and most of our teachers do not, at times it is difficult for our teachers to personally call the homes of students and speak with particular parents. We have our school aides assist with these calls, but we recognize the language barrier. In addition, the language barrier makes it difficult for our parents to assist their children with homework.

7. Physical Layout of Our School

We share a building with three other high schools but our school is the only one that has classes on all four floors. Not having one dedicated floor for our school, and housing the gyms, library and main entrance, creates much more traffic and makes it more difficult to oversee our students.

## **SIGNIFICANT AIDS**

1. Highly Qualified Teachers

A significant aid to the success of our school is our percentage of highly qualified teachers. This is reflected in our classroom where teachers provide engaging and thoughtful instruction. In addition, our high retention rates maintain a structure and continuity necessary for success.

2. Professional Development

Since on-going and meaningful professional learning is essential to the success of a school, professional learning is determined by teacher goals and needs along with those of the school. Through meetings, workshops, conferences, sharing practice and inter-visitations we learn together and practice continuous growth and improvement.

3. Special Programming

Our advanced placement programs in English Literature, Calculus and United States Government and Politics offer students an opportunity to gain college credit. In addition, we offer honors English and physics. Our elective program includes *Film as Literature*, *Media Literacy*, *Drama*, *Creative Writing*.

4. Dedicated Staff

Our staff works collaboratively, collectively and collegially to provide the best education for our students. Our high retention rate of teachers reflects the dedication our staff has to our school community. We are a professional learning community with student achievement at the center of our work.

5 Use of Data

Last year we dedicated much of our professional development to learning the data systems and utilizing it to inform practice. This includes ARIS, NYSESLAT, IEPs, Accuity, NYStart, Regents item analysis, learning environment surveys. As teachers became more comfortable with using data, we have become more strategic planners. This is a direction we continue to move towards.

6 Dedicated Parent Coordinator

Our Parent Coordinator works collaboratively with the other parent coordinators in our school building as well as with our teachers. Workshops are offered to assist parents with parenting, stress management, college planning, etc. In addition, our parent coordinator helps us recognize successful students as well as struggling students. She has been a significant aid to our success. Her professionalism and integrity are critical to the success of our school.

7 Campus Council

Since there are four high schools in our building, it is critical that all four principals work collaboratively. This has been a practice since this campus began and continues to offer strength to each individual school. We meet on a regular basis to discuss building issues and share best practice.

8 Leadership Team

Our leadership team comprised of parents, teachers, administrators, school aide and students works collaboratively and in the best interests of our school. The opportunity to gather with a range of perspectives fosters rich conversations and ideas that promote the success of our school.

9. Language Barrier Assistance

Recognizing the power and importance of strong communications, we continually work as a community to strengthen communications with our families. Our staff who speak Spanish including teachers, assistant principal, guidance, aides along with our students, assist with translation so there is a clear path of understanding.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goals:**

1. By June 2010, our graduation rate will increase by 3% (from 59.7% to 62.7%).
2. By June 2010, our passing rate for the United States History and Government Regents will increase by 5% (from 50.3% to 55.3%).
3. By June 2010, our attendance rate will increase by 1% (from 84.4% to 85.4%).

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the school’s four year graduation rate will increase by 3% (62.7%)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Budget will be used to develop credit recovery, Regents Preparation and tutoring programs</li> <li>• The 12<sup>th</sup> Grade Team will mentor all seniors and monitor progress</li> <li>• At least 3 parent meetings for senior parents will be held to review report cards, credit accumulation, credit requirements, Regents requirements, diplomas available to students</li> <li>• Several assemblies will be planned for seniors that review responsibilities and expectations for graduation</li> <li>• Guidance counselors will conduct meetings on an ongoing basis with students to review transcripts, assess individual needs and design action plans for increasing the number of graduates</li> <li>• ARIS will be utilized by all senior mentors, teachers, Assistant Principals to monitor student profiles and design interventions when needed</li> <li>• Attendance data will be analyzed and used for strategizing and designing an individual improvement plan for each marking period for targeted students</li> <li>• Focus on our IEP students to insure they are meeting the criteria for graduation and transitional programs</li> <li>• Monitor our ELL students by teachers and counselors to insure they are meeting the criteria for graduation</li> <li>• Attention will be given to all students who are not meeting the Regents requirement for graduation and interventions will be put in place</li> <li>• Regents scores will be analyzed to identify weaknesses and strengths and this data will inform instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• The College Office will continue to plan trips and work with students on the college application process</li> <li>• Workshops for parents will be conducted by our College Office and Guidance Counselors covering financial aid and scholarship opportunities</li> <li>• Our scholarship reports for each marking period will be used as data in all common meetings and grade team meetings so we can monitor credit accumulation and design interventions to raise credit accumulation</li> <li>• A Teacher- Parent Intervention meeting will be planned after the second marking period grades are distributed for all parents of students who failed one of more classes</li> <li>• Administration will continue to review and assess all scholarship and Regents data for programming and academic intervention strategies</li> <li>• Student data from our Learning Environment Survey will be utilized to assess needs of our students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy, Title I, Inquiry Team</li> <li>• Attendance Team Outreach including family contact, case conferences</li> <li>• Family paraprofessional working on school attendance</li> <li>• School aides for phone calls home</li> <li>• New York City Writing Project</li> <li>• New York City Math Project</li> <li>• Victory Schools</li> <li>• Circular 6 for one on one tutoring</li> <li>• Common Meetings</li> <li>• Grade Team Meetings</li> <li>• Conferences for Professional Development</li> <li>• Extended time for ELLs at beginner levels to maximize earned credit and meet the criteria of 540 hours per week</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Scholarship reports will be analyzed for senior passing rates in each subject area</li> <li>• Scholarship reports will be analyzed and assessed for credit accumulation in all grades</li> <li>• June 2010 graduation rates will reflect at least a 3% increase</li> <li>• Validation reports will be on file in the Guidance Office</li> <li>• Letters, agendas and correspondence will be on file</li> <li>• Our 12<sup>th</sup> Grade Team will have minutes from meetings and records of meetings with individual students</li> </ul>

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the rate passing rate for the United States History and Government Regents will increase by at least 5%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Interview students who took the U.S. History Regents examination in June 2009 to develop a better understanding of how students view the exam and design an action plan in response to students' thoughts. Administer a mock Regents exam to 12<sup>th</sup> grade students in Fall 2009 so teachers can analyze strengths and weaknesses to better prepare for the January 2010 Regents</li> <li>• Administer a mock Regents exam to 11<sup>th</sup> grade students in Spring 2010 so teachers can prepare an item analysis; analyze strengths and weaknesses to better prepare for the June 2010 Regents</li> <li>• Weekly Regents-style quizzes will be administered to assess student progress</li> <li>• All U.S. History teachers will meet on a weekly basis to share best practice, assess needs, and design assessment tools</li> <li>• Social Studies teachers will administer timed Regents style assessments in-class at least twice a month to assess progress and guide instruction</li> <li>• The New York City Writing Project will provide staff development for the essay component of the Regents examination. An on-site Teacher Consultant will work with teachers in and outside of their classrooms to improve student's abilities to write like historians. Both the teaching and assessment of writing will be addressed</li> <li>• All Regents data will be analyzed to identify patterns of strengths and challenges. Data results will be used to develop strategies to guide future instruction</li> <li>• Samples of student work will be analyzed for strengths and weaknesses on an on-going basis</li> <li>• Communicate with parents and students on a regular basis using phone calls, letters home, and intervention meetings in order to communicate expectations, announce Regents exam dates, and share student progress updates</li> <li>• Teachers will engage in inter-visitations to develop different instructional strategies and take into account the varied learning styles of students</li> <li>• Common meetings in Social Studies will focus on organizing curriculum to support student understanding of subject matter, the scaffolding of skills necessary for the study of Social Studies, and the sharing of practices to engage students and meet the needs of diverse learners</li> <li>• Formal observations and walkthroughs will identify how teachers are implementing on-going assessments, using assessment data to guide instruction, and implementing the action plans designed in common meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Budget will be used to design a Regents Preparation Saturday Program and after school tutoring program</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Budget for this goal includes Tax Levy Instructional Program, Title 1 10%, Title 1 5%, Title 3, and Contract for Excellence</li> <li>• New York City Writing Project</li> <li>• Common Meeting Time</li> <li>• Circular 6 for Meeting and Tutoring</li> <li>• Peer Tutoring</li> <li>• Saturday Program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• There will be a 5% increase in the passing rate of the United States Regents Exam</li> <li>• Agendas and minutes of common meetings will reflect these efforts</li> <li>• Regents style tasks developed by the teachers</li> <li>• Data analysis of assessments will be in the Assistant Principal's files</li> <li>• Item analysis of mock Regents exams, January 2010 and June 2010 Regents exams</li> <li>• Observation reports will comment on use of Regents style questions and teaching of essay writing</li> </ul>

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, our attendance rate will increase by 1% (from 84.4 to 85.4%).</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review Long Term Absences, discuss data, identify issues and seek strategies, refer students for testing, counseling, planning interviews and alternative programs</li> <li>• Parent Coordinator and Attendance Team will organize events, activities, workshops contact parents, assist with mailings, phone messages, evening and Saturday outreach, parent newsletter, bulletin boards and special assemblies</li> <li>• Attendance data will be analyzed and students who are absent between 2-3 days a week will be identified and strategies will be put in place to improve the attendance of this target group</li> <li>• Detention interventions will be set-up for students who cut Period 1 and 9</li> <li>• Award Incentives: Increase student motivation by awards, incentives after each marking period, medals for perfect attendance, special assembly recognition, trips</li> <li>• Phone calls will be made to all parents on a daily basis notifying them that their child is absent</li> <li>• School Leadership team, Parent Association, Grade Level Teams and Subject Areas will analyze attendance data and create action plans</li> <li>• Utilization of the phone master</li> <li>• Teachers will call homes and send letters alerting parents that their child is absent with danger of failing</li> <li>• Collect lists from teachers of students frequently absent and/or late so phone calls by aides can be made home</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Title 3, Tax Levy instructional Program,</li> <li>• Contract for Excellence,</li> <li>• Title 1 10%, Title 1 5%, Title 1 1%,</li> <li>• Tax Levy Translation</li> <li>• Family paraprofessional working on school attendance</li> <li>• Attendance teachers to do outreach, family contact, case conferences</li> <li>• School aides for phone calls home</li> <li>• SIFE Grant</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Annual attendance rate will increase by 1%</li> <li>• Credit accumulation will show an increase from the previous year</li> <li>• Team will review monthly attendance and look for trends and patterns</li> <li>• Charts will be posted indicating progress</li> <li>• Names of students with perfect attendance will appear in Parent Newsletter</li> <li>• Attendance sign-in sheets of parents attending intervention meetings will be on file with Assistant Principal of Pupil Services</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	100	100	100	100	132	3	21	100
10	60	60	60	60	100	4	9	100
11	80	80	80	80	100	4	6	100
12	70	70	70	70	80	0	5	100

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>In order for our students to receive a comprehensive English course of study, our 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders are programmed for a double period English class utilizing the Ramp-Up/ Balanced Literacy model. In addition, our 12<sup>th</sup> graders who have not passed the ELA Regents with a 65 or above are programmed for a Regents Preparation class during the school day. One-on-one tutoring, credit recovery, small group instruction, and the push-in model are offered during the school day, and after school and on select Saturdays. A pull-out program is implemented targeting students who failed the English Regents. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.</p>
<p><b>Mathematics:</b></p>	<p>We program double period math classes for all incoming 9<sup>th</sup> grade students and math preparation classes for Level 1 students. We offer one-on-one tutoring, pull-out, a lunch and learn program and the push-in model during the school day. Small group instruction, credit recovery, one-on-one tutoring, is offered after school and on select Saturdays. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.</p>
<p><b>Science:</b></p>	<p>A pull-out system during lunch and physical education is utilized to work with students who do not complete the NYS lab requirement for the Living Environment Regents. A pull-out program is also utilized to tutor students in all sciences. Students who fail the Living Environment Regents after LE2, are programmed into a non-lab based preparation class. Students who fail the Earth Science Regents are programmed into a non-lab based Regents preparation class. A tutoring program is offered after school and on select Saturdays. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.</p>
<p><b>Social Studies:</b></p>	<p>Students who did not pass the Global and/or US History Regents are programmed into a review class or an elective that helps the student prepare for this exam. In addition, one-on-one tutoring is offered during the school day and group tutoring and credit recovery are offered after school and on select Saturdays. A pull-out program is put in place for seniors who did not pass either history Regents. A mock Regents exam is administered in all review classes and data is used to differentiate instruction accordingly. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Student records are reviewed and students are identified for services... Services include one-on-one, small group, and case conferences. Referrals are made on an as-needed basis. Counselors meet in case conferences including representation from teachers, deans, parents, administrator, and students to design an intervention plan. In addition, counselors visit all classes to make students aware of graduation requirements and available opportunities for assistance. In certain</p>

	cases, students are referred to ERSSA for an assessment and evaluation for special services: IEP and intervention services for students not currently in special education.
<b>At-risk Services Provided by the School Psychologist:</b>	The school Psychologist assesses students based on needs or requests. Teachers, parents, and/or an administrator may refer students to the school psychologist for an evaluation. Our school also has an on-site clinic through NY Presbyterian Hospital; full-time psychologists and a psychiatrist are available for assessment and consultation. Students who require hospitalization are referred to the appropriate agency.
<b>At-risk Services Provided by the Social Worker:</b>	The social worker offers preventive services; conferencing; placement services, and additional support services. The site-based school clinic also offers consultation. Our school collaborates with Alianza for students whose parents/guardians have immigration, housing, family issues.
<b>At-risk Health-related Services:</b>	Services are available for physical, mental, and emotional needs of all students. Students in need are referred to our school-based clinic for these services. Each semester, every freshman class is visited by staff for six weeks in which all aspects of health related issues are discussed. Students receive materials and are told they can speak to a staff member in the clinic if needed. The Clinic offers peer counseling, internships, trips, one-on-one and group counseling. Speakers attend Parent Association meetings and other workshops and presentations.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**Language Allocation Policy for 06M463: 2009-2010****Part I: School ELL Profile*****Language Allocation Policy Team Composition***

District: **6**

School: **High School for Media and Communications**

Principal: **Ronni Michelen** Assistant Principal: **Emel Topbas**

Parent Coordinator: **Dersa Gonzalez**

Teachers: **Mr. Matt Cope, ESL Coordinator; Ms. Valerie Ceriano, ESL Teacher; Ms. Diane Wohland, ESL Teacher; Mr. Jorge Gonzalez, Science Teacher; Mr. Carlos Iniguez, Social Studies Teacher; Ms. Isabel Atizol, Math Teacher; and Ms. Hannah Thach, Assistant Principal Supervision.**

Guidance Counselor: **Mercedes Valdivia**

The persons listed above are involved in student placement and support, in curriculum development, instruction, and assessment, as well as in parent outreach and support, and in professional development. They work with students' guidance counselors, and where applicable, with their related service providers to give our ELL students every opportunity to succeed in school. The LAP team meets several times during the school year to gather, discuss and analyze various forms of data, trends, ELL programs, and individual students.

***Teacher Qualifications***

The instructional staff in the ESL program at the High School for Media and Communications is composed of three highly qualified certified ESL teachers, one highly qualified Special Education teacher with a Bilingual Extension, and one certified Spanish Foreign Language Teacher.

***School Demographics***

The High School for Media and Communications, a small learning community on the George Washington Educational Campus, is located in the Washington Heights section of Manhattan. The mission of our school is to inspire our students to think critically and communicate clearly; master a rigorous, well-rounded, academic curriculum with a basis in media and communications; to value their own heritage while also developing a global perspective on cultural, social, and environmental issues; to appreciate creative expression; to incorporate integrity, responsibility, honesty, loyalty, and diligence in their professional and personal lives. The High School for Media and Communications has 636 students enrolled, 167 of those enrolled students are English Language Learners (27% of the total population). One hundred percent of our ELL population speaks Spanish as their first language. Our school has had a long tradition of service to English Language Learners since 1999. Today, our school is composed, almost exclusively, of first- and second-generation Dominicans. We view the education of these students as paramount to our mission of fostering a community of rigorous, sensitive, and diligent learners and thinkers. The Language Allocation Policy (LAP) that follows

outlines our current program and our future plans, as well as highlights the data that drives these decisions.

Out of the 167 students, 41 of our ELL students have been in the United States for three years or less, 53 have been here for four to six years and 73 are long-term ELL students. Forty eight of our students are SIFE, with 20 of them in the zero to three years subgroup, 26 of them in the four to six year subgroup, and 2 of them in the LTE subgroup. Twenty seven out of 167 students are Special Education students. In the past, we have not had a sufficient number of parents who request bilingual programs. As a result, we currently provide a Freestanding ESL program where students receive English instruction in self-contained ESL classes and Native Language Arts supports in their core content area classes. We will continue to monitor parent requests and make changes as they become necessary.

## **Part II: ELL Identification Process**

When students first enter our school as newcomer students they are initially screened by Ms. Hasldorf, a Guidance Counselor, Ms. Valdivia, a bilingual Guidance Counselor, and Mr. Cope, an ESL Coordinator. During this screening process, students and their parents are interviewed and given the home language survey (HLIS). Translation services are available during this process since both Guidance Counselors and the ESL Coordinator are fluent in Spanish; all forms are also provided in the student's native language. In response to the HLIS form and interview, Mr. Cope administers the Language Assessment Battery-Revised (LAB-R) within 10 days of enrollment to assess the student's language abilities.

Following the initial screening, the administration of the HLIS form, and LAB-R diagnostic, Mr. Cope facilitates a Parent Orientation to inform parents of the three different options available for students within 10 days of enrollment. The parent is shown the "Programs Options" DVD and afterwards explanations of the services are provided to the parent and student (Transitional Bilingual Programs, Dual Language Programs and Freestanding ESL Programs). During this orientation the Parent Survey and Program Selection forms are given to the parent and explained in English and the parents' native language. Most parents choose the Freestanding ESL program. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream English setting. Hence, they feel that total immersion is in their best interest upon enrollment. The reason for this may be that this is a High School and parents are very concerned with college admission. Additionally, because this is a high school, the parent also consults with the student for his or her opinions regarding their program placement. We discuss the student's concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available. Mr. Cope keeps close contact with the ELL parents and students.

When students first enter our school from another NYC public school, the ESL Coordinator and Administrative Team look at students' biographical records, BESIS history, and NYSESLAT/LAB-R scores in order to maintain continuity of services for the student and program them accordingly in high school. Mr. Cope, the ESL Coordinator, regularly accesses the RADP, RLER, and HISE report functions on ATS to

identify students who may possibly be ELL students. Parents of incoming students are provided continued entitlement letters in English and their native language in early fall.

Every spring, usually in the months of April through May, current ELL students are evaluated for their language acquisition and proficiency in English skills using the NYSESLAT exam. The test measures students' abilities in four modalities: listening, speaking, reading, and writing. The NYSESLAT exam is administered and assessed by our current ESL teaching staff: Mr. Cope, Ms. Ceriano, and Ms. Wohland. Ms. Ceriano, Mr. Cope, and Ms. Wohland are trained in assessing the NYSESLAT exams and are members of our school's NYSESLAT grading team for the speaking and writing components of the examination. NYSESLAT results are then shared and analyzed during ESL common meetings and LAP meetings to discuss student achievement levels, identify patterns of growth, re-visit the current ESL curriculum and share best practices for differentiating instruction for our ELL students. The data collected from the NYSESLAT results informs programming students for the following year and guides the development of future programs.

In addition to the initial parent orientation within 10 days of LEP student enrollment, twice a year (once in the fall semester and once in the spring semester) parent meetings are conducted for the ELL parents and are facilitated by the ESL Coordinator, Parent Coordinator, and Assistant Principal for the English Department. This takes place during the evenings of Parent Association meetings and Parent-Teacher conferences. At this time parents are informed of their entitlements, are given information about their children's progress that will further support their students' English Language Proficiency in both academic discourse and CALP, and a description of all three program choices. They are also informed about the tools they can use to prepare for all Regents Exams. Additionally, the parents have the opportunity to talk to teachers about the progress and difficulties their children may be experiencing in school. All meetings are facilitated in English and Spanish.

Annual compliance letters are sent to parents and students on an as needed basis in a timely fashion during the school year. The compliance letters include: Entitlement letters, Continued entitlement letters, Non-entitlement letters, Placement letters, Transition letters, and Title III letters. Copies of all letters are kept on file in a centralized location in the ESL Coordinator's office. When parents indicate a preference to change programs, we give them a Program Selection form used for that purpose. All compliance letters are sent to parents and students in English and in Spanish. With these mechanisms in place, parents select their preferred program and we accommodate these preferences according to policy. To date, our parents have almost uniformly expressed interest in ESL as opposed to TBE or Dual Language. Analysis of our Parent Surveys reveal that none were categorized as preferring bilingual education and one parent requested the dual language program. Students, who did not return the surveys, were placed in a "Pending Transitional Bilingual" file by default. We have continued to make efforts to contact these parents, with those contacted reporting an ESL programming preference. If those preferences begin to change, our program offering would change to meet them, in accordance with the established protocol.

**Part III: ELL Demographics***ELL Programs, ELL Years of Service and Programs*

An ELL student who enters our school opting for a Freestanding ESL Program will be placed in an appropriate program according to their NYSESLAT Score. Currently, there are 167 students in the Freestanding ESL program. The 167 students make up the following subgroups:

<b><i>Newcomers</i></b>	41 students, 25 %	<b><i>SIFE</i></b>	48 students, 29%
<b><i>ELLs receiving 4-6 years</i></b>	53 students, 32 %	<b><i>Special Education</i></b>	27 students, 16 %
<b><i>Long-Term</i></b>	73 students, 43 %		

A student's comprehensive and subdivided New York State English as a Second Language Aptitude Test (NYSESLAT) serves as our basic tool in understanding student instructional needs and aptitudes. Our 53 9<sup>th</sup> grade ELLs are composed of 10 beginners, 24 intermediate, and 21 advanced students. Our 53 10<sup>th</sup> grade ELLs are composed of 8 beginners, 24 intermediate, and 20 advanced students. Our 29 11<sup>th</sup> grade ELLs are composed of 0 beginners, 15 intermediate, and 13 advanced students. Our 32 12<sup>th</sup> grade ELLs are composed of 1 beginner, 14 intermediate, and 16 advanced students.

*Programming and Scheduling Information*

One of the hallmarks of our successful ELL strategies is the consistency in our programming. According to city requirements, students must receive ESL instruction according to their aptitude, namely, 540 minutes for beginners, 360 minutes for intermediate students, and 180 in both ESL *and* ELA for advanced students. Unfortunately, with 45 minute classes, at no point do these requirements equal a standard five-day program; for example, beginners would have 12 periods per week, intermediates 9 periods, and advanced students four periods each of ESL and ELA. This can create a situation of inconsistency and lack of seriousness for which students suffer. In order to address this potential weakness, we have devised a system wherein students receive *more* than they need, without sacrificing other academic requirements. For our beginner students, this means 15 periods per week of ESL instruction. For intermediate students, this means 10 periods; and for many advanced students, this means 5 periods of ESL and 10 periods of ELA. We are proud of this commitment, and have every reason to attribute our successes to this consistency.

As required under CR Part 154 Mandated Minutes of Service, students receive their mandated minutes of ESL and ELA instruction by our three licensed ESL teachers and nine ELA teachers in school. Utilizing NYSESLAT data, all ELL students are grouped homogeneously into one of the following programs to receive their ESL instruction and ELA instruction as required under CR Part 154:

- A beginner level ELL student will be placed in L3/L3R for two periods and receive a third period of ESL support during the school day for a total of 540 minutes a week with a licensed ESL teacher.

- A student whose scores are low Intermediate will be placed in an E3T/L5R class for 2 periods a day, for a total of 360 minutes a week with a licensed ESL teacher.
- High Intermediates are placed in a double period of E33T/L5R or E5T/L7R based upon their grade level each day, for a total of 360 minutes a week with a licensed ESL teacher.
- Advanced students are placed in an ESL Support class (L9R or L7R) with an ESL teacher for one period a day (235 minutes per week) and a mainstream English course with an ELA teacher for one to two periods a day (235 minutes per week/470 minutes per week).

Each ELLs grade level (official class) determines the English level the student will enter for their ELA class. For example an Advanced freshman will enter a double period English 1 class and a single period ESL class. This method allows students who are near taking the English Regents to be placed into Regents Preparation classes and allows the students to be gradually mainstreamed into their grade level cohort. Furthermore, all beginner and intermediate level ELL students are placed in a Science, Global Studies, and Mathematics class taught by an instructor who speaks Spanish as a native language in the ninth and tenth grade instructional program. Although these core content area classes are taught in monolingual English, the teacher's native language skills permits him or her to incorporate a variety of native language supports for the student. Native Language Arts supports are provided in the following manner: all core content area classes have an English/Spanish classroom library; the use of English/Spanish text based resources; use of NLA strategies in Living Environment, Math, and Global History; students are able to compose written and oral responses in their native language in core content classes; a bilingual Guidance Counselor and bilingual health educators staffing the school based health clinic are able to provide academic intervention services in English and in Spanish; and students' testing accommodations permit them to take NY State assessments in English or Spanish. In order to enrich language development in content areas, instructors use a variety of differentiated instruction and content literacy supports. Such strategies include: academic vocabulary word walls in Living Environment, quick-write assignments in ESL and ELA, use of PowerPoint presentations to build background knowledge using visual aids in Social Studies, and collaborative small group activities that require students to speak and practice the newly acquired academic vocabulary. In order to enrich language development in the core content classes in the ninth and tenth grades where we have 64 % of our ELL students, the core content area teachers provide formative and summative assessments in both English and the students' native language of Spanish.

The ESL curricula and delivery of instruction are aligned with the city and state standards for ESL and ELA programs, as well as the ELA curricula. As such, all ESL and ELA courses follow the America's Choice Ramp Up to Advanced Literacy model. This balanced literacy approach requires that all students are programmed for 10 periods of ESL and ELA instruction per week in the ninth, tenth, and eleventh grades in order to receive explicit instruction in improving their reading, writing, listening, and speaking abilities. Licensed teachers in both the ELA and ESL departments have received professional development training to support them in executing and delivering this curriculum. Our ESL program, with three highly qualified licensed ESL teachers, is

robust, with instruction differentiated according to instruction level. In the double block ESL classes, students engage in highly structured, highly supported routines and rituals which includes independent reading, independent writing and group read aloud. Instruction is based in comprehensive units, either based on a novel useable in the Regents exam, or on another theme, such as Immigration, Fables, or College Applications. The instruction draws from a variety of ESL texts and writing, with ample time for one-to-one conferencing built into our program. Our advanced students and many of our intermediate students additionally receive instruction by ELA teachers. ESL and ELA teachers collaborate, and even team teach, these classes, contributing to a feeling of continuity in the classroom. Our ELA classes are based almost exclusively on building the skills of literary appreciation and interpretation, and the writing process.

In order to differentiate instruction for all ELL subgroups, school wide professional development sessions focus on the analysis of data pertinent to develop a better understanding of who our ELL students are. All instructors are provided with copies of the NYSESLAT score report (RLAT and RNMR) and lists of ELL subgroups including SIFE students, LTE students, 4-6 years students, and newcomer students. In analyzing this data, instructors identify the areas of strength and areas in need of improvement by focusing on the listening/speaking and reading/writing modalities on the RNMR report. This data is used by all instructors to differentiate instruction accordingly in their classes by implementing strategies such as strategic grouping and designing a variety of activities and assessment tools for students.

- **SIFE Students:** Our third largest subgroup is comprised of our SIFE students. Of the 48 SIFE students, 2 are LTE, 26 are 4-6 years, and 20 are newcomers. Beginner level SIFE students and newcomer students attend a four week ESL Bridge program in July to better prepare them for high school. This four week program focuses on the development of literacy skills, building background information in New York City culture, and celebrating students' diverse backgrounds. SIFE students will receive additional ESL supports to improve their literacy skills in a pull-out model.
- **Long-Term ELLs:** Our long-term ELL students make up our largest subgroup with 73 students, 23 of whom are Special Education students and one is a SIFE student. Many students in the LTE subgroup were born in the United States to immigrant parents, growing up with fantastic, accent-less BICS but almost no CALP. With the ELA Regents beginning in the winter of their junior year, these students need a remarkable level of proficiency in English in a relatively short period of time. As a result, our best approach with these ELL students has been the ESL/ELA block schedule. None of these long-term students are identified as beginner level students; instead, they simply need to increase their language skills beyond their BICS, particularly in writing, reading, and listening. Because of this, our intermediate and advanced classes place greater emphasis on literacy than on speaking skills. Long Term ELL students will receive additional ESL supports to improve their literacy skills in a pull-out model.
- **SIFE and LTE Students:** All SIFE and LTE students receive extra assistance both during and after the school day. During the school year, SIFE and LTE students are provided with review books, picture dictionaries (newcomers only), Spanish/English

dictionaries, are programmed together for a Freshman Advisory class (ninth grade students only), receive small group tutoring and will become a part of a pilot Literacy Center for ELL students. Additionally, in order to further differentiate instruction for our SIFE and LTE students, our school applied for a SIFE/LTE grant this year. Pending the approval of grant funds, we will implement a technology based content area literacy program to better support the needs of the students in these two sub-groups. To accomplish these goals, we will utilize the *Achieve 3000 Teen Biz* reading program, a Living Environment video series from the *Visual Learning Company*, hire one ESL licensed F-Status teacher to serve as a push-in instructor in ESL and core content area classes, and provide on-going and meaningful professional development for the teachers of these two subgroups.

- **Newcomer ELLs:** Twenty five percent of our ELL students are newcomers, most having been in the United States for two to three years. They receive differentiated instruction in a homogeneous ESL class via the use of a variety of differentiated instruction and content literacy strategies. The instructor emphasizes the study of idioms, culture, and basic language skills here.
- **4-6 Year ELLs:** Our second largest subgroup are students who have been receiving ELL services between 4-6 years. Of the 53 4-6 year students, three are Special Education students and 26 are SIFE students. In order to differentiate instruction for this sub-group, we will provide opportunities for the advanced students in this sub-group to train as peer tutors to tutor their ELL peers in a pilot ELL Literacy Center three days a week after school.
- **ELLs Identified with Special Needs:** Of our 27 Special Education ELL students, 23 are LTEs, 3 have been receiving ELL services for 4-6 years, and 1 is a newcomer students. Students who are not X-coded receive ESL services according to their NYSESLAT scores. Due to their disabilities, some receive Speech Therapy, Related Services, Counseling and/or Resource Room. In the case of these students their IEP mandates are implemented and followed. A Special Education teacher with a bilingual extension provides differentiated instruction in a CTT Global History 3 class and CTT English 5 class.

Our school's goal is for every one of our students to enter an institution of higher learning and become an educated, productive adult. Because of this, we diligently focus on their academic progress and academic language. Our ELL students take rigorous content area courses. Additionally, we are piloting an ELL Literacy Center where former ELL students will serve as tutors in an after school peer-tutoring program. With the direction of the content area teachers in math, science, and social studies who teach ELL students, former ELL students will help address the needs of the current ELL students. This direct instruction will be given in both English and Spanish three days after school for a total of six hours per week as a targeted intervention program for ELLs in math, science, social studies and reading. Content area teachers will team with ESL teachers to provide direct instruction that is differentiated to ELL students after school in this ELL Literacy Center. We will target students in each of the sub-groups, with an emphasis on the beginner level SIFE students to address reading skills and the 4-6 year ELL students to address core content areas they struggle with.

Additional targeted intervention strategies include the ESL Coordinator following the students' progress, checking all their marking period grades each marking period. If any of these students is faltering in his/her grades, he investigates the reason and constructs a plan to assist the student. For example, if he finds a student is performing poorly in English Language arts he will look into the Spanish language book room and see if a copy of the novel being covered is carried in Spanish. Additionally, the English and ESL departments have various Shakespeare plays and classic novels in modern, simple language for the sole purpose of assisting the students who are enrolled in the Freestanding ESL Program to keep up with their monolingual peers.

In order to provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT, all students in this category are eligible for ELL testing accommodations and their mainstream ELA teachers receive training in and implement ESL strategies in their curriculum.

The curriculum for the ESL classes is standards based and aligned with the ELA and ESL curricula. Many of the novels covered in the curricula reflect on the immigrant experience and mirror the ethnic background of the ELL population, for example, *Living Up the Street* by Gary Soto and *Black And White* are used. The goal is to achieve English Language Proficiency through exposure to the language. If a student requires explanation of a term in a language other than English it is acknowledged and first language is allowed as a bridge to the second. This same approach is taken in the content area classes. For example, in their Living Environment class and Global History classes, every written material students are given are available in both English and Spanish.

New programs or improvements that will be considered for the upcoming school year include revising the Global History curriculum and program for ESL students, the implementation of a technology based support program for our SIFE and Long Term ELL population, and the implementation of a NYSESLAT Preparation Academy. Global History teachers will collaborate with the ESL Department and Assistant Principal to revise and modify the Global History curriculum and program for ESL students in order to ensure academic success in this subject area. Utilizing funds from a SIFE/Long Term ELL Grant, we will implement a technology based support program to develop student's literacy, mathematics, and science skills. In addition, we will implement a strategic reading program and NYSESLAT Preparation Academy for students who scored at the beginner and low intermediate levels on the NYSESLAT exam in Spring 2009.

Ms. Topbas, Assistant Principal of the English Department, will supervise the program and the primary language of instruction will be English. The program will target 23 students in grades 10, 11, and 12 and will take place for a total of 4 hours per week. Instruction will be provided by one licensed ESL teacher and a General Education teacher and will focus on decoding, fluency, and reading comprehension skills. Instructors will also support students in preparation for the NYSESLAT exam in the spring semester. The instructors will use the *Getting Reading for the NYSESLAT* and *Inside the U.S.A.* texts to provide individualized and small group instruction in language acquisition and reading skills.

We are not discontinuing any ELL programs or services this year.

Our school provides access to information in both English and the students' native language at all times. Students can take Spanish as a language course. In addition, all communication efforts with parents take place in English and Spanish with all forms of communications available in both languages. Additionally, the Parent Coordinator often invites ELL parents with her to multicultural meetings and she has informative booklets available in English and Spanish at all times. The school based clinic has staff that speaks Spanish and all of their health literature is found in both English and Spanish. One Guidance Counselor is a bilingual counselor and is equipped to assess newcomers and direct them to the ESL Coordinator. Our school library also carries novels printed in Spanish.

Required services support ELL students' ages and grade levels through grade level and age appropriate materials and texts in the ESL classrooms and curricular units based on students' backgrounds. The support staff in school (Guidance Counselors, Attendance Teacher, School Based Support Team) provides counseling and guidance services for students that is appropriate to age and grade level through conferences and counseling activities.

In order to provide much needed support to newly enrolled ELL students before the beginning of the school year, we hold a freshman orientation meeting for all prospective students in June of spring semester. During this orientation meeting, the ESL Coordinator, Mr. Cope, introduces himself and our school's ESL program to enrolled students. In addition, Mr. Cope facilitates a four-week summer bridge program for newly enrolled students as described earlier.

#### *Professional Development and Support for School Staff*

We aim to prepare all of our teachers and staff members to deliver the best and most appropriate level of instruction and support to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in data analysis, scaffolding, and differentiated instruction.
- To provide opportunities to write grade-level curriculum and assessments that are aligned with New York State standards in ELA, NLA, ESL, math, science, social studies and technology and best meet the needs of students in the ELL program.

We began and will continue to offer the following professional development opportunities for our teachers and staff members:

- ELL teachers meet for 40 minutes every week during weekly common preparation meetings that focus on instruction, student case conferences, and professional development. During these meetings, continuity in the curriculum and scaffolding of skills from grades 9-12 is discussed. These meetings support staff members as ELL students transition from one grade level to another.
- The ESL Coordinator and Assistant Principal for English facilitate a minimum of 7.5 hours of ELL training for all staff members throughout the year. Records of these professional development meetings are kept on file in both Mr. Cope's and Ms.

Topbas' offices. Topics for training include: Analysis of the NYSESLAT scores: What do they reveal about our students?, differentiated instruction strategies for ELL students, vocabulary strategies for ELL students, looking at student work, best practices for teaching ELL students, and a general ELL overview training session. Additional training sessions will be offered in response to the needs and requests of staff members. The meetings are facilitated for the entire staff, including Guidance Counselors, Special Education teachers, and Parent Coordinator.

- Coaching for all teachers in differentiated instruction is implemented throughout the year by Assistant Principals of Supervision in every department.
- All new teachers receive mandated 7-hours of professional development in differentiated instruction for ELLs. Our CFN and the UFT Teacher Center in our school facilitates these workshops for our staff.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated. The ESL Coordinator and teachers design and facilitate these workshops to the staff.
- An ELL Inquiry Team will focus on the needs of ELL students and use looking at student work protocols to better understand the needs of ELL students. This team is facilitated by the Assistant Principal of English and the Assistant Principal of Math.
- The ESL Coordinator, Assistant Principal of English, and/or other ESL teachers attend ELL workshops provided by our CFN every other month.
- If we receive the SIFE/Long Term ELL grant we applied for this year, ESL teachers will receive professional development training facilitated by *Achieve 3000* in the use of the TeenBiz reading program. The workshops will support teachers in their ability to implement the technology based reading program and use the data analysis tool embedded in the program to differentiate instruction accordingly for their students. In addition, the science teachers will receive professional development training facilitated by the Visual Learning Company in the use of the Living Environment video series and how to use these videos to differentiate instruction for ELL students.
- Math teachers have been receiving professional development training from Agile Mind in the use of the Agile Mind math program every other month.
- The ESL Coordinator and the Assistant Principal of the English Department have attended LAP training workshops provided by the ISC and our CFN.
- The ESL Coordinator and ESL Teachers facilitate professional development workshops for Guidance Counselors, secretaries, and Parent Coordinator around ELL issues.
- ESL teachers will attend a series of QTELL training sessions that our network is arranging and providing for us.
- Paraprofessionals, Psychologists, Occupational/Physical Therapists, and Speech Therapists will receive professional development regarding the needs of ELL students during Chancellor's Conference Days in the fall and spring semester.
- The school Secretary, Parent Coordinator, and Attendance Teacher will participate in DOE sponsored and network sponsored professional development workshops regarding ESL programs, compliance, and updates.

### *Parental Involvement*

Parental participation and on-going communication with parents is the cornerstone of best supporting ELL students at the High School for Media and Communications. As dictated by New York State and New York City regulations, this cooperation includes the establishment of structures to best meet the needs of our ELL students. We evaluate the needs of parents through conversations with parents, analysis of the NYCDOE Parent Survey, our own parent surveys, and with the support of our Parent Coordinator. These structures include the following:

1. **Parent Orientation Meetings:** At the beginning of each school year, and as often as necessity requires, we use the NYCDOE “Program Choices” film and other resources to explain the differences between Transitional Bilingual Programs, Dual Language Programs, and Freestanding ESL Programs, as well as explain the ways in which programs not currently offered at our school are and can be available to the parents and their children after they have submitted a parent selection form.
2. **The Language Allocation Policy:** Our LAP Committee, including both the Parent Coordinator and a representative parent, discussed at length the virtues of each program, as well as how each program could meet the needs of our students. The ideas generated and discussed proved very useful in understanding both the needs and wants of parents and students, as well as how we as educators can meet them.
3. **Parent Workshops:** In collaboration with the Parent Coordinator, workshops are offered to parents regarding ELL topics, the college application process, transition from middle school to high school, parenting, cultural institutions, and immigration topics. Our school has partnerships with a variety of organizations including Alianza Dominicana to provide support for parents. These workshops take place on a monthly basis.

### **Part IV: Assessment Analysis**

#### *NYSESLAT Analysis and Instructional Decisions*

In order to analyze proficiency levels and to gage a better understanding of students’ progress in specific modalities on the NYSESLAT, we analyze the RLAT and RNMR reports on ATS as well as the academic progress of students as indicated on ARIS. As recorded in the LAP worksheet, our students show **two significant trends** upon analysis of the NYSESLAT data patterns across proficiency levels. They are:

- 1) *Remarkably high aptitude in speaking and listening, but lower aptitude in reading, or writing.*

Of the 167 students enrolled this year, 93 tested as proficient while 35 tested at the advanced level in their combined speaking and listening skills. In contrast, 12 students tested as proficient while 66 tested at the advanced level and 71 tested at the intermediate level in their combined reading and writing skills. Of the remaining students the vast majority of our beginner level students are ninth graders and tenth, many of whom are very new to the country. While the majority of students, particularly in the 9<sup>th</sup> and 10<sup>th</sup> grades, show a beginner and intermediate level in reading and writing, these same students are proficient speakers and listeners. This finding does not surprise us, and confirms what

decades of research have already suggested. Students learn Basic Interpersonal Communication Skills (BICS), best expressed verbally, much more quickly than they learn Cognitive/Academic Language Proficiency (CALP), which is often tested through the other modalities.

Given the trend identified in paragraph one above, our ESL instruction focuses appropriately on writing, reading, and listening activities using the balanced literacy workshop model. As we continue to address these concerns, we do so with ears and eyes open to new resources and strategies that might help us in this important endeavor.

2) *Much higher concentration of ELLs in the lower grades.*

Of our 167 ELL students, 106 students are in the ninth and tenth grades. This should be a cause of both celebration and concern. On the one hand, many of our students are learning English to proficiency, leaving ESL for a monolingual English program after two years. This shows learning and teaching success, of which we are very proud. However, this shift may also indicate either that some students who might have remained in ESL in the 11<sup>th</sup> and 12<sup>th</sup> grades have dropped out of school before reaching those critical years, or that they have simply relocated within the city, or returned to their homes in the Dominican Republic. We also have a number of holdover students in these lower grades who despite entering high school three and four years ago are still coded as being 9<sup>th</sup> and 10<sup>th</sup> graders due to a lack of credit accumulation and having failed Regents examinations necessary for graduation requirements.

Given the trend identified above, we will target holdover students in our support services program after school. Students will be provided with strategic lessons to support language acquisition, effective study habits, note taking skills, and Regents preparation in our after school Literacy Center. Also, a Special Education Teacher with a Bilingual Extension is team teaching a tenth grade Global History course with a Social Studies teacher. This team teaching model provides individualized and small group support to focus on critical reading and writing skills.

*Regents Data Analysis*

We opted to evaluate the results of the Living Environment and Math A Regents examinations, given our high proportion of ninth and tenth graders taking these tests. We also looked at the Global History examination to gain insight as to how upper grade students are doing in another content area. The results show us that roughly 60% of students who sit for these examinations pass the exam, which, although low, is encouraging. Many of these students, as noted, are early in their high school careers, and will yet have other opportunities to take and pass these examinations. We look forward to evaluating their progress as the year's progress.

In our administration of the Regents, we follow a protocol that leaves the selection of language to the student's private preference and discretion. Accordingly, each ELL is given *two* copies of the examination, one in English, and one in Spanish. The student may refer to both as tools in completing the exam. This protocol precludes effective

evaluation of student performance according to language preference, as the extent to which students use the Spanish or English versions of the exam remains under their purview, rather than ours. Additionally, each student is provided a Spanish-English glossary to use at his or her convenience.

We feel that the use of the native language, as a safety net but not a crutch, in the administration of these examinations encourages the students in a very productive way. Our students can feel comfortable assessing their own linguistic strengths as they take on the challenge of non-English Regents exams. Since these exams are not designed to test English proficiency, our students come to them with mature expectations and self-evaluations. If they know the material better in English (as is often the case in our ESL-only program), they use the English version. If, however, a word or instruction appears that they do not understand, they can check it against the Spanish version, often with positive results.

#### *Evaluation of the Success of Our ELL Program*

We will evaluate the success of our ELL program by analyzing a variety of data sources, including but not limited to the following: students' marking period grades, scholarship reports, RCOS reports, teachers' anecdotal observations, Literacy Center attendance records, tutoring attendance records, Regents examination results, NYSESLAT examination results, and parent surveys. The LAP Team will regularly utilize these sources of data to revisit and revise our Language Allocation Policy in response to the needs of our ELL population and subgroups.

#### *Conclusion*

The above narrative discusses the present state of our ELL program model, the steps that we have taken to improve our approach, and the plans we have to continue in that endeavor. We fully recognize that satisfying these students' educational needs requires a forward-looking thinking and planning, and we embrace that need with the plan outlined above. Besides increasing understanding of the resources already developed, we look forward to developing more of our own, such as curricula, texts, units, and lessons.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:**      167 LEP      0 Non-LEP

**Number of Teachers** 4      **Other Staff (Specify)** N/A

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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In order to provide supplemental instructional activities in addition to our current instructional program in ESL, we will implement the following activities:

The High School for Media and Communications, a small learning community on the George Washington Educational Campus, is located in the Washington Heights section of Manhattan. The mission of our school is to inspire our students to think critically and communicate clearly; master a rigorous, well-rounded, academic curriculum with a basis in media and communications; to value their own heritage while also developing a global perspective on cultural, social, and environmental issues; to appreciate creative expression; to incorporate integrity, responsibility, honesty, loyalty, and diligence in their professional and personal lives. The High School for Media and Communications has 636 students enrolled, 167 of those enrolled students are English Language Learners (27% of the total population). One hundred percent of our ELL population speaks Spanish as their first language. Our school has had a long tradition of service to English Language Learners since 1999. Today, our school is composed, almost exclusively, of first- and second-generation Dominicans. We view the education of these students as paramount to our mission of fostering a community of rigorous, sensitive, and diligent learners and thinkers. The Language Allocation Policy (LAP) that follows outlines our current program and our future plans, as well as highlights the data that drives these decisions.

Out of the 167 students, 41 of our ELL students have been in the United States for three years or less, 53 have been here for four to six years and 73 are long-term ELL students. Forty eight of our students are SIFE, with 20 of them in the zero to three years subgroup, 26 of them in the four

to six year subgroup, and 2 of them in the LTE subgroup. Twenty seven out of 167 students are Special Education students. In the past, we have not had a sufficient number of parents who request bilingual programs. As a result, we currently provide a Freestanding ESL program where students receive English instruction in self-contained ESL classes and Native Language Arts supports in their core content area classes. We will continue to monitor parent requests and make changes as they become necessary. In order to provide supplemental support services to students in our ESL program, we propose the following instructional activities.

#### Proposed Supplemental Instructional Activity #1: ELL Literacy Center

We will provide support for students who scored at the intermediate and advanced levels on the NYSESLAT exam in spring 2009 through an after-school ELL Literacy Center. The after-school program will be supervised by the Assistant Principal of the English Department, Ms. Topbas, and will target students in grades 9-12 with English as the primary language of instruction and Spanish as the secondary language of instruction. The ELL Literacy Center will provide one-to-one peer tutoring services, small group tutoring for content area classes, Regents preparation, and college entrance test preparation. Supports will also be provided for writing the college essay in preparation for completing college applications. Two teachers (ESL licensed teacher or Special Ed. Teacher with a bilingual extension, and one content area teacher) will provide individualized and small group direct instruction for 120 students 3 days a week after school for one hour from November 2009 to June 2010 in the ELL Literacy Center. Students who tested proficient will be recruited and trained by the ELL Literacy Center teachers and Assistant Principal of the English Department to provide peer tutorials for their peers in this setting. We will purchase Regents review books, NYSESLAT review books, reference materials, and workbooks for students to utilize in the Literacy Center program.

#### Proposed Supplemental Instructional Activity #2: NYSESLAT Preparation Academy

We will implement a strategic reading program for students who scored at the beginner and low intermediate levels on the NYSESLAT exam in spring 2009. Ms. Topbas, Assistant Principal of the English Department, will supervise the reading program and the primary language of instruction will be English. The reading program will target 23 students in grades 10, 11, and 12 and will take place for a total of 4 hours per week (after school and on Saturdays). Instruction will be provided by one licensed ESL teacher and a General Education teacher and will focus on decoding, fluency, and reading comprehension skills. Instructors will also support students in preparation for the NYSESLAT exam in the spring semester. The instructors will use the *Getting Reading for the NYSESLAT* and *Inside the U.S.A.* texts to provide individualized and small group instruction in language acquisition and reading skills.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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We aim to prepare all of our teachers to deliver the best and most appropriate level of instruction to our ELL population. To that end we have established the following goals:

- To provide professional development in methods for quality instruction that includes workshops in data analysis, scaffolding, and differentiated instruction.
- To provide opportunities to write grade-level curriculum and assessments that are aligned with New York State standards in ELA, NLA, ESL, math, science, social studies and technology and best meet the needs of students in the ELL program.

We began and will continue to offer the following professional development opportunities for our teachers:

- ELL teachers meet for 40 minutes every week during weekly common preparation meetings that focus on instruction, student case conferences, and professional development.
- At least two monthly faculty meetings are devoted to focus on data regarding ELL students and differentiated instruction strategies for ELL students. The ESL Coordinator and Assistant Principal of English facilitate these meetings for ESL teachers, classroom teachers, principal and administrators.
- Coaching for all teachers in differentiated instruction is implemented throughout the year by Assistant Principals of Supervision in every department.
- All new teachers receive mandated 7½ hours of professional development in differentiated instruction for ELLs. Our CFN and the UFT Teacher Center in our school facilitates these workshops for our staff.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated. The ESL Coordinator and teachers design and facilitate these workshops to the staff.
- An ELL Inquiry Team will focus on the needs of ELL students and use looking at student work protocols to better understand the needs of ELL students. This team is facilitated by the Assistant Principal of English and the Assistant Principal of Math.
- The ESL Coordinator and the Assistant Principal of the English Department have attended LAP training workshops provided by the ISC and our CFN.
- The ESL Coordinator and ESL Teachers facilitate professional development workshops for Guidance Counselors, secretaries, and Parent Coordinator around ELL issues during monthly faculty meetings.
- ESL teachers will attend a series of QTELL training sessions that our network is arranging and providing for us.
- Teachers staffing the Literacy Center will attend monthly professional development workshops with Assistant Principals of Supervision to look at student work, chart student progress and achievement levels, and read scholarly articles.
- The instructors teaching the Reading Program will attend bi-weekly English/ESL department common meetings that focus active reading strategies and training in the use of the materials purchased for the reading program.

The professional development activities outlined above are aligned to the instructional program being delivered under Title III. The activities will support staff participating in the Title III program in deepening their understanding of the needs of ELL students through scholarly readings, in house professional development workshops, and on-going inquiry work for Literacy Center staff. As a result, we expect to see improvement in student reading and writing skills, measured in the results of the NYSESLAT and Regents exams, as well as in their performance in the SAT test.

Title III funds will be utilized to fund substitute teachers when Title III teachers participate in full day professional development activities during the school day and for coverage rates to excuse Title III teachers from two teaching periods per month to attend in-house professional development sessions. The topics of these sessions are outlined above.

**Form TIII – A (1)(b)**

**School: High School for Media and Communications (06M463)**

**BEDS Code: 3100061143**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$ 21,401.48	<u>Improve the effectiveness of classroom instruction via reducing class size, ELL Literacy Center, and NYSESLAT Preparation Academy</u> An ESL teacher will provide additional supports for students in core classes such as Global History, Mathematics, and Living Environment 20 % of a push-in teacher's salary: \$15, 664.13  115 hours x \$49.89 (current teacher per session rate with fringe) = \$5,737.39
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$ 0.00	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$ 5, 082.21	Getting Ready for the NYSESLAT, Grades 9-12 Class Pack (30), FAMIS Item #: 575685697, \$595.00 x 3 = <b>\$ 1, 785.00</b>  Getting Ready for the NYSESLAT, Grades 9-12 Teacher Manual + CD, FAMIS Item #: 575685689, \$40.95 x 4 = <b>\$ 163.80</b>  Inside the USA student book with practice book, FAMIS Item #: 9015-8938-1, \$35.41 X 35 = <b>\$1, 239.35</b>  World History: Reading and Notetaking Study Guide (Spanish, Student edition), FAMIS Item #: 901087998, \$8.53 x 22 = <b>\$187.66</b>  Writer's Inc-2006 Hardcover, FAMIS Item #: 66952994X, \$21.33 x 80 = <b>\$1, 706.40</b>
<b>Travel</b>	\$ 0.00	

<b>Professional Development</b>	\$ 0.00	<u>Professional Development workshops for staff members</u> To permit teachers to meet to reflect upon, inquire, and deepen their understanding of student achievement using other funding sources.
<b>TOTAL</b>	\$26, 478.09	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

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

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

Families are surveyed and the Home Language Survey is used to determine parents' needs. The majority of our parents speak Spanish, their native language.

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

In order to serve the parents of our students and the community more effectively, letters, memos, newsletters, agendas, etc., are mailed home in both English and Spanish. Translators are available for parents throughout the school day, during all Parent/Teacher meetings including Open School, during all School Leadership Team and Parent Association meetings. Translators are also available for special events.

#### **Part B: Strategies and Activities**

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

We have a multilingual AP PPS, a licensed Spanish teacher, a bilingual Parent coordinator, bilingual support staff (secretaries, paraprofessionals, family assistant, school aides) a bi-lingual guidance counselor, a bilingual attendance teacher and multilingual pedagogues on staff. All translation services are provided in-house by schools staff, student leaders and parent volunteers.

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

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

Parents are provided with written notification about our services in addition to oral interpretation. The Parents Association also keeps parents informed. Our school meets all stipulations of A-663 as outlined in the Chancellor's Regulations.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$519,454.00	\$86,371.00	\$605,825.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,200.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$904.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,973.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,320.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$51,944.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$8,640.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The High School for Media and Communication community (staff, students, parents, et al.) agree this School-Parent Compact outlines how the entire community share the responsibility for improved student achievement. Additionally, the community and those students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) are committed to build and further develop a partnership that will enable children to meet and exceed New York State high standards.



# HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

## George Washington Educational Campus



549 Audubon Avenue, New York, NY 10040  
(212) 927-1841 ext 110 Fax (212) 927-2326

Dr. Joann Sainz, APPS

Dvanand Suarim, APS

Hannah Thach, APS

Emel Topbas,

### Parent Involvement Policy

**The High School for Media & Communications will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:**

**Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings**

- **Parents will be interviewed as part of the School's Quality Review**
- **Parent Surveys will be a vital part of the School's Progress Report process**
- **Parents will be identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**

**Parents will take a survey at the beginning of the year. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive Board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, workshops, guidance services, academic intervention services and security. The evaluation component will be addressed through the annual PASS visit conducted by parent members of the school leadership team.**

**The High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student achievement, through the following activities specifically described below:**

**The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:**

**The State's academic content standards  
The State's student achievement standards**

**The State's and local academic assessments, including alternate assessments  
The requirements of Title I, Part A  
How to monitor their child's progress and  
How to work with educators**

**The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate to foster parental involvement by: providing Parent workshops and courses dealing with computer training. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.**

**The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by: Providing teachers with professional development regarding the most effective techniques in involving the parents through respectful conversations.**

**The school will coordinate and integrate parental involvement programs and activities with our site-based clinic, collaborative programs, and conduct and/or encourage participation in activities, such as Hunter College's Welfare Rights Initiative, that support parents in more fully participating in the education of their children by: Involving parents in the regular activities of the school.**

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The High School for Media and Communications will:

- Provide a rigorous, well-rounded academic, theme-based curriculum in every subject area.
- Offer a supportive, effective instructional program that enables students to think critically, to communicate clearly, and to meet or exceed NY State Standards.
- Develop a community of life-long learners through the guidance of administrators, teachers, and guardians that incorporates integrity, responsibility, loyalty and diligence to their personal and professional lives.
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held in October 2009 and March 2010 for Open School. Additionally, the school will host a June Freshman Orientation, case conferences, student assemblies and student achievement celebrations.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports three times per semester. At PA meetings, scholarship data, attendance data and Regents results will be shared. During Case Conferences, parents will receive personalized information.
- Academic Intervention Services will be thoroughly explained and shared with the community. Services are offered during the school day as well as after school and on Saturdays.
- Administrators, guidance counselors and teachers are available to speak with parents (Outreach occurs on a daily basis). When necessary, translators are provided.
- Parents are offered opportunities to volunteer and participate in their child's class, to observe classroom and school activities, and to chaperone trips. Workshops are offered during the school day and evening hours that are geared towards the needs of the parents as it pertains to the enrichment and enhancement of their children's education.

The parents agree to support the education of their children by:

- Making education a priority.

- Ensuring that their children arrive to school on time and is prepared.
- Monitoring the student's attendance
- Reviewing class notes and homework assignments
- Encouraging their child to succeed and excel
- Providing a positive learning environment at home
- Monitoring student activities, i.e., television viewing, internet use, video games and music.
- Chaperoning student activities and on school trips
- Volunteering to be on committees and participating in programs
- Staying informed about my child's education and communicating with the Media community about information that will help students meet or exceed the NY State Standards.
- Respecting everyone regardless of their race, ethnicity, religious beliefs, etc.
- Being aware of NYC and Media's discipline code and teaching my child to accept consequences of negative behavior.
- Express high expectations and offer praise and encouragement for achievement.



# HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

## George Washington Educational Campus



549 Audubon Avenue, New York, NY 10040  
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Dr. Joann Sainz, APPS

Dvanand Suarim, APS

Hannah Thach, APS

Emel Topbas,

### Parent Compact 2009-2010

**The High School for Media & Communications community (staff, students, parents, et al) agree that this School-Parent Compact outlines how the entire community share the responsibility for improved student achievement. Additionally, the community and those students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) are committed to build and further develop a partnership that will enable children to meet and exceed New York State high standards.**

**This School Parent Compact in effect for the 2009-10 is as follows:**

**The High School for Media & Communications will:**

- **Provide a rigorous, well rounded academic, theme-based curriculum in every subject area.**
- **Offer a supportive, effective instructional program that enables students to think critically, to communicate clearly and to meet or exceed NY State standards.**
- **Develop a community of life long learners through the guidance of administrators, teachers, parents, and guardians that incorporate integrity, responsibility, honesty, loyalty and diligence to their personal and professional lives.**
- **Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held in October and March for Open School. Additionally, the school will host an incoming Freshmen Orientation in June, Case Conferences and Parent-Student Assemblies.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports three times per semester. At PA meetings scholarship data, Attendance and Regents results will be shared. During case conferences parents will receive personalized information.**
- **Academic Intervention Services will be thoroughly explained and shared with the community. Services are offered during the school day as well as after school and on Saturdays.**
- **Administrators, guidance counselors and teachers are available to speak with parents (Outreach occurs on a daily basis.) When necessary, translators are provided.**

- **Parents are offered opportunities to volunteer and participate in their child's class, to observe classroom and school activities and to chaperone trips. Workshops are offered during day and evening hours that are geared toward the needs of the parents as it pertains to the enrichment and enhancement of their children's education.**

**The parents agree to support the education of the children by:**

- **Making education a priority.**
- **Ensuring that the student arrives to school on time and is prepared.**
- **Monitoring the student's attendance (school and after school tutoring)**
- **Reviewing class notes and homework assignments**
- **Encouraging their child to excel**
- **Providing a positive learning environment in the home.**
- **Monitoring student activities, i.e., television viewing, internet use, video games, and music**
- **Chaperoning at school activities and on school trips**
- **Volunteering to be on varied committees and participating in programs**
- **Staying informed about their child's education and communicating with the Media community about information that will help students meet or exceed the NY State standards**
- **Respecting everyone regardless of their race, ethnicity, religious beliefs, etc.**
- **Being aware of NYC and Media's discipline code and teaching their child to accept consequences for negative behavior**

**All letters will be translated and ELL students provided with native language letters of school events. Translation services information are posted in all offices in Spanish**

**ESL/literacy training for parents from Title I Part A funds will be provided when available.**

**School meetings will be arranged at a variety of times between teachers or other educators, who work directly with participating children. If necessary our attendance teacher will visit a household of a parent who is unable to come to school for a specific conference. In addition, guidance services are offered to parents during evening hours. Members of the local community and the city, will be invited to speak with families in order to address the needs of individual students.**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

All of our students are programmed for double period English or ESL classes in grade 9-11 utilizing a Balanced Literacy approach. All incoming 9<sup>th</sup> graders receive double period math classes. Students who did not achieve a Level 3 or 4 on any of the 5 Regents required for graduation, are placed in Regents review classes. We revisit our programming every year to insure that we meet the needs of all students and add courses and design components that meet the needs of our population. We have met our AYP every year demonstrating that we are meeting the state standards. Tutoring programs are available during and after school as well as on select Saturdays. We also offer lunch and learn for students needing additional support.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We offer an English Honors class for those students at a Level 3 as they enter junior year. In addition, we offer Advanced Placement courses in English Literature, Calculus and United States History and Government for those students who have reached Level 3 or 4. Electives including media literacy, journalism, creative writing, drama and film as text are offered to all students. In addition, selectives that include Humanity and Nature and Science Fiction are offered to our seniors. We continually monitor the needs of our Level ¾ students to insure we are meeting their interests.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We offer after school tutoring, Saturday and summer programs in colleges we have partnered with including Columbia University and John Jay. We offer double period classes in English and Math and Credit Recovery. Opportunities for enrichment include Double Discovery, Minds Matter, Get Reel with Your Dreams, Open Door Theatre Program, MCC Theatre, community service and teaching artist and performances for students. We also have a cross age tutoring program in which 9<sup>th</sup> graders visit the nearby elementary school to mentor. In addition we work with the New York City Writing Project and the New York City Math Project.

- Help provide an enriched and accelerated curriculum. Programs include Carnegie Learning, Agile Mind, Learning from Student Work, NYC Math and Writing Projects, Advanced Placement courses and an Honors program.
- Meet the educational needs of historically underserved populations.

Our entire population represents one that is historically underserved. All our programs are designed to meet these needs.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We continue to address the needs of low achieving students by monitoring progress via guidance and content area teachers. Programs include counseling, referrals to our school-based clinic, grade team meetings, mentoring and tutoring services, college awareness outreach. We consistently examine data for ELLs. Special Education and general population to identify these students and target interventions based on the reason for low performance.

### 3. Instruction by highly qualified staff.

97% of our staff is highly qualified. Title 1 funding is used effectively throughout the school year to offer professional development by the New York City Writing Project and the New York Math Project. In addition all professional development days, faculty meetings and subject area meetings are dedicated to data analysis and sharing best practice. Because we do not have any health teachers since there is no license in this area, 2 of our teachers teach out of license. We have the State Health Curriculum, the support of our school-based clinic as well as Health Corps to inform and support our classes. In Physics, the teacher works closely with the Assistant Principal and for our two global classes, support is given by the Assistant Principal as well as lead teachers.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

From the onset of the school year, teachers and staff receive professional development (P.D.) P.D. is offered in subject specific areas across the curriculum, across the grade levels and in school-wide concerns (School tone and climate, English Language Learners and ESL Methodologies, Special Education, Using Data, Differentiated Instruction, Best Practice, etc. ) Teachers have common meeting time scheduled into their programs, they meet once a month for Subject Area Team Meetings and Faculty meetings, they attend Staff Development Day sessions and they participate in workshops or conferences that were offered by the school, the campus, and the UFT Teacher Center, the Region, the City, partnerships (Theater Development Fund, M.C.C. Theater), etc. Topics during these meetings included but were not limited to Balanced Literacy, the writing process, the use of data, the Principles of Learning, Discipline Literacy, rubrics, graphic organizers, Balanced Math, and using primary documents. The Principal, Assistant Principals of Supervision, and the UFT Teacher Center Specialist demonstrated effective strategies, supported teachers in classroom management skills, and assisted with lesson planning. During common meetings, study groups were formed and units of study were discussed as well as curricula. First year teachers have mentors as well as informal "buddies." Teachers that need to complete their Masters are encouraged to do so in a timely fashion. Vacancies are filled by teachers who are

knowledgeable in their content area and who have necessary credentials. In addition, there are informal observations, formal observations, and Learning Walks.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Strategies include attendance at NYCDOE fairs, collaborating with teaching colleges, establishing a relationship with Teach for America and The New York City Fellows Program. We maintain a positive school climate, offer professional development and encourage teacher leadership and participation in all aspects of the school. A supportive and collegial approach attracts and interests highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

To attract and interest more parental involvement, we offer workshops about graduation, the college application process, Regents and credit accumulation. Our College Office invites parents in so they can assist with completing the FASFA application and any other material necessary for college application. At each Parent Association Meeting, statistical data is shared along with budgetary decisions including those that apply to instruction. In addition, classes in parenting, stress management, healthy eating, English and computer literacy are offered to parents in both Spanish and English. At all celebrations where students are awarded certificates and recognition, we invite parents to join us. We offer translation services and clear communication with parents to establish a respectful relationship with our community so we can learn of their expectations and needs. At all meetings, we ask for parent input and suggestions to help us improve our performance and student achievement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Throughout the school year teachers receive data from a variety of sources including Regents results, acuity, quiz bees, Cohort Data, scholarship reports, Progress Report, School Quality Review, ARIS, Periodic Assessments, NYSESLAT and the Annual School Report. The information is used to determine school, department and individual goals as well as academic intervention services to put in place. We examine subgroup data to give us a more detailed look at data and what this means for our planning. Teachers, who are part of our 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade teams, use data at every meeting to notice trends and design interventions. At weekly common meetings for the individual subject areas, data is utilized as well to identify strengths and challenges. A yearly Retreat gives teachers the opportunity to reflect and set new goal for the school year. Our Inquiry team consistently looks at data to select a target group, design interventions and measure impact.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Academic Intervention Services, Saturday Program, Credit Recovery, Independent Studies, lunch and learn, individualized tutoring and after school tutoring.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funding includes: Tax Levy and Title 1. Programs and support services include but are not limited to: Health Clinic, counseling, YABC, guest speakers, assemblies, career and college fairs conflict mediation training for staff, gang awareness, Health Corps, NY Presbyterian on site clinic, visits to alternative programs, Cycling and Leadership.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers and administrators in the English and ESL departments met to assess whether Finding 1A was relevant to our school's educational program during weekly common meetings. During each common meeting, we evaluated and reflected upon the alignment of our ELA and ESL curricula. Members of the group evaluated our goals and action plan from our previous CEP and evaluated school data, primarily scholarship reports and Cohort data, to look for possible gaps within our written curriculum. The results of these common meetings have led us to determine that the Curriculum Audit findings were not applicable to our school's educational program in the areas of gaps in the written curriculum, curriculum maps, taught curriculum, and ELA materials. We did conclude that based on a shift in our current ESL population, we need to enrich the current written curriculum for beginner ELL students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The core curriculum in ELA and ESL are aligned to the New York State Regents examinations and the New York State standards in the range of topics covered and the depth of understanding required. This curriculum clearly identifies what students should know and be able to do by the end of each grade level. These skills sets are categorized by the core performance indicators in the key ideas of reading, writing, listening and speaking. The curriculum also addresses a shift in new literacies with an emphasis on the inclusion of media as a public and functional document that students will be able to critique. Teachers are guided in the delivery of the curriculum through

curriculum guides, calendars, and weekly common meetings. This curriculum, which has been enriched and revised within the last year, also provides a good level of challenge for all students through advanced placement courses in English Literature and elective courses in writing and media. All students take an eight semester sequence of English courses that scaffold the skills identified in the core performance indicators. Weekly common meetings have concluded that students are moving forward in attaining the skills in the core performance indicators.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The finding suggests that many curricula do not specify the process strand alignment and that the content strands are not taught in depth. Our school was out in front of other schools in New York City in terms of alignment and depth within the content strands. While the rest of the city was using the Prentice Hall curricula that was not fully aligned for Math A and Math B, our school developed its own curricula for both classes even though Prentice Hall textbooks were being used. Then as the switch to the three class sequence began, our school developed its curricula for the new classes and their standards. For these classes the curricula and the pacing guides were originally written using only the State standards as reference documents. As sample exams and actual exams (for integrated algebra, and now geometry) have become available the pacing guides have constantly adjusted to show the relative priority of problem types and the standards. Our math coach develops a pacing calendar that is specific to the needs of our student population. The development of the pacing calendar is based on the close examine of the State Standards as it relates to the City requirements. The pacing calendar is disseminated during the common meetings of the Math department which is further used to create teacher and student goals. Goals will be assessed and modified periodically. Learning walks, walkthrough, observations, inter-visitation are happening on a weekly basis. Protocols are used to debrief during the common meetings where information is shared among teachers to improve practice as outlined by the goals of the math department

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our curriculum documents support our contention that we are aligned with both the content and the process standards. Our rising passing rates and scores on regents exams (especially in Math B), support our contention of students being taught all of the standards, and at an in-depth level. Further evidence can be found in our SQR from last year where we were commended for our curricula addressing the state and city standards. Based on the scholarship report, 74% of our students passing all math classes in June 2008 compared to 72% in June 2007. A total of 96.8 % passing Math A Regents in 4 year Cohort. 21 students passed Math B Regents in 2008 compared to 7 in 2007. The number of 4 year graduations is increasing from 65% to 69.9% this year. More Regent Diploma and Advanced Regent Diploma were granted: 7 in 2008 compared to 5 in 2007, to 2 in 2006. Since the spring of 2008, we offer the calculus classes and we will continue to keep up with the good work in teaching Mathematics successfully.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers and administrators in the English and ESL departments met to assess whether Finding 2A was relevant to our school's educational program during weekly common meetings. During each common meeting, we evaluated and reflected upon the instruction that takes place in our classrooms. The results of these common meetings have led to determine that the Curriculum Audit findings were not applicable to our school's educational program in the areas of ELA and ESL instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Direct seatwork and individual seatwork are not the predominant instructional strategies used by teachers in our school. Instead, the manner in which our ELA and ESL program is set up enables teachers and students to participate in learning experiences that are very

much student centered in practice. Students are programmed for a double period of ELA in grades 9-11 based upon the balanced literacy workshop model. Double period English courses are used to give students a more intensive experience and this encourages greater levels of engagement using the balanced literacy model. The common structure of each double period ELA class includes: independent reading, responding to literature in a variety of modes, a mini-lesson, application/collaborative activity, and summary. A variety of pedagogical strategies are utilized during ELA lessons, ranging from the use of scaffolding content via an anticipation guide to utilizing the jig saw method to analyze characters in a literary work. These best practices are shared with colleagues during common meetings and inter-visitations.

Teachers utilize data collected from reading conferences, writing conferences, class based assessments, and standardized examinations to differentiate instruction accordingly for students. Data collected from these sources shape grouping formations and the types of assessments that are designed and implemented in classes. When possible, teachers utilize tiered assessments based on students' readiness levels. These best practices and uses of differentiated instruction are observed during formal observations of instruction and documented in post-observation reports on a regular basis. In the realm of technology, teachers in the ELA and ESL program are experimenting with the inclusion of a variety of technology in their classrooms. For example, instructors utilize PowerPoint as a teaching tool during their mini-lessons.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The finding stated that many classrooms are not engaged in best practices and differentiated instruction. Our school is continually involved in staff inter-visitation and in the math department visitations from the math department chairperson and the Math coach. Post observation conferences amongst the staff or with the math coach and math chairperson focus around best practices, which ones were in use in the class and where/how more could be used. Our math department is also expanding the use of technology and in particular using the Carnegie Learning Cognitive Tutor software that allows students to explore and discover the math on their own (or in pairs) using the computer.. Interdisciplinary projects are being developed and implemented during this past semester. Projects in all subjects were developed around the historic presidential election where the Math Department focused on the mortgage crisis through the excel worksheet. Students developed an understanding of interest rates and the many types of loans that contributed to the financial crisis. Our curriculums are well supporting the needs of our students as well as aligning with the NYS Core curriculum.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our increasing success on the state Regents Exams reflects the best practices that occur in our classroom.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This statement does not apply to our school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL Coordinator assessed this finding during conversations with the instructional staff and the Assistant Principal of the English Department. As a result of these conversations, the ESL Coordinator found that key finding 4 regarding Professional Development for English Language Learners is not applicable to the school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school supports the Professional Development of all instructional staff members. Practices that support the professional development of all staff members include the regular dissemination of workshop information gathered from the Principal's Weekly newsletter, the Teacher's Weekly newsletter, and other sources for ELL Professional Development sessions. Staff members identify which professional development sessions will benefit their professional practices based upon the needs and interests of their students. After attending these workshops and sessions, staff members share the information they have learned within their respective departments.

Although staff members are made aware of on-going professional development opportunities, the schedule of such workshops has made it difficult for staff members to attend many of them. The majority of professional development opportunities takes place during the school day and takes place over the span of two to three days. As a result, many staff members are unable to attend the sessions because they feel that they do not want to miss any instructional time with their students, especially the ELL students. Staff members have expressed that they would attend more professional development sessions if they were offered in the span of one day or if they were offered on the weekends or during the school breaks.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The ESL Coordinator and the Assistant Principal of the English Department met to assess whether key finding 5 was applicable to our school community. During these conversations, they reviewed the minutes of common meetings that focused on the impact of ELL data in informing one's instructional practices. As a result of these conversations and the review of common meeting minutes, they found that key finding 5 is not applicable to our school community.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL Coordinator facilitates a "NYSESLAT Data Analysis" workshop for all teachers during departmental meetings during the fall semester. During this workshop, all teachers are trained to read, understand, and analyze the NYSESLAT Exam History Report. They are also provided with instructional strategies that best meet the needs of current, former, and long-term ELL students in their classes. The different needs of each sub-category are also discussed during this workshop. As a result, all teachers are fully aware of their students' NYSESLAT results and their progress in each of the four language modalities (listening/speaking/reading/writing).

During ESL department meetings, ESL teachers analyze the NYSESLAT data to identify trends that reveal improvement, decline, and stagnation in students' language acquisition levels. ESL teachers also discuss the academic progress of students in their classes on a weekly basis. These discussions revolve around best practices, the ELA and ESL curricula, text selections, purchasing new reading materials, the use of the balanced literacy workshop model, the analysis of additional assessment data (Acuity), and academic intervention services.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Transition Linkage Coordinator met with the special education team and agreed that this was not applicable to our school community.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the first faculty meeting of the year, the process of reading an IEP was reviewed with all general education teachers. This was done through the use of a PowerPoint presentation as well as a paper copy of a blank IEP. Furthermore, in an effort to ensure ease of access to reading their student's IEPs, each teacher was given a CD containing their student's IEPs at the beginning of the year. Additionally teachers are emailed copies of their students' IEP each time they are updated. Additionally, opportunities to improve differentiated instruction are regularly provided to teachers through staff development. Moreover, teachers are provided with lists of activities that are available for differentiation in the areas of content, process, and product. These are provided by the special education department.

At the beginning of the school year, each teacher receives a copy of the accommodations for each of their students is entitled to separately from their copy of their students' IEP. This was done to ensure clarity in identifying the proper accommodations for each student. Our professional development also includes workshops for CTT partnerships. The workshops focus on team building and working as teams to promote student learning.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Transition Linkage Coordinator met with the special education team and agreed that this was not applicable to our school community.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Prior to IEP meetings, and prior to being finalized and sent to the parents and the CSE the IEPs at Media are reviewed and edited by multiple persons. Each IEP is written by a Special Education teacher who is familiar with the student. Using questionnaires and interviews, the Special Education teacher gathers information from the individuals involved with the student's education including the student's classroom teachers, the parents, and the students themselves. Each IEP is peer-reviewed by another special education teacher and is then also submitted to the building-wide Assistant Principal of Special Education for review. During this process a student's goals are reviewed to ensure that they not only match observed student performance in the classroom but that they also match state standards and are appropriately guided towards meeting the requirements of state assessments.

In practice the special education teacher lists the state testing accommodations on page 9 of the IEP. Page three, which documents the current academic level of performance, of a student's IEP is used to discuss both the rationale behind those accommodations as well as any additional accommodations and or modifications that teachers and previous IEPs have suggested may be useful in the classroom environment. In the past these have included mention of suggestions such as preferential seating in the classroom, the use of graphic organizers, increased use of kinesthetic instructional activities and posted written routines.

At the High School for Media and Communication there are very few students who have an active behavior plan. However, for students who receive counseling, goals are written that address their behavior and social interactions. In addition the social and behavioral performance of the students is detailed on page four of each student's IEP and is written in conjunction with the student's counselor. Furthermore, there are multiple students who are currently in the process of receiving Functional Behavior Assessments (FBAs) and will be receiving Behavioral Plans shortly thereafter.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
Currently, we have 2 students.
2. Please describe the services you are planning to provide to the STH population.  
Our Title 1 Assistant Principal, our Guidance Counselors, and the social worker are working closely with our students to make sure they get the support they need.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.