



**EDWARD R. MURROW HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 21K525**  
**ADDRESS: 1600 AVENUE L**  
**BROOKLYN, NY 11230**  
**TELEPHONE: 718-258-9283**  
**FAX: 718-252-2611**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  K525       **SCHOOL NAME:**  Edward R. Murrow High School

**SCHOOL ADDRESS:**  1600 Avenue L, Brooklyn, N.Y. 11230

**SCHOOL TELEPHONE:**  718-258-9283       **FAX:**  718-252-2611

**SCHOOL CONTACT PERSON:**  Anthony R. Lodico       **EMAIL ADDRESS:**  Alodico@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**  Christina Ortiz

**PRINCIPAL:**  Anthony R. Lodico

**UFT CHAPTER LEADER:**  Christina Ortiz

**PARENTS' ASSOCIATION PRESIDENT:**  Sandra Rodolico

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*  Rachelle Figeroux

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**  21       **CHILDREN FIRST NETWORK (CFN):**  CFN 405

**NETWORK LEADER:**  Karen Ditolla

**SUPERINTENDENT:**  Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

| Name                    | Position and Constituent Group Represented                               | Signature |
|-------------------------|--|-----------|
| Anthony R. Lodico       | *Principal or Designee   |           |
| Christina Ortiz         | *UFT Chapter Chairperson or Designee                                     |           |
| Sandra Rodolico         | PA President/Parent  |           |
| NA                      | Title I Parent Representative<br><i>(suggested, for Title I schools)</i> |           |
| Patricia Napolitano     | DC 37 Representative, if applicable                                      |           |
| Rachelle Figeroux       | Student Representative   |           |
| Crystal Griffith        | Student Representative   |           |
| Avery Williams          | Student Representative   |           |
| NA                      | CBO Representative, if applicable  |           |
| Allen Barge             | Member/CSA Representative  |           |
| Christine Bennett       | Member/Teacher   |           |
| Heather Cardinale       | Member/Teacher   |           |
| Anita DeMattia          | Member/Counselor   |           |
| Ann Marie Cariello      | Member/Parent  |           |
| Rosalind De Innocentiis | Member/Parent  |           |
| Lisa Pazos              | Member/Parent  |           |
| Michael Portesky        | Member/Parent  |           |
| Maizelin Knowlin        | Member/Parent  |           |
| Jacqueline King         | Member/Parent  |           |

(Add rows, as needed, to ensure all SLT members are listed.)

## **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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#### *Mission Statement*

*To provide a standards based educational program using a continuum of services in a diverse, inclusive and collaborative school community in which students assume responsibility for their individual and group behavior. Also, students are given the opportunity to develop and actualize their unique talents needed for successful entrance into college, employment and productive citizenship.*

#### *Vision Statement*

*We see our school as a center of learning in which all participants will meet with success and move into the larger society with skills, aptitudes and attitudes needed for continued success. To meet this objective, students, parents and teachers will engage in a collaborative venture.*

*According to Clara Hemphill's 2007 publication, New York City's Best Public High Schools, the following is what makes Murrow unique:*

*"Edward R. Murrow High School was founded in 1974 with a progressive, almost utopian vision that students learn best when given the freedom to decide how to spend their time. Walk through the corridors, and you're sure to see kids sitting on the floor chatting with their friends-enjoying the free time that is blocked out in every student's schedule.*

*At Murrow, making friends and learning to get along with others are considered as important to student's development as academics are. The school is racially and ethnically diverse, and has kids of every level of skills-from super-high achievers to severely disabled. It also attracts kids from different social milieus-from politically conservative residents of Marine Park to openly gay from Park Slope.*

*The school is best known for its theater, art, and music departments, but the regular academic courses are as strong as any in the city. Students may take a wide array of Advanced Placement courses, and some compete in the Intel Science Talent Search. Seven foreign languages are taught. The chess team has won statewide and national championships. What distinguishes Murrow from traditional schools with similarly strong academic programs is a culture that accommodates kids' desires-rather than the convenience of teachers or administrators.*

*The philosophy of instruction remains that it is the teacher's job to motivate kids, to light a fire under them, and to make them want to come to class."*

*The school year is divided into four (4) terms called cycles, each consisting of approximately 40-44 days. Parents receive two report cards each cycle for a total of eight during the school year allowing parents to closely monitor their child's progress.*

*Classes meet four times a week for 45 to 60 minute bands which allows for creative instruction and flexibility in teacher planning of additional enrichment activities. Each student meets a guidance counselor at least two times a year to discuss programming and progress.*

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |       |                              |         |         |  |   |              |         |         |
|---|-------|------------------------------|---------|---------|--|---|--------------|---------|---------|
| School Name:  |       | Edward R. Murrow High School |         |         |  |   |              |         |         |
| District:   |       | 21                           | DBN:    | 21K525  | School BEDS Code:                                      |   | 332100011525 |         |         |
| DEMOGRAPHICS  |       |                              |         |         |  |   |              |         |         |
| Grades Served:  | Pre-K |                              | 3       |         | 7  |   | 11           | √       |         |
|   | K     |                              | 4       |         | 8  |   | 12           | √       |         |
|   | 1     |                              | 5       |         | 9  | √ | Ungraded     | √       |         |
|   | 2     |                              | 6       |         | 10   | √ |              |         |         |
| <b>Enrollment</b>   |       |                              |         |         | <b>Attendance - % of days students attended:</b>       |   |              |         |         |
| (As of October 31)  |       | 2008-09                      | 2009-10 | 2010-11 | (As of June 30)  |   | 2007-08      | 2008-09 | 2009-10 |
| Pre-K   |       | 0                            | 0       | 0       |  |   | 90.6         | 91.4    | 90.9    |
| Kindergarten  |       | 0                            | 0       | 0       |  |   |              |         |         |
| Grade 1   |       | 0                            | 0       | 0       | <b>Student Stability - % of Enrollment:</b>            |   |              |         |         |
| Grade 2   |       | 0                            | 0       | 0       | (As of June 30)  |   | 2007-08      | 2008-09 | 2009-10 |
| Grade 3   |       | 0                            | 0       | 0       |  |   | 98.8         | 98.6    | 98.8    |
| Grade 4   |       | 0                            | 0       | 0       |  |   |              |         |         |
| Grade 5   |       | 0                            | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>                 |   |              |         |         |
| Grade 6   |       | 0                            | 0       | 0       | (As of October 31)                                     |   | 2008-09      | 2009-10 | 2010-11 |
| Grade 7   |       | 0                            | 0       | 0       |  |   | 28.8         | 34.5    | 19.6    |
| Grade 8   |       | 0                            | 0       | 0       |  |   |              |         |         |
| Grade 9   |       | 1170                         | 1201    | 1207    | <b>Students in Temporary Housing - Total Number:</b>   |   |              |         |         |
| Grade 10  |       | 1280                         | 1255    | 1226    | (As of June 30)  |   | 2007-08      | 2008-09 | 2009-10 |
| Grade 11  |       | 692                          | 692     | 724     |  |   | 6            | 48      | 33      |
| Grade 12  |       | 710                          | 750     | 800     |  |   |              |         |         |
| Ungraded  |       | 36                           | 49      | 62      | <b>Recent Immigrants - Total Number:</b>               |   |              |         |         |
| Total   |       | 3888                         | 3947    | 4019    | (As of October 31)                                     |   | 2007-08      | 2008-09 | 2009-10 |
|   |       |                              |         |         |  |   | 90           | 89      | 5       |
| <b>Special Education Enrollment:</b>                                    |       |                              |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b>    |   |              |         |         |
| (As of October 31)  |       | 2008-09                      | 2009-10 | 2010-11 | (As of June 30)  |   | 2007-08      | 2008-09 | 2009-10 |
| # in Self-Contained Classes   |       | 234                          | 257     | 262     | Principal Suspensions                                  |   | 360          | 297     | 299     |
| # in Collaborative Team Teaching (CTT) Classes                          |       | 108                          | 137     | 171     | Superintendent Suspensions                             |   | 27           | 31      | 28      |
| Number all others   |       | 123                          | 130     | 125     |  |   |              |         |         |
| <i>These students are included in the enrollment information above.</i> |       |                              |         |         | <b>Special High School Programs - Total Number:</b>    |   |              |         |         |
| (As of October 31)  |       | 2007-08                      | 2008-09 | 2009-10 | CTE Program Participants                               |   | N/A          | 596     | 0       |
|   |       |                              |         |         | Early College HS Program Participants                  |   | 0            | 0       | 0       |
| <b>English Language Learners (ELL) Enrollment:</b>                      |       |                              |         |         | <b>Number of Staff - Includes all full-time staff:</b> |   |              |         |         |
| (BESIS Survey)  |       | 2008-09                      | 2009-10 | 2010-11 | (As of October 31)                                     |   | 2007-08      | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes                                     |       | 79                           | 83      | TBD     | Number of Teachers                                     |   | 204          | 205     | 211     |
| # in Dual Lang. Programs  |       | 0                            | 0       | TBD     |  |   |              |         |         |
| # receiving ESL services only   |       | 221                          | 188     | TBD     |  |   |              |         |         |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |   |         |         |   |         |               |         |
|--|---|---------|---------|---|---------|---------------|---------|
| # ELLs with IEPs   | 34                                      | 81      | TBD     | Number of Administrators and Other Professionals                | 102     | 102           | 44      |
| These students are included in the General and Special Education enrollment information above. |   |         |         | Number of Educational Paraprofessionals                         | 20      | 23            | 79      |
| <b>Overage Students (# entering students overage for grade)</b>                                |   |         |         | <b>Teacher Qualifications:</b>                                  |         |               |         |
| (As of October 31)   | 2007-08                                 | 2008-09 | 2009-10 | (As of October 31)  | 2007-08 | 2008-09       | 2009-10 |
|  | 143                                     | 111     | 368     | % fully licensed & permanently assigned to this school          | 98.6    | 99.1          | 99.5    |
|  |   |         |         | % more than 2 years teaching in this school                     | 82.5    | 83.6          | 85.8    |
|  |   |         |         | % more than 5 years teaching anywhere                           | 74.1    | 76.1          | 80.6    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher                                      | 90.0    | 91.0          | 97.2    |
| (As of October 31)   | 2008-09                                 | 2009-10 | 2010-11 | % core classes taught by "highly qualified" teachers (NCLB/SED) | 91.0    | 94.6          | 89.2    |
| American Indian or Alaska Native   | 0.2                                     | 0.3     | 0.2     |   |         |               |         |
| Black or African American  | 26.7                                    | 25.9    | 24.9    |   |         |               |         |
| Hispanic or Latino   | 15.0                                    | 15.8    | 17.0    |   |         |               |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 26.5                                    | 26.0    | 25.6    |   |         |               |         |
| White  | 31.4                                    | 31.7    | 32.2    |   |         |               |         |
| Male   | 41.1                                    | 42.0    | 41.8    |   |         |               |         |
| Female   | 58.9                                    | 58.0    | 58.2    |   |         |               |         |
| 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:  | 2007-08                                 | 2008-09 | 2009-10 | 2010-11   |         |               |         |
|  |   |         |         |   |         |               |         |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |         |         |   |         |               |         |
| SURR School (Yes/No)   | If yes, area(s) of SURR identification: |         |         |   |         |               |         |
| Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:      |   |         |         |   |         |               |         |
|  | Phase                                   |         |         | Category  |         |               |         |
|  | In Good Standing (IGS)                  |         |         | Basic   | Focused | Comprehensive |         |
|  | Improvement Year 1                      |         |         |   |         |               |         |
|  | Improvement Year 2                      |         |         |   |         |               |         |
|  | Corrective Action (CA) – Year 1         |         |         |   |         |               |         |
|  | Corrective Action (CA) – Year 2         |         |         |   |         |               |         |
|  | Restructuring Year 1                    |         |         |   |         |               |         |
|  | Restructuring Year 2                    |         |         |   | √       |               |         |
|  | Restructuring Advanced                  |         |         |   |         |               |         |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT  |                                |      |                        |   |  |             |                 |
|--|--------------------------------|------|------------------------|---|--|-------------|-----------------|
| Individual Subject/Area AYP Outcomes:  |                                |      |                        |   |  |             |                 |
| <u>Elementary/Middle Level</u>   |                                |      | <u>Secondary Level</u> |   |  |             |                 |
| ELA:   |                                |      | ELA:                   |   |  | X           |                 |
| Math:  |                                |      | Math:                  |   |  | X           |                 |
| Science:   |                                | -    | Graduation Rate:       |   |  | √           |                 |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:   |                                |      |                        |   |  |             |                 |
|  | <u>Elementary/Middle Level</u> |      |                        | <u>Secondary Level</u>                                |  |             |                 |
| <b>Student Groups</b>  | ELA                            | Math | Science                | ELA   | Math   | Grad Rate** | Progress Target |
| <b>All Students</b>  | -                              | -    | -                      | √   | √  | √           | 78              |
| <b>Ethnicity</b>   |                                |      |                        |   |  |             |                 |
| American Indian or Alaska Native   |                                |      |                        | -   | -  |             |                 |
| Black or African American  | -                              | -    | -                      | √   | √  |             |                 |
| Hispanic or Latino   |                                |      |                        | √   | √  |             |                 |
| Asian or Native Hawaiian/Other Pacific Islander  |                                |      |                        | √   | √  |             |                 |
| White  |                                |      |                        | √   | √  |             |                 |
| Multiracial  |                                |      |                        | -   | -  | -           |                 |
| <b>Students with Disabilities</b>  | -                              | -    | -                      | X   | X  |             |                 |
| Limited English Proficient   |                                |      |                        | X   | X  |             |                 |
| Economically Disadvantaged   | -                              | -    | -                      | √   | √  |             |                 |
| <b>Student groups making AYP in each subject</b>   | 0                              | 0    | 0                      | 6   | 6  | 1           |                 |
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>   |                                |      |                        |   |  |             |                 |
| <b>Progress Report Results – 2009-10</b>   |                                |      |                        | <b>Quality Review Results – 2009-10</b>               |  |             |                 |
| Overall Letter Grade:  | A                              |      |                        | Overall Evaluation:                                   | NR   |             |                 |
| Overall Score:   | 70.1                           |      |                        | Quality Statement Scores:                             |  |             |                 |
| Category Scores:   |                                |      |                        |   | Quality Statement 1: Gather Data                           |             |                 |
| School Environment:  | 9.8                            |      |                        | Quality Statement 2: Plan and Set Goals               |  |             |                 |
| (Comprises 15% of the Overall Score)   |                                |      |                        |   | Quality Statement 3: Align Instructional Strategy to Goals |             |                 |
| School Performance:  | 17                             |      |                        | Quality Statement 4: Align Capacity Building to Goals |  |             |                 |
| (Comprises 25% of the Overall Score)   |                                |      |                        |   | Quality Statement 5: Monitor and Revise                    |             |                 |
| Student Progress:  | 34.3                           |      |                        |   |  |             |                 |
| (Comprises 60% of the Overall Score)   |                                |      |                        |   |  |             |                 |
| Additional Credit:   | 9                              |      |                        |   |  |             |                 |
| <b>KEY: AYP STATUS</b>   |                                |      |                        | <b>KEY: QUALITY REVIEW SCORE</b>                      |  |             |                 |
| √ = Made AYP   |                                |      |                        | U = Underdeveloped                                    |  |             |                 |
| √ <sup>SH</sup> = Made AYP Using Safe Harbor Target  |                                |      |                        | UPF = Underdeveloped with Proficient Features         |  |             |                 |
| X = Did Not Make AYP   |                                |      |                        | P = Proficient  |  |             |                 |
| - = Insufficient Number of Students to Determine AYP   |                                |      |                        | WD = Well Developed                                   |  |             |                 |
|  |                                |      |                        | NR = Not Reviewed                                     |  |             |                 |
| * = 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. |                                |      |                        |   |  |             |                 |
| ** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>     |                                |      |                        |   |  |             |                 |

## 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/Teacher 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 your school's 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?
- 

*Since July, 2004 the city and state progress reports and report cards, along with the Learning Environment Survey and Quality Review, have reinforced the fact that as a community, Murrow's on grade and above grade level students are achieving at an appropriate level. In the last four years we have made measurable improvements in the achievement of our Special Education students and English Language Learners. These accomplishments are clearly seen in the results of the 2006-2007 State Education Department Report Card and illustrated in the marked improvements of these specific cohorts in meeting adequate yearly progress. Our most recent New York State Accountability and Overview report for 2009-2010 has determined that we are "Restructuring (advanced) Focused" for both ELA and Mathematics. For mathematics we met AYP for all ethnicity cohorts but still fell short for our students with disabilities and LEP students. In ELA, we do not make AYP for students with disabilities, LEP and the Hispanic/Latino cohorts.*

*Two of the greatest accomplishments is the last four years have been the increase in the percentage of students receiving a diploma in four years and we have maintained a high number of students who achieve Advanced Regents diplomas. The New York City Department of Education Progress Report shows that we had a steady increase of our 4 year and 6 year graduation and weighted graduation rates.*

|                        | <b>2006-2007</b> | <b>2007-2008</b> | <b>2008-2009</b> | <b>2009-2010</b> |
|------------------------|------------------|------------------|------------------|------------------|
| <i>4 year</i>          | <i>71.1</i>      | <i>75.8</i>      | <i>73.5</i>      | <i>77.7</i>      |
| <i>4 year weighted</i> | <i>155.3</i>     | <i>182.6</i>     | <i>170.4</i>     | <i>188.7</i>     |
| <i>6 year</i>          | <i>78.7</i>      | <i>79.4</i>      | <i>77.1</i>      | <i>82.9</i>      |
| <i>6 year weighted</i> | <i>168.7</i>     | <i>180.3</i>     | <i>175.6</i>     | <i>200.9</i>     |

*The one area where we still fall short as a school community is in the Adequate Yearly Progress of our Hispanic population. Our Inquiry Team, School Leadership Team and Academic Task Force, in conjunction with the cabinet, are developing strategies to be used in the classroom to determine and address why these students are still performing poorly. Attendance outreach is a major part of the plan since that is one easily identified barrier to our Hispanic students' success.*

*The latest Quality Review which took place March 3-5, 2010 acknowledges that we have been working on previous Quality Review recommendations and suggestions. We continue to deepen our*

*work in developing strategic and meaningful differentiation of instruction as well as using professional development time to strengthen teacher teams and leadership.*

*One of the significant challenges we face is maintaining the unique culture on which Murrow was founded. Our students occasionally have a more difficult adjustment period than if they were enrolled in a traditionally structured high school. Therefore, a clear challenge has been to maintain and balance Murrow's philosophy and its mission with showing measurable progress with our students during the first year. One of the clear trends evident from a careful review of our data is that once students have adjusted to Murrow's culture, students achieve and graduate in four(4), five (5) or six(6) years. Another clear challenge, as mentioned earlier, is working to ensure significant progress in all cohorts. This challenge is magnified by the fact that Murrow happily embraces a population of over 10% Special Education and 8% English Language Learners.*

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**Goal 1: To increase the number of students with disabilities earning a grade of 65 or above on the ELA Regents.**

**Objective:** There will be a 3% increase of students with disabilities who will pass the ELA exam with a grade of 65 or better which represents approximately 3 additional students. Last year, 114 special education students took the ELA Regents. In January or June of 2009/2010, 48 passed with a 65 or better representing 42% of the population. By June, 2011, 45% will earn a grade of 65 or better.

**Goal 2: To Improve the graduation rate for our Hispanic cohort.**

**Objective:** There will be a 2% increase in the number of students graduating by August 2011 who are identified as Hispanic in ATS. This will bring the Hispanic graduation rate of 67.7% for the Hispanic cohort.

Our goal is to reach the 80% graduation rate target within the next three years.

**Goal 3: To continue having 100% of teachers be involved in inquiry teams during Wednesday morning team time.**

**Objective:** Work in these teams would foster greater passing rates in each of our four cycle scholarship reports. Also, the work being done in all of the teams will translate to improving credit accumulation for first year students by 2% points bringing the overall number to at least 78.7%.

**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 2010-11 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, PLA, 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):** **ELA SWD**

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|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p><b>To increase the number of students with disabilities earning a grade of 65 or above on the ELA Regents.</b></p>  |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>   | <ul style="list-style-type: none"> <li>• <b>Regents Preparatory Courses for targeted IEP students (Guidance Counselor/AP Special Education/AP English)</b></li> <li>• <b>Targeted students who score 50-64 are counseled and assistance is offered to help student retake ELA Regents</b></li> <li>• <b>Professional Development for 11<sup>th</sup> grade CTT ELA teachers during common planning and Wednesday morning PD/team time</b></li> <li>• <b>PM self contained classes are offered for special education students focusing on ELA Regents preparation and credit recovery</b></li> <li>• <b>Parent meetings are scheduled for extra support</b></li> <li>• <b>A new student writing center is open to all students throughout the day as an additional academic intervention service</b></li> <li>• <b>Constant monitoring of instruction in all ELA classes to ensure alignment with state standards and ELA skills</b></li> <li>• <b>Attendance outreach/home visits</b></li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> <li>• <b>Inquiry Team meetings/Professional Development involving special education, general education and CTT teaching teams (PS GFY1G, GFY1F, GG0MI)</b></li> <li>• <b>Curriculum revision (PS GGAJT)</b></li> <li>• <b>Increased funds for special education PM and summer school offerings (PS GFY1E, GGAJB, GG0MK, GGD44, GEW41)</b></li> <li>• <b>Parental Workshops (PS GG73O, GG0MI)</b></li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <b>Two Academies have been instituted enabling the English and social studies teachers to work collaboratively better serving the needs of IEP and ELL students (Circular 6, common planning, block programming and PD)</b></li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><b>Regents' results and scholarship reports are gathered from STARS and assessed each cycle. Gains and progress are reviewed by Leadership Team, Inquiry Teams and Cabinet.</b></p>  |

**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 2010-11 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, PLA, 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: All**

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>   | <p><b>To improve the graduation rate for our Hispanic cohort.</b></p>   |
| <p><b>Action Plan</b><br/>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>• Parent meetings held for ELL Academy and also for Hispanic parent/guardians whose child has tested out of ELL</li> <li>• In science, additional lab periods are programmed for English Language Learners</li> <li>• On-going PD for all teachers focusing on strategies for ELL students</li> <li>• Differentiated Instruction professional development by administration and outside suppliers (Since 2009, mathematics, foreign language, science and English teachers have been serviced by an outside trainer)</li> <li>• Ongoing ARIS training and strategies for its use related to better communication and assessing of ELL and Hispanic cohort students</li> <li>• School wide technology training</li> <li>• Inquiry/Teacher Team work focused on targeting ELL students and determining needs</li> <li>• Attendance outreach/home visits</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p> | <ul style="list-style-type: none"> <li>• Inquiry Team meetings/Professional Development (PS GFY1G, GFY1F, GG0MI)</li> <li>• Curriculum revision (PS GGAJT)</li> <li>• Targeted programs and PM school (PS GFY1E, GGAJB, GG0MK, GGD44, GEW41)</li> <li>• Tutoring sessions for ELL students (Circular 6 assignments and PS GGD43)</li> <li>• Counseling and Parental Workshops (Mandated, guidance and social workers, PS GG730, GG0MI)</li> </ul>   |

|  |   |
|--|---|
| <p><i>described in this action plan.</i></p>   | <ul style="list-style-type: none"> <li>• <b>Supplies and postage (OTPS ZNC9, Y0V3, ZS0Y, ZS6O, Y1G3)</b></li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><b>Graduation rate and cohort data on HSST, ARIS and SED Accountability Reports.</b></p>                         |



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>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     | 182                            | 165                            | 207                            | 202                            | 142  | 53  | 50                                 | 65                                    |
| 10    | 127                            | 148                            | 143                            | 171                            | 128  | 32  | 38                                 | 37                                    |
| 11    | 49                             | 52                             | 44                             | 38                             | 75   | 45  | 15                                 | 23                                    |
| 12    | 20                             | 24                             | 36                             | 40                             | 93   | 25  | 35                                 | 33                                    |

**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**

| Name of Academic Intervention Services (AIS)                 | <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.).  |
|--|---|
| <b>ELA:</b>  | <b>Beginning English Language Learners receive triple or double periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports contact area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. After school Regents preparation tutorials for immigrant students who have been in the US for less than three years. Students receive back to back double period literacy instruction in a collaborative teaching environment. Two teachers, one special education and one general education, share the classes and are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6 assignments. Achieve 3000</b> |
| <b>Mathematics:</b>  | <b>Level 1 math students are taught in a collaborative manner by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments. Peer tutoring is arranged for other students by the SWAT Team. After school tutoring for subjects and Regents Preparation is also offered.</b>   |
| <b>Science:</b>  | <b>Teachers provide tutoring for students through their Circular 6 assignments. Make up labs are scheduled for students after school. Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged.</b>   |
| <b>Social Studies:</b>                                       | <b>Teachers provide tutoring for students through their Circular 6 assignments. Students have the ability to qualify for the on-line Murrow Independent Learning Experience (MILE). Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged.</b>   |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | <b>Guidance counselors provide targeted classroom guidance lessons each cycle. Small group sessions for at-risk students are provided who present attendance issues. Small group sessions are scheduled for students to improve social, emotional and coping skills.</b>  |
| <b>At-risk Services Provided by the School Psychologist:</b> | <b>Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.</b>   |
| <b>At-risk Services Provided by the Social Worker:</b>       | <b>Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.</b>   |
| <b>At-risk Health-related Services:</b>                      | <b>Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medial emergencies.</b>   |

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be Served: 220 LEP        Non-LEP

Number of Teachers 3      Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

**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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**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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**Section III. Title III Budget**

School: Edward R. Murrow High School \_\_\_\_\_ BEDS Code: 332100011525

| Allocation Amount:   |   |  |
|--|---|--|
| Budget Category  | Budgeted Amount   | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                               | <b>\$45,165.73</b><br><b>Approx. 43% of the technology teacher’s salary</b> | <b>Part of a teacher’s salary and fringe benefits. Balance of additional personnel salary and fringe will be paid from different funding source.</b> |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.  |   | <b>All purchased services will be provided at no cost to the program.</b>  |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials. Must be clearly listed. | <b>\$1,894.27</b>   | <b>Printing and delivery cost for materials necessary in class.</b>  |
| <b>Educational Software (Object Code 199)</b>  |   |  |
| <b>Travel</b>  |   | <b>Local travel for staffing providing translation/interpretation services.</b>  |
| <b>Other</b>   |   |  |
| <b>TOTAL</b>   | <b>\$47,060.00</b>  |  |

### 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.

*During the enrollment process, parents are required to complete the Emergency Contact Card and the HLIS. Emergency contact card (25-2290.00.0 updated 06/22/06) lists parent's preferred written and oral language of communication. This information is entered into ATS. The AP PPS, and the program chairman are responsible for providing information to submit for translation services so that parents of ELLs receive all school correspondence in the language of choice.*

*Needs assessment has revealed that the following language groups are represented at Edward R. Murrow:*

|                     |                   |
|---------------------|-------------------|
| <i>Spanish</i>      | <i>69</i>         |
| <i>Chinese</i>      | <i>98</i>         |
| <i>Russian</i>      | <i>31</i>         |
| <i>Bengali</i>      | <i>13</i>         |
| <i>Urdu</i>         | <i>25</i>         |
| <i>Arabic</i>       | <i>10</i>         |
| <i>Haitian</i>      | <i>17</i>         |
| <i>French</i>       | <i>2</i>          |
| <i>Korean</i>       | <i>1</i>          |
| <i>Punjabi</i>      | <i>2</i>          |
| <i>Polish</i>       | <i>1</i>          |
| <i>Albanian</i>     | <i>4</i>          |
| <i>Other</i>        | <i>22</i>         |
| <b><i>Total</i></b> | <b><i>295</i></b> |

The assistant principal of computer services provides the school community with a list of student's home language. Faculty sends home correspondence to parents in the language listed on this report. Additionally, phone interpretation services are used to communicate with these parents. During teacher orientation, faculty is annually reminded of the availability of translation and interpretation services.

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.

*Findings indicate that E.R. Murrow documents needs to be translated into Spanish, Chinese, Bengali, Urdu, Arabic, Haitian-Creole, Korean, Punjabi, Polish, Albanian and Russian. The assistant principal of computer services provides the school community with a list of student's home languages at the beginning of each cycle. Additionally translators from these language groups are available at meetings to provide oral interpretation services. Edward R. Murrow High School has a pool of in-house staff translators. Parents are informed of these available services through youngsters ESL classes. Letters are back-packed home to parents informing them of the dates of school meetings and the availability of oral translation services.*

## **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.

Written translation will be provided in various bulletins and pamphlets distributed to students throughout the year (the PTA Bulletin, parent orientation handouts, parent/teacher pamphlets, etc). This will be a vehicle for the parents to obtain information about our interpretation services. Translated documents will be sent out simultaneously with English documents. The AP PPS will ensure all documents are translated to meet the timeline for distribution. Written translation services will be provided by the DOE translation unit and E.R. Murrow staff. Additionally, Edward R. Murrow provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are distributed. Edward R. Murrow High School conspicuously posts at the East 17<sup>th</sup> Street entrance a sign in each of our prominent languages indicating the availability of interpretation services.

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.

*Edward R. Murrow High School provides oral interpretation services at parent./teachers conferences, PTA meetings, and school performances. Oral interpretation services will be provided by in-house school staff and community volunteers.*

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>.

Edward R. Murrow High School's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

At the present time, Edward R. Murrow High School does not have a population of more than 10% of the children whose primary language is neither English nor a covered language. If there is a population of 10% or more of a primary language that is not available, Murrow shall obtain from the

Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII of Chancellors A-663 and shall post and provide such forms in accordance with this section.

The Edward R. Murrow website offers a translation link to parents.

**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 Schoolwide 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 Basic | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11:  | N/A           | N/A          |       |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:   | N/A           |              |       |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | N/A           | *            |       |
| 4. Enter the anticipated 10% set-aside for Professional Development:  | N/A           | *            |       |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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 Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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 Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name            | Fund Source<br><i>(i.e., Federal, State, or Local)</i> | Program Funds Are<br>“Conceptually” <sup>1</sup> Consolidated<br>in the Schoolwide Program<br>(✓) |    |     | Amount Contributed<br>to Schoolwide Pool<br><i>(Refer to Galaxy for FY’11<br/>school allocation amounts)</i> | Check (✓) in the left column below to verify that<br>the school has met the intent and purposes <sup>2</sup> of<br>each program whose funds are consolidated.<br>Indicate page number references where a related<br>program activity has been described in this plan. |           |
|-------------------------|--|---|----|-----|--|---|-----------|
|                         |  | Yes   | No | N/A |  | Check (✓)   | Page #(s) |
| Title I, Part A (Basic) | Federal  |   |    |     |  |   |           |
| Title I, Part A (ARRA)  | Federal  |   |    |     |  |   |           |
| Title II, Part A        | Federal  |   |    |     |  |   |           |
| Title III, Part A       | Federal  |   |    |     |  |   |           |
| Title IV                | Federal  |   |    |     |  |   |           |
| IDEA                    | Federal  |   |    |     |  |   |           |
| Tax Levy                | Local  |   |    |     |  |   |           |

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring Focused      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring – Not Applicable**

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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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:** Not Applicable

**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><br>(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: 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.)
2. Please describe the services you are planning to provide to the STH population.

### **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). 5
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
*This money is used to purchase clothing and school supplies for students. We meet with each of the students at the beginning of the term to see what they may need. Each student knows they can come to the office to get whatever they need. We also provide paper and postage for mailings.*
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 your Children First Network. \$45,705

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

|                     |                              |             |        |               |  |              |
|---------------------|------------------------------|-------------|--------|---------------|--|--------------|
| <b>School Name:</b> | Edward R. Murrow High School |             |        |               |  |              |
| <b>District:</b>    | 21                           | <b>DBN:</b> | 21K525 | <b>School</b> |  | 332100011525 |

**DEMOGRAPHICS**

|                |       |  |   |  |    |   |          |   |
|----------------|-------|--|---|--|----|---|----------|---|
| Grades Served: | Pre-K |  | 3 |  | 7  |   | 11       | v |
|                | K     |  | 4 |  | 8  |   | 12       | v |
|                | 1     |  | 5 |  | 9  | v | Ungraded | v |
|                | 2     |  | 6 |  | 10 | v |          |   |

| <b>Enrollment</b>         |         |         |         | <b>Attendance - % of days students attended:</b>     |         |         |         |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Pre-K                     | 0       | 0       | 0       |  | 90.6    | 91.4    | 90.9    |
| Kindergarten              | 0       | 0       | 0       |  |         |         |         |
| Grade 1                   | 0       | 0       | 0       | <b>Student Stability - % of Enrollment:</b>          |         |         |         |
| Grade 2                   | 0       | 0       | 0       | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 3                   | 0       | 0       | 0       |  | 98.8    | 98.5    | 98.8    |
| Grade 4                   | 0       | 0       | 0       |  |         |         |         |
| Grade 5                   | 0       | 0       | 0       | <b>Poverty Rate - % of Enrollment:</b>               |         |         |         |
| Grade 6                   | 0       | 0       | 0       | <i>(As of October 31)</i>                            | 2008-09 | 2009-10 | 2010-11 |
| Grade 7                   | 0       | 0       | 0       |  | 28.8    | 34.5    | 19.6    |
| Grade 8                   | 0       | 0       | 0       |  |         |         |         |
| Grade 9                   | 1170    | 1201    | 1207    | <b>Students in Temporary Housing - Total Number:</b> |         |         |         |
| Grade 10                  | 1280    | 1255    | 1226    | <i>(As of June 30)</i>                               | 2007-08 | 2008-09 | 2009-10 |
| Grade 11                  | 692     | 692     | 724     |  | 6       | 48      | 33      |
| Grade 12                  | 710     | 750     | 800     |  |         |         |         |
| Ungraded                  | 36      | 49      | 62      | <b>Recent Immigrants - Total Number:</b>             |         |         |         |
| Total                     | 3888    | 3947    | 4019    | <i>(As of October 31)</i>                            | 2007-08 | 2008-09 | 2009-10 |
|                           |         |         |         |  | 90      | 89      | 5       |

| <b>Special Education</b>                       |         |         |         | <b>Suspensions (OSYD Reporting) - Total Number:</b> |         |         |         |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i>                      | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes                    | 234     | 257     | 262     | Principal Suspensions                               | 360     | 297     | 299     |
| # in Collaborative Team Teaching (CTT) Classes | 108     | 137     | 171     | Superintendent Suspensions                          | 27      | 31      | 28      |
| Number all others                              | 123     | 130     | 125     |   |         |         |         |

| <b>Special High School Programs - Total Number:</b> |         |         |         |
|---|---------|---------|---------|
| <i>(As of October 31)</i>                           | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants                            | N/A     | 596     | 0       |
| Early College HS Program Participants               | 0       | 0       | 0       |

| <b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>                              |         |         |         | <b>Number of Staff - Includes all full-time staff:</b> |         |         |         |
|--|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i>  | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i>                              | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes  | 79      | 83      | TBD     | Number of Teachers                                     | 204     | 205     | 211     |
| # in Dual Lang. Programs   | 0       | 0       | TBD     | Number of Administrators and Other Professionals       | 102     | 102     | 44      |
| # receiving ESL services only  | 221     | 188     | TBD     | Number of Educational Paraprofessionals                | 20      | 23      | 79      |
| # ELLs with IEPs   | 34      | 81      | TBD     |  |         |         |         |
| These students are included in the General and Special Education enrollment information above. |         |         |         |  |         |         |         |

| Overage Students (# entering students overage for |         |         |         | Teacher Qualifications:                                |         |         |         |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31)                                | 2007-08 | 2008-09 | 2009-10 | (As of October 31)                                     | 2007-08 | 2008-09 | 2009-10 |
|   | 143     | 111     | 368     | % fully licensed & permanently assigned to this school | 98.6    | 99.1    | 99.5    |
|   |         |         |         | % more than 2 years teaching in this school            | 82.5    | 83.6    | 85.8    |
|   |         |         |         | % more than 5 years teaching anywhere                  | 74.1    | 76.1    | 80.6    |
| Ethnicity and Gender - % of Enrollment:           |         |         |         |  |         |         |         |
| (As of October 31)                                | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher                             | 90.0    | 91.0    | 97.2    |
| American Indian or Alaska Native                  | 0.2     | 0.3     | 0.2     | % core classes taught by "highly qualified" teachers   | 91.0    | 94.6    | 89.2    |
| Black or African American                         | 26.7    | 25.9    | 24.9    |  |         |         |         |
| Hispanic or Latino                                | 15.0    | 15.8    | 17.0    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific            | 26.5    | 26.0    | 25.6    |  |         |         |         |
| White   | 31.4    | 31.7    | 32.2    |  |         |         |         |
| <b>Male</b>                                       | 41.1    | 42.0    | 41.8    |  |         |         |         |
| <b>Female</b>                                     | 58.9    | 58.0    | 58.2    |  |         |         |         |

#### 2009-10 TITLE I STATUS

|                  | Title I   |  |  |         |         |         |         |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v                | Title I   |  |  |         |         |         |         |
|                  | Non-Title |  |  |         |         |         |         |
| Years the School |           |  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 |

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

|                             |  |         |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|
| <b>SURR School (Yes/No)</b> |  | If yes, |  |  |  |  |  |
|-----------------------------|--|---------|--|--|--|--|--|

#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

|                               | Phase   |             |                   | Category |         |               |
|-------------------------------|---------|-------------|-------------------|----------|---------|---------------|
|                               | In Good | Improvement | Corrective Action | Basic    | Focused | Comprehensive |
| Improvement Year 1            |         |             |                   |          |         |               |
| Improvement Year 2            |         |             |                   |          |         |               |
| Corrective Action (CA) – Year |         |             |                   |          |         |               |
| Corrective Action (CA) – Year |         |             |                   |          |         |               |
| Restructuring Year 1          |         |             |                   |          |         |               |
| Restructuring Year 2          |         |             |                   |          | v       |               |
| Restructuring Advanced        |         |             |                   |          |         |               |

#### Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level |   | Secondary Level  |   |
|-------------------------|---|------------------|---|
| ELA:                    |   | ELA:             | X |
| Math:                   |   | Math:            | X |
| Science:                | - | Graduation Rate: | v |

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups      | Elementary/Middle Level |      |         | Secondary Level |      |             | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
|                     | ELA                     | Math | Science | ELA             | Math | Grad Rate** |                 |
| <b>All Students</b> | -                       | -    | -       | v               | v    | v           | 76              |
| <b>Ethnicity</b>    |                         |      |         |                 |      |             |                 |

|   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|--|
| American Indian or Alaska Native                |   |   |   | - | - |   |  |
| Black or African American                       | - | - | - | v | v |   |  |
| Hispanic or Latino                              |   |   |   | v | v |   |  |
| Asian or Native Hawaiian/Other Pacific Islander |   |   |   | v | v |   |  |
| White   |   |   |   | v | v |   |  |
| Multiracial                                     |   |   |   | - | - | - |  |
| Students with Disabilities                      | - | - | - | X | X |   |  |
| Limited English Proficient                      |   |   |   | X | X |   |  |
| Economically Disadvantaged                      | - | - | - | v | v |   |  |
| <b>Student groups making</b>                    | 0 | 0 | 0 | 6 | 6 | 1 |  |

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

|  |      |  |  |  |  |  |    |
|--|------|--|--|--|--|--|----|
| <b>Progress Report Results – 2009-10</b> |      | <b>Quality Review Results – 2009-10</b>                    |  |  |  |  |    |
| <b>Overall Letter Grade:</b>             | A    | <b>Overall Evaluation:</b>                                 |  |  |  |  | NR |
| <b>Overall Score:</b>                    | 70.1 | <b>Quality Statement Scores:</b>                           |  |  |  |  |    |
| <b>Category Scores:</b>                  |      | Quality Statement 1: Gather Data                           |  |  |  |  |    |
| School Environment:                      | 9.8  | Quality Statement 2: Plan and Set Goals                    |  |  |  |  |    |
| <i>(Comprises 15% of the</i>             |      | Quality Statement 3: Align Instructional Strategy to Goals |  |  |  |  |    |
| School Performance:                      | 17   | Quality Statement 4: Align Capacity Building to Goals      |  |  |  |  |    |
| <i>(Comprises 25% of the</i>             |      | Quality Statement 5: Monitor and Revise                    |  |  |  |  |    |
| Student Progress:                        | 34.3 |  |  |  |  |  |    |
| <i>(Comprises 60% of the</i>             |      |  |  |  |  |  |    |
| Additional Credit:                       | 9    |  |  |  |  |  |    |

|  |   |
|--|---|
| <b>KEY: AYP STATUS</b>                               | <b>KEY: QUALITY REVIEW SCORE</b>              |
| v = Made AYP   | U = Underdeveloped                            |
| vSH = Made AYP Using Safe Harbor Target              | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP                                 | P = Proficient                                |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed                           |
|  | NR = Not Reviewed                             |

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |                    |  |                                       |
|--|--------------------|--|---------------------------------------|
| Network Cluster <b>Empowerment</b>             | District <b>21</b> | School Number <b>525</b>                   | School Name <b>Edward R Murrow HS</b> |
| Principal <b>Anthony R. Lodico</b>             |                    | Assistant Principal <b>Angela Gramegna</b> |                                       |
| Coach <b>type here</b>                         |                    | Coach <b>type here</b>                     |                                       |
| Teacher/Subject Area <b>Rosemary Iervasi</b>   |                    | Guidance Counselor <b>Anita DeMattia</b>   |                                       |
| Teacher/Subject Area <b>Nora Diaz Guevara</b>  |                    | Parent <b>Sandra Rodolico</b>              |                                       |
| Teacher/Subject Area <b>type here</b>          |                    | Parent Coordinator <b>Rose Dasch</b>       |                                       |
| Related Service Provider <b>Edward Marzano</b> |                    | Other <b>type here</b>                     |                                       |
| Network Leader <b>Karen Ditolla</b>            |                    | Other <b>type here</b>                     |                                       |

### B. Teacher Qualifications

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

|   |          |  |          |  |           |
|---|----------|--|----------|--|-----------|
| Number of Certified ESL Teachers                          | <b>5</b> | Number of Certified Bilingual Teachers                   | <b>3</b> | Number of Certified NLA/Foreign Language Teachers              | <b>16</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>1</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification |           |

### C. School Demographics

|                                    |             |                      |            |   |              |
|------------------------------------|-------------|----------------------|------------|---|--------------|
| Total Number of Students in School | <b>4071</b> | Total Number of ELLs | <b>378</b> | ELLs as Share of Total Student Population (%) | <b>9.29%</b> |
|------------------------------------|-------------|----------------------|------------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. When new students are admitted to Edward R. Murrow High School the Home Language Identification survey is administered. Within the first 10 days of enrollment, an informal oral interview first in English and if necessary in the native language is conducted with the parent and child. The home language survey is formally assessed by the admitting officer. LAB BESIS coordinator, Rosemary Iervasi is responsible for conducting the initial screening, administration of the HLIS, LAB R (if necessary) and the formal initial assessment. Rosemary Iervasi is a licensed, tenured teacher of ESL. Every spring all ELLs are assessed using the NEW YORK STATE ENGLISH AS A SECOND LANGUAGE TEST. The speaking task is conducted by licensed ESL teachers who pull out students from ESL classes to individually administer the test. The listening, reading and writing portions are administered in ESL classes within the time frame mandated by New York State. Students who are native Spanish speakers and score below proficiency are also administered a Spanish LAB to determine language dominance and native language literacy.
  2. When new students are admitted to Murrow and are eligible for ESL services, the ESL coordinator obtains the video in the appropriate language and sets up a viewing room for the parent or guardian for the newly admitted student. The responsible guardian views the film and is given the opportunity to ask questions with an interpreter (if necessary). All of the programs for English language support services are explained. These include free standing ESL, transitional bilingual education and dual language programs. The programs available at Murrow are explained on an individual basis at this time. This takes place within 5 days of the student being admitted to Edward R. Murrow High School.
  3. Edward R. Murrow ensures that entitlement/eligibility letters are distributed to families by sending them out by the US Postal Service and an additional copy is sent home via backpack with each student. Parent survey and program selection forms are given to parents during their initial admittance (in the appropriate language) and are collected back. If a form is not returned by a Chinese or Spanish speaking ELL, these youngsters are put into our transitional bilingual program (as per CR Part 154).
  4. Identified ELL students are given the option of participating in our transitional bilingual program (if applicable) or ESL instructional program. LAB R scores are used to place identified ELLs in the appropriate level of ESL instruction. At the time of admittance, program options are explained to parents in their native language.
  5. The trend in program choices for identified ELLs has been the ESL instructional program. For the 2009-2010 school year, 17 ELLs have selected the ESL instructional program, 28 ELLs have selected the bilingual Chinese, and 20 have selected the bilingual Spanish.
  6. Program models at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown                   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   | 2 | 2  | 1  | 1  | 6     |
| (60%:40% → 50%:50% →                    |   |   |   |   |   |   |   |   |   |   |    |    |    |       |

|                                   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
|-----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 75%:25%)                          |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
| <b>Dual Language</b><br>(50%:50%) |   |   |   |   |   |   |   |   |   |   |   |   |   | 0  |
| <b>Freestanding ESL</b>           |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
| <b>Self-Contained</b>             |   |   |   |   |   |   |   |   |   | 5 | 3 | 2 | 2 | 12 |
| <b>Push-In</b>                    |   |   |   |   |   |   |   |   |   | 0 | 0 | 0 | 0 | 0  |
| <b>Total</b>                      | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 5 | 3 | 3 | 18 |

**B. ELL Years of Service and Programs**

| Number of ELLs by Subgroups |     |   |     |                                      |     |
|-----------------------------|-----|---|-----|--------------------------------------|-----|
| <b>All ELLs</b>             | 378 | <b>Newcomers (ELLs receiving service 0-3 years)</b> | 146 | <b>Special Education</b>             | 103 |
| <b>SIFE</b>                 | 81  | <b>ELLs receiving service 4-6 years</b>             | 129 | <b>Long-Term (completed 6 years)</b> | 103 |

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

|                      | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |
|----------------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                      | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|                      | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| <b>TBE</b>           | 43                | 6    | 0                 | 23               | 11   | 0                 | 3                                  | 1    | 0                 | 69    |
| <b>Dual Language</b> |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| <b>ESL</b>           | 103               | 18   | 13                | 103              | 45   | 34                | 100                                | 18   | 56                | 306   |
| <b>Total</b>         | 146               | 24   | 13                | 126              | 56   | 34                | 103                                | 19   | 56                | 375   |

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   | 15 | 9  | 1  | 0  | 25    |
| Chinese  |   |   |   |   |   |   |   |   |   | 25 | 31 | 1  | 1  | 58    |
| Russian  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Arabic   |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Haitian  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| French   |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Korean   |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Punjabi  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Polish   |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Albanian                                       |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Yiddish  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| Other  |   |   |   |   |   |   |   |   |   | 0  | 0  | 0  | 0  | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40 | 2  | 1  | 83    |

| Dual Language (ELLs/EPs)<br>K-8                |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    |
|  | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|  | ELL | EP | ELL   | EP |
| Spanish  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)<br>9-12               |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish  |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese  |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian  |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean   |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian  |     |    |     |    |     |    |     |    | 0     | 0  |
| French   |     |    |     |    |     |    |     |    | 0     | 0  |
| Other  |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| This Section for Dual Language Programs Only                      |                                    |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):                                 |                                    |
| African-American:   | Asian:                             |
| Hispanic/Latino:  | Other:                             |
| Native American:  | White (Non-Hispanic/Latino):       |

| Freestanding English as a Second Language      |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   | 32 | 27 | 2  | 8  | 69    |
| Chinese  |   |   |   |   |   |   |   |   |   | 44 | 25 | 16 | 13 | 98    |
| Russian  |   |   |   |   |   |   |   |   |   | 18 | 5  | 4  | 4  | 31    |
| Bengali  |   |   |   |   |   |   |   |   |   | 8  | 1  | 3  | 1  | 13    |
| Urdu   |   |   |   |   |   |   |   |   |   | 12 | 8  | 1  | 4  | 25    |
| Arabic   |   |   |   |   |   |   |   |   |   | 5  | 4  | 0  | 1  | 10    |
| Haitian  |   |   |   |   |   |   |   |   |   | 12 | 4  | 0  | 1  | 17    |
| French   |   |   |   |   |   |   |   |   |   | 2  | 0  | 0  | 0  | 2     |
| Korean   |   |   |   |   |   |   |   |   |   | 0  | 1  | 0  | 0  | 1     |
| Punjabi  |   |   |   |   |   |   |   |   |   | 2  | 0  | 0  | 0  | 2     |

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9          | 10        | 11        | 12        | TOTAL      |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|-----------|-----------|-----------|------------|
| Polish       |          |          |          |          |          |          |          |          |          | 0          | 0         | 0         | 1         | 1          |
| Albanian     |          |          |          |          |          |          |          |          |          | 2          | 0         | 1         | 1         | 4          |
| Other        |          |          |          |          |          |          |          |          |          | 11         | 7         | 2         | 2         | 22         |
| <b>TOTAL</b> | <b>0</b> | <b>148</b> | <b>82</b> | <b>29</b> | <b>36</b> | <b>295</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. All ESL and content area classes are departmentalized. All classes are self-contained. There are no push-in or pull-out models currently at Murrow. Current program model for content area classes are heterogeneously grouped. ESL classes are homogeneously grouped by proficiency level (Beginning, Intermediate and Advanced).

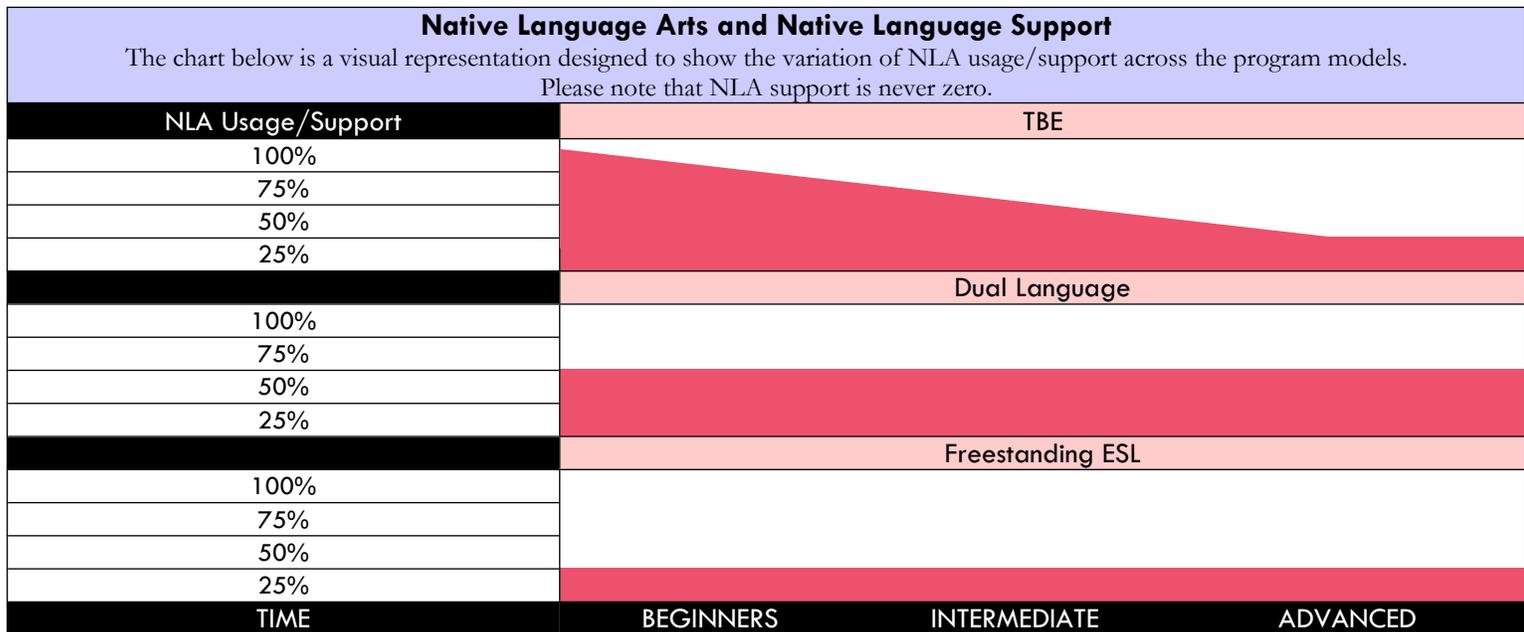
2. The Edward R. Murrow school schedule allots 220 minutes of instructional time for each period of the school day. This is above the required number of minutes set by New York State. In the beginning level ESL classes 660 minutes of instruction is provided to all students who score B on the NYSESLAT exam. 440 minutes of ESL instruction is provided to all students who score I on the NYSESLAT exam, and 220 minutes of ESL instruction and 220 minutes of ELA instruction is provided to all students who score A on the NYSESLAT exam.

3. In the bilingual program, content area instruction (social studies, math, science) is delivered in both native language (Mandarin and Spanish) and English. In the ESL program, content area classes instruction is delivered in English, using approaches which accelerate English language acquisition. Additionally, native language arts classes are offered for 220 minutes weekly in the transitional bilingual program. For the ESL program, native language arts classes are available in Spanish, Chinese and Russian.

4. Students with interrupted formal education who exhibit weakness in literacy, in both native language and English are programmed for ESL literacy classes, for 440 minutes weekly. Newcomer ELLs are offered placement in the after-school ESL academy to provide additional support and facilitate accelerated English language acquisition. Quality teaching strategies are used for all ESL classes. All ESL teachers have attended QTEL workshops and have been trained in QTEL procedures. Long term ELLs are supported with tutorial sessions and regents preparation classes. ELLs with special needs are provided with all the services identified on their Individualized Education Plan (IEP). Additionally, classroom paraprofessionals are placed in classes to facilitate small group instruction.

|   | <b>Beginning</b>      | <b>Intermediate</b>   | <b>Advanced</b>      |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

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



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The following intervention programs are offered for ELLs: Regents preparation courses, before, during and after-school tutoring, Regents exams provided in two languages (when available), and bilingual glossaries are provided to youngsters for use on Regents exams.
6. Continuing transitional support for ELLs reaching proficiency on the NYSESLAT exam is offered with testing accommodations including extended time, bilingual glossaries, triple reading of the listening section on the English Regents, and examinations are provided in both English and native language when available.
7. For the upcoming year, after school and Saturday ESL academies will be considered.
8. Spanish bilingual earth science classes have been initiated because the NYS Regents exam is not available in Spanish.
9. All ELLs can participate in all school programs. On course selection day ELLs are apprised of all offerings. At Murrow, an ESL academy is offered at the school. Additionally, an ESL summer program is provided.
10. Textbooks, workbooks, adapted readers, novels in native languages and graded readers are used to support ELLs.
11. In the transitional bilingual program, native language is offered for 220 minutes a week in both Mandarin and Spanish. For ELLs in the ESL program model, native language is offered in Mandarin, Spanish and Russian.
12. All required service support and resources are age appropriate.
13. Before the beginning of the school year, newly enrolled ELLs are invited to participate in a Bridge Program to facilitate the transition to Edward R. Murrow High School. Student orientations are held to introduce newly enrolled ELLs to the school and parent orientation sessions are held on the first day of school in the evening with translation services available.
14. ELLs are offered the following language electives: Chinese, French, Italian, Russian, and Spanish.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and attend differentiated instruction workshops. Administrator and teachers of ELLs will participate in the ELL Literacy and Leadership Institute (ELL-L), to increase the ELA performance of ELLs. These sessions feature experts from across the literacy education landscape such as, Aida Walqui (WestEd), Kate Kinsella (San Francisco

State University), Nonie Lesaux (Harvard School of Education), Yvonne and David Freeman (University of Texas at Brownsville) and Julia Lara (educational consultant) who will assist us in developing plans to meet the literacy needs of ELLs using research and school-based data. The institute specifically addresses literacy models, program improvement, evaluation and testing, and federal and state education policy. The Native language arts educators will participate in a series of workshops to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, the series, will present literature through a historical lens as well as through cultural and social contexts.

2. As ELLs transition from junior high to Murrow they are invited to participate in our Bridge program over the summer. ELLs are given orientation sessions and provided the opportunity to ask questions. Ninth grade ELLs are not programmed for the first period of the day to provide them with a common period to meet with their teachers for additional support.

3. As the school year begins new teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. Election Day professional development will provide all staff with Best Practices for Working with ELLs as per Jose P.

### E. Parental Involvement

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

1. The Parent Coordinator of Edward R. Murrow sets up computer workshops and targets parents who have stated on the Murrow parent survey that they are interested in computer training. The workshops are offered on proper Internet usage, Microsoft Word, Microsoft Excel and Powerpoint. The workshops are offered from 7:00 PM to 9:00 PM. Flyers advertising the events are sent out in multiple languages and presentations are conducted in English, Spanish, Chinese and Russian. Additionally, parents are introduced to the SUNY Brooklyn Educational Opportunity Center for Adult Academic and Workforce Development. Workshops are offered on the following topics for parents, Adolescent Obesity and Eating Disorders in Teenagers, What Your Ninth Grader Needs to Know for College, Financial Aid for College, How to Deal with your Teenager, College Application Process, Organizational Skills for School Success and Preparing for the PSAT and SAT. All events translators are available to assist parents of ELLs with language challenges. Letters are sent home to parents informing them of the availability of translators and all letters are sent in the home language of the child. A series of workshops are set up for the parents of bilingual students in both Chinese and Spanish. These intimate meetings offer parents the opportunity to meet the teachers of bilingual students, socialize with other parents who speak their language and familiarize themselves with Edward R. Murrow High School.

2. The Family Jewish Board provides counseling to ELL students and their parents.
3. Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population.
4. Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies. Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medial emergencies.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |    |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 0 |   |   |   |   |   |   |   |   | 34 | 10 | 1  | 1  | 46    |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 94 | 63 | 14 | 23 | 194   |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 61 | 49 | 16 | 12 | 138   |

|       |   |   |   |   |   |   |   |   |   |   |     |     |    |    |     |
|-------|---|---|---|---|---|---|---|---|---|---|-----|-----|----|----|-----|
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 189 | 122 | 31 | 36 | 378 |
|-------|---|---|---|---|---|---|---|---|---|---|-----|-----|----|----|-----|

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |    |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
| LISTENING/<br>SPEAKING     | B                 |   |   |   |   |   |   |   |   |   | 7  | 3  | 0  | 0  |
|                            | I                 |   |   |   |   |   |   |   |   |   | 37 | 17 | 2  | 6  |
|                            | A                 |   |   |   |   |   |   |   |   |   | 48 | 37 | 12 | 10 |
|                            | P                 |   |   |   |   |   |   |   |   |   | 79 | 54 | 16 | 19 |
| READING/<br>WRITING        | B                 |   |   |   |   |   |   |   |   |   | 36 | 6  | 0  | 1  |
|                            | I                 |   |   |   |   |   |   |   |   |   | 80 | 59 | 12 | 20 |
|                            | A                 |   |   |   |   |   |   |   |   |   | 51 | 39 | 17 | 14 |
|                            | P                 |   |   |   |   |   |   |   |   |   | 4  | 7  | 1  | 0  |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    |         |    |         |    |         |    | 0     |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Science |         |    |         |    |         |    |         |    |       |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
|             | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|             | English | NL | English | NL | English | NL | English | NL |       |
| 4           |         |    |         |    |         |    |         |    | 0     |
| 8           |         |    |         |    |         |    |         |    | 0     |

| NYS Science            |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Social Studies     |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 2                          |                 | 1                           |                 |
| Math <u>Algebra</u>          | 25                         |                 | 16                          |                 |
| Math <u>Geometry</u>         | 8                          |                 | 7                           |                 |
| Biology                      | 0                          |                 | 0                           |                 |
| Chemistry                    | 1                          |                 | 1                           |                 |
| Earth Science                | 24                         |                 | 13                          |                 |
| Living Environment           | 16                         |                 | 3                           |                 |
| Physics                      | 0                          |                 | 0                           |                 |
| Global History and Geography | 18                         |                 | 7                           |                 |
| US History and Government    | 6                          |                 | 4                           |                 |
| Foreign Language             | 11                         |                 | 11                          |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 3   | 6                      | 8                      | 5                      |   |                        |                        |                        |

|                      |    |    |    |   |  |  |  |  |
|----------------------|----|----|----|---|--|--|--|--|
| Chinese Reading Test | 20 | 16 | 13 | 9 |  |  |  |  |
|----------------------|----|----|----|---|--|--|--|--|

## B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

- 1.
2. The data reflects most of our ELLs are freshmen and sophomores who are placed at the intermediate and advanced levels of proficiency. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores indicated a high variation. Most students across all grades showed the highest need for the development of writing proficiency. The teachers of long term English language learners who have been identified by the extension of services report are informed of the areas. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for a ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.
 

Newcomers who are evaluated by the Lab-R and are found to be entitled to services are placed according to the results. Within ten days of admission, parents are invited to a meeting at which they view the orientation video for parents of English Language Learners in their native language (when available). As we are committed to making sure that parents and others understand our Language Allocation Policy and the design of our transitional bilingual and free-standing ESL programs we make every attempt to have translators available at these meetings. At this meeting the parent choice letters are distributed and explained. The trend in choice at Edward R. Murrow High School is the selection of the freestanding ESL program.

We have found that many newcomers who are administered the Lab-R examination are not entitled to services although they exhibit a need for ESL classes. We hope that this problem will be addressed on a state level so that newcomers can take advantage of services that will accelerate their language acquisition and not place them in a sink or swim situation. Students who have demonstrated need for additional support are placed in a double-block program in which instruction is delivered using the team-teaching approach. The extra time, help and support assists these youngsters in meeting the English Language Arts standards. Other newcomers who are evaluated by the Lab-R and are found to be entitled to services are placed according to the results. These students are introduced to the ESL coordinator and are scheduled to meet one week after admission to the school. At these meetings the ESL Coordinator answers youngsters concerns and speaks with them individually about their classes. If youngsters feel comfortable with their classes they are monitored through five week report cards. On content areas assessments, most of our ELLs are currently meeting the standards. However, since most of our ELLs are freshmen and sophomores, the majority of our ELLs have not yet taken the required high school New York State content areas examinations.
3. The focus for professional development for the 2010-2011 school year is the development of reading and writing skills as such all classes will incorporate these modalities into the lesson. Professional development plans for the upcoming year will enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for English language learners. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs including bilingual, ESL, and classroom subject specific area teachers. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Areas targeted for focus include:
  - Planning and implementing standards-based instructional programs
  - Using instructional strategies based on scientifically-based research to move students towards the achievement of standards

- Creation of student rubrics
- Teaching Study Skills
- Scaffolding strategies for reading and writing across the Curricula
- Applying Principals of Learning to Literature: Fair and Credible Evaluations of materials read; Academic Rigor through Critical Analysis; Accountable Talk; Self Management of Learning through Independent Projects
- Using Bloom's Taxonomy to create literature based questions and to expand Accountable Talk
- Creating and Responding to Essay questions
- The Essay Writing Process
- Creation of Varied Assessments
- Interdepartmental Collaboration
- Literacy Training in the Content Areas
- Using CBI
- Vocabulary Enhancement

4 a. Exam results indicate that long term ELLs are challenged by the rigors of state assessments. ELLs at the intermediate level who are required to take the ELA Regents are given extra support in an after school academy. When available, ELLs are offered Regents examinations in native language and English simultaneously. Patterns indicate that ELLs who are in the country less than four years elect to take the examination in their native language. There is no notable difference in performance in examinations taken in English compared to native language.

b. Teachers of ELLs examined results from the ELL Periodic Assessment and used the result to create fluid groups within the classroom when differentiating instruction.

c. Native language is used to support ELLs. Instruction is based on the belief that strengthening students' skills in their native language will amplify their success with English language acquisition.

5. n/a

6. English language learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language. All English language learners are programmed for a computer class during their first year at Edward R. Murrow High School.

Once an English language learner or a student in our transitional bilingual education program has reached proficiency as indicated on the NYSESLAT their progress is monitored by the guidance department. Students are programmed for ELA Regents preparatory classes to ensure their success on the English Language arts Comprehensive Regents Examination. Additionally, tutorials are scheduled throughout and after the school day for students to need additional assistance with content area subject. Peer-tutoring is available in social studies and mathematics. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations.

For students reaching proficiency, our transition plan is designed to include content area instruction that is aligned to the New York State standards. Instruction includes scaffolding of academic language and complex content. It engages students through teaching language and structure in context with the use of visuals, realia, and other scaffolding strategies that promote students achievement. Materials and texts that connect to students' interests and experiences and that help them make connections to prior knowledge and to access new information are used. The instructional program emphasizes the Principles of Learning and the use of academic language for oral and written discourse. Youngsters who have met proficiency as indicated by the NYSESLAT are programmed for special courses to ensure success. These courses include: Writer's Workshop, Write On, Writer's Studio, Global Saga, Global Humanity and American Saga. Teachers of these courses are aware of youngsters' recent exit from ESL classes and use academic intervention strategies to differentiate instruction. Tutorials are scheduled throughout and after the school day for students to need additional assistance with content area subject. Peer-tutoring is available in social studies and mathematics. Make-up labs are offered to youngsters who may not have achieved the required number of labs to take the science regents examinations. Additionally, the progress of youngsters who have met proficiency are monitored by their guidance counselors (Ms DeMattia and Ms. Safyan).

Edward R. Murrow will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English language learners. We will continue to support our staff through our professional development program which emphasizes effective practices for instruction of English language learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities.

Edward R. Murrow is committed to the principles that every student deserves a quality education. It is our mission to provide a quality education in a safe and supportive learning environment. The program for our English language learners has been designed, planned, and fine-tuned to reflect our shared commitment to educate our youngsters, excite them about learning and shape them into contributing members of our American society.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy)        |
|--------------|----------------------|-----------|------------------------|
|              | Principal            |           | Anthony Lodico         |
|              | Assistant Principal  |           | Angela Gramegna        |
|              | Parent Coordinator   |           | Rose Dasch             |
|              | ESL Teacher          |           | Marjorie Sanua         |
|              | Parent               |           | Sandra Rodolico        |
|              | Teacher/Subject Area |           | Nora Diaz Guevara -NLA |
|              | Teacher/Subject Area |           |                        |
|              | Coach                |           |                        |

|  |                                   |  |                |
|--|-----------------------------------|--|----------------|
|  | Coach                             |  |                |
|  | Guidance Counselor                |  | Anita DeMattia |
|  | Network Leader                    |  | Karen Ditolla  |
|  | Other <u>Related Serv. Provid</u> |  | Edward Marzano |
|  | Other                             |  |                |
|  | Other                             |  |                |
|  | Other                             |  |                |