



HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: DISTRICT 6/ MANHATTAN/ 06M463
ADDRESS: 549 AUDUBON AVENUE
NEW YORK, NEW YORK 10040
TELEPHONE: 212-927-1841
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RONNI MICHELEN, PRINCIPAL

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06m463 **SCHOOL NAME:** High School for Media and Communications

SCHOOL ADDRESS: 549 Audubon Avenue

SCHOOL TELEPHONE: 212-927-1841 x112 **FAX:** 212-927- 2326

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Bienvenida Galvez</u>
PRINCIPAL:	<u>Ronni Michelen</u>
UFT CHAPTER LEADER:	<u>Amilcar Fontaine</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Maria Mendez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Diana Burgos</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ronni Michelen	*Principal or Designee	
Dennis Mardon	*UFT Chapter Chairperson or Designee	
Maria Mendez	*PA/PTA President	
Pura Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jocelyn Bula, SLT Secretary	DC 37 Representative, if applicable	
Diana Burgos Marielena Cabrero	Student Representative	
Elizabeth Payero, Alianza	CBO Representative, if applicable	
Bienvenida Galvez, Chairperson	Member/IA AP	
Regie Vegara,	Member/Staff	
Maria Perez	Member/Parent	
Rosa Feliz	Member/Parent	
Mariline Cabrera	Member/Student	
Fernando Rodriguez	Member/Student	
Ana Torres	Member/Parent	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description.

The High School for Media and Communications, a small learning community on the George Washington Educational Campus, is located in the Washington Heights section of Manhattan. The mission of our school is to teach and inspire our students to think critically and communicate clearly; master a rigorous, well-rounded, academic curriculum with a basis in media and communications; to value their own heritage while also developing a global perspective on cultural, social, and environmental issues. In addition, it is our responsibility as a school to prepare our students to be both college and career ready.

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

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

To support our goal to develop all students as critical readers and writers, 9th and 10th graders are programmed for double period English classes. Freshmen are programmed for double period math class in order to build the foundation they will need throughout high school to succeed in math and develop inquiry based reasoning.

Grade team level committees consisting of teachers, guidance counselors, students and administrators are in their fourth year and we have introduced an initiative so all teachers can have a voice on these teams. As a school community we understand the importance of supporting our students academically, emotionally and socially, celebrating their successes and addressing their challenges.

The outside community is also critical to our success and growth as an educational community. Our partners include Columbia University (Talent Search and Double Discovery), City College (College Now), JROTC, Theatre Development Fund, MCC Theatre, Simon and Schuster, Alianza, City College, Kaplan Learning, New York City Writing Project, Outward Bound, Reel To Your Dreams, Simon and Schuster, MTV, and Isabella Geriatric Center, all organizations that are enriching and advancing our school. Honor Roll and Honor

Society are offered to students with an 85 or above average. Under the strong leadership of our Parent Coordinator, parents receive helpful information by print, phone and electronic communications and are invited to meetings and forums that address their questions regarding school and assist them in their personal growth.

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

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	High School for Media and Communications				
District:	6	DBN #:	06M463	School BEDS Code:	310600011463

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10th	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					83.4	84.1	84.3		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.0	95.9	90.00		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					90.0	84.3	75.3		
Grade 8									
Grade 9	263	235	199	Students in Temporary Housing: Total Number					
Grade 10	180	221	141	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	79	114	125		8	3	4		
Grade 12	102	86	100						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			585		35	39	30		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	26	15	5	Principal Suspensions	116	90	66		
No. in Collaborative Team Teaching (CTT) Classes	8	24	46	Superintendent Suspensions	21	9	10		
Number all others	33	31	33						

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes				Early College HS Participants	0	0	0
# in Dual Lang. Programs							
# receiving ESL services only	171	189	159	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	12	25	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	42	38
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	8	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	3
	29	37					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	.2	.2	0	Percent more than two years teaching in this school	63.6	65.1	94
Black or African American	5.3	5.6	40	Percent more than five years teaching anywhere	47.7	48.8	87
Hispanic or Latino	94	93.6	520	Percent Masters Degree or higher	80.0	77.0	86
Asian or Native Hawaiian/Other Pacific Isl.	.6	.5	4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	97.3	98
White	0	.2	0				
Multi-racial			1				
Male	57.7	60.9	352				
Female	42.3	39.1	213				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): Outstanding							
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> <input 4"="" checked="" type="checkbox/>)</th> <th colspan="/> Category (Check <input 2"="" checked="" type="checkbox/>)</th> </tr> <tr> <th>Basic</th> <th>Focused</th> <th colspan="/> Comprehensive							
				In Good Standing (IGS)			
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input 4"="" checked="" type="checkbox/>)</td> <td colspan="/> Secondary Level (<input 2"="" checked="" type="checkbox/>)</td> </tr> <tr> <td>ELA:</td> <td></td> <td></td> <td>ELA:</td> <td></td> <td colspan="/>						
	Math:			Math:			
	Science:			Grad. Rate:			
	This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				174	181	68.2%	64%
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino				173	181		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient				158	163		
Economically Disadvantaged				175	187		
Student groups making AYP in each subject							
Key: AYP Status							
<input checked="" type="checkbox"/>	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
<input checked="" type="checkbox"/> ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
Note: NCLB/SED accountability reports are not available for District 75 schools.							
*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Well- Developed
Overall Score	B	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-Developed
School Environment (Comprises 15% of the Overall Score)	8.4	Quality Statement 2: Plan and Set Goals	Well-Developed
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
Student Progress (Comprises 60% of the Overall Score)	34.5	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit	4	Quality Statement 5: Monitor and Revise	Well-Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

TRENDS

1. School Quality Reviews

For the past four years, we have received a well-developed on our School Quality Review. We have been recognized for gathering and analyzing data to inform instruction and maximize instructional effectiveness. In addition, professional collaborations are an essential element of our school culture. Teacher teams meet regularly to assess student achievement and provide academic support. Our collaborative commitment to all students has been recognized in all of our School Quality Reviews.

2. Inquiry Group

The number of teachers and staff participating in inquiry groups is continually growing. This reflects our staff's interest in using data for decision making and our commitment to improved student performance, and success of our school. This year we began a *Grade Team Initiative*. Teachers meet monthly in grade teams to target students and assist them with academic progress. Every teacher is a participant on an inquiry team.

3. Media and Communications Program

We continue to build our media and communications program. Electives offered include drama, media literacy, film production, film as text, creative writing and journalism. A media theme is infused into the 10th grade curriculum. Organizations including MCC Theatre, Theatre Development Fund, Get Reel With Your Dreams, and Alianza assist us in supporting our program.

4. Science Regents

According to our 2010 Progress Report, grades for our Science Regents continue to climb. This year we are in the top percentile both within our peer group and relative to the city horizon. We have achieved excellence in this area.

5. English and Math Regents

According to our 2010 Progress Report, we continue to increase our Regents scores in both Math and English. We are in the 97% percentile for our peer horizon and city horizon. This is

attributed to the work we do as departments to strategize for success and the strong leadership within our school.

6. English Language Learners

Our ELL students continue to perform well on the NYSESLAT exam. As recorded in our 2010 NYSESLAT score results, 11 students moved from advanced to proficient, 8 students moved from intermediate to advanced, and 2 students moved from beginner to intermediate level. Forty two percent of the students tested scored an advanced score.

7. Decrease in Suspension Rates

In 2007, we reported 116 Principal Suspensions. In 2008, we had 90 Principal Suspensions. For the 2009-10 school year we had a total of 66 Principal Suspensions. This decrease is a trend that will continue as students have a greater understanding of the rules and their consequences.

8. College Acceptances

We continue to increase the number of students who are prepared to be college-ready and successful in college. We are finding more students are coming into high school motivated to attend college and we build on this culture in the 9th grade. The dedication of our College Office staff, guidance department, parent coordinator and all teachers, help us build a strong foundation of preparing all students to be college-ready. In June 2010, we had 105 acceptances to 4 year colleges.

9. Graduation Rate

Our graduation rate increased 8% from 2009-2010. This is a trend we will continue.

10. Advanced Placement Courses

The number of Advanced Placement classes we offer continues to grow. In addition, the number of students who receive college credit based on the scores of the AP exam has steadily increased.

ACCOMPLISHMENTS

1. Freshman Advisory Program/Senior Mentorship

Over the last several years we have implemented a Freshman Advisory class to offer support to all incoming 9th grade students. In our efforts to set a strong foundation for success in high school, set goals and prepare for college, and increase our graduation rates, freshman advisory helps us keep closer track of freshman, develop their capacity as learners, and provide tools they need for academic success. This year our staff members from Alianza, our community-based organization partner, visits all 9th grade classes twice week. In the spring, our current seniors will work with Alianza as student leaders in this program. A focus on supporting a respect for all environment and addressing peer pressure will be a main theme of advisory.

2. Data Analysis

As noted in our 2008-09 and 2009-10 School Quality Reviews, we are a school with a rigorous use of data. "Gathering and analyzing data underpins instruction and learning in all subjects." We continue to spend professional development, common meeting, inquiry and grade level meeting time devoted to analyzing data, making meaning of it and using the data to make

decisions and set goals. Data is used on a regular basis to create an updated picture of progress and performance.

3. Partnerships

We have many partnerships including: Simon and Schuster, Alianza, Columbia University, Double Discovery, Minds Matter, John Jay College, College of Mt. St. Vincent, MCC Theatre, MTV, Theatre Development Fund, New York City Writing Project, Kaplan Learning, Isabella's Geriatric Home City College (College Now), JROTC, Theatre Development Fund, Kaplan Learning, Outward Bound, National Book Words, Reel To Your Dream, TV, and Isabella Geriatric Center, all organizations that are enriching and advancing our school. These partnerships offer programs and opportunities for our students which challenge them and offer opportunities to extend learning as well as prepare them for careers and college.

4. Science Regents

In our 2010-11 Progress Report, our Science Regent scores were recognized as being at the top of the percentage scale relative to both our peer and the city horizons. This is a result of strong leadership and hard work and we are very proud of our success.

7. College Office

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

8. Grade Team Meetings

Grade Level Team meetings continue to be instrumental in our success. In these inquiry teams, goals are set, data examined so teams can identify challenges and successes of each grade. Our SQR has recognized the value of these teams in building leadership capacity in the school and working towards continuous improvement.

9. Common Meeting Time

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

11. Professional Learning

As a profession learning community, we continue our commitment to our own professional growth. We have worked with the Professional Learning Organization ATLAS *as well as the New York City Writing Project*, both of whom conducted workshops for our teachers. In addition, all departments are engaged in learning walks and inter-visitations as a strategy for strengthening our classroom practice.

12. Inquiry Team

We continue to have a strong and dedicated Inquiry Team who examine data and design interventions for our ELL and SIFE population. We also have a Common Core Standards Inquiry Leadership team who are helping our school adapt and implement this new initiative.

SIGNIFICANT BARRIERS

1. Percentage of SIFE and long- terms English Language Learners
Our school currently has 162 ELL students, 69 of our students are long term ELL students and 43 of our students are SIFE students. These are students who struggle the most with literacy skills but still expected to meet the NYS graduate requirements in a timely way.
2. Students entering at Level 1 and 2
The majority of our students enter at Level 1 or Level 2. Our students must graduate at Level 3 and we continually work toward this end putting strategies in place to assist with literacy. _____
3. Students with low credit accumulation
Despite our aggressive efforts to work with students with low credit accumulation, we still face obstacles. Many of our students are from low-income homes and face many life challenges that make it more difficult to perform in school. Many of these students come to us with academic and attendance challenges. This scenario impacts on our credit accumulation and graduation rates. Our committed counselor, family and school aides provide outreach, support, and alternatives to these students.

SIGNIFICANT AIDS

1. 100% Highly Qualified Teachers
A significant aid to the success of our school is our percentage of highly qualified teachers. This is reflected in our classrooms where teachers provide engaging and thoughtful instruction. In addition, our high retention rates maintain a structure and continuity necessary for success.
5. Professional Development
Since on-going and meaningful professional learning is essential to the success of a school, professional learning is determined by teacher goals and needs along with those of the school. Through meetings, workshops, conferences, sharing practice and inter-visitations we learn together and practice continuous growth and improvement. Professional Learning has been provided by the New York Botanical Gardens, the New York Historical Institute and the Metropolitan Museum of Art. Workshops addressing needs of our English Language Learners and SIFE students as well as technology workshops have helped us improve instruction.
6. Special Programming
Our advanced placement programs in English Literature, United States Government and Politics and Spanish offer students an opportunity to gain college credit. In addition, we offer honors English and physics. Our elective program includes *Film as Literature*, *Media Literacy*, *Drama*, *Creative Writing and Film Production*.
5. Dedicated Staff
Our staff works collaboratively, collectively and collegially to provide the best education for our students. Our high retention rate of teachers reflects the dedication our staff has to our school community.
7. Use of Data
Last year we dedicated much of our professional development to learning the data systems and utilizing it to inform practice. This includes ARIS, NYSESLAT, IEPs, Acuity, NYStart, Regents item analysis, learning environment surveys. As teachers became more comfortable with using data, we have become more strategic planners. This is a direction we continue to move towards.

8. Dedicated Parent Coordinator

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

9. Campus Council

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

10. School Leadership Team

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

11. School Based Clinic

Staff members provide medical, mental, and health services for our students. They facilitate our mandated HIV education program and are always available with their expertise for any emergencies that arise.

12. Health Core

Provides nutrition education and supports the school in fighting obesity via health awareness programs.

13. Byam Network

Our extremely supportive and knowledgeable Network assists us with information, workshops, and professional development over the course of the year.

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.

Goal 1: To increase the passing rate on the Global Studies Regents by 3%. By June 2011, 46% of our current 10th graders will pass this exam.

Goal 2: To increase the percentage of students in the 2007 Cohort passing the English Regents with particular attention to our ESL students. Our passing rate will increase by 4% as we move from 68% passing to 72% passing.

Goal 3: A majority of the faculty will become familiar understanding with the new Common Core Standards.

Goal 4: To increase by 1.5%, the number of students earning 10 plus credits in the first year.

Goal 5: To improve the response on the Learning Environment Survey by .2 points in the area of safety and respect. (From 6.9 to 7.1)

	<ul style="list-style-type: none"> • Communicate with parents and students on a regular basis in order to share expectations, announce Regents exam dates, and tutoring schedules • There will be a department focus on organizing curriculum to support student understanding of subject matter including the scaffolding of skills necessary for student success • 10th Grade Team will work together to examine this regents so all content areas can offer support for student success • Support for ESL students will be provided through workshops and conferences for all social studies and ESL teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Tax Levy Instructional Program, Professional Development monies, Title 1 10%, Title 3, and Contract for Excellence, New York City writing Project, Kaplan Learning, Common Meeting Time, Circular 6, Peer Tutoring, Saturday Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • There will be a 3% increase in the passing rate of the Global History Regents Exam • Agenda and minutes of meetings will reflect these efforts • Regents style- tasks will be on file • Kaplan practices will be on file • Data analysis and assessments will be in the Assistant Principal's files • Qualitative data on learning walks will comment on use of Regents questions and essay writing

Subject/Area (where relevant): ENGLISH

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students in the current senior (2007) cohort passing the English Regents will increase by 4% from a 68% passing rate to a 72% passing rate.</p>
<p>Action Plan 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"> • NYSESLAT scores will be analyzed to determine strengths and weakness of ELLs and used to inform practice as we prepare students for this Regents • Regents data will be analyzed to assess trends and patterns to inform best practices • Teachers will engage in learning walks so they can learn from one another and be collegial critics • Tutoring will be available to support students during the day, after school and on Saturdays in preparation for the English Regents • Common meetings for both English and ESL teachers will address the English Regents. Student performance on the various tasks will be analyzed to inform practice • Our Network Achievement Coach will provide a series of workshops to inform teachers of the expectations of the new English Regents. Teachers will work collaboratively to plan strategies for student success. • In-class exams will reflect the expectations of the new English Regents • The NYC Writing Project will work with teachers as they look at and analyze student writing • The 12 Grade Team will provide support to students who need to pass the English Regents during team interventions • The 12 Grade team will work together to examine this Regents so all content areas can offer support for student success
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Tax Levy Instructional Program, Professional Development monies, Title 1 10%, Title 3, and Contract for Excellence, New York City Writing Project, Common Meeting Time, Circular 6, Peer Tutoring, Saturday Program</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- There will be a 4% increase in the passing rate on the ELA Regents
- Agendas and minutes from common meetings and network meetings will reflect these efforts
- A bank of regents strategies developed by teachers will be available
- Observation reports will comment on addressing the requirements of the English Regents
- Learning walk notes will be documented along with reflective comments
- NYCWP summary will reflect the work of the teacher-consultant

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the majority of our faculty will understand the Common Core standards</p>
<p>Action Plan 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"> • Administration and teachers will attend professional development offered by our Network on Common Core Standards • Our school's Professional Learning Conference will incorporate a session facilitated by our Network on Common Core Standards • Teachers will be invited to participate in training sessions around CCS • A Common Core Standard leadership team comprised of teachers and administrators from across the curriculum will be created to help achieve this goal • All content common meetings will spend professional development time looking at, understanding and discussing implementation of common core standards • Our Network Achievement Coach will facilitate monthly meetings with subject team leaders to understand and align the Common Core into our curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Tax Levy Instructional Program, Professional Development monies, Title 1 10%, Title 3, and Contract for Excellence, Children First Network, Grant monies, OTPS</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and minutes of meetings and workshops will be available • Lesson plans and curriculum will begin to reflect the implementation of selected common core standards • Observations and walkthrough notes will reflect the implementation of CCS in the classrooms • Student work will reflect the CCS we are beginning to address • Attendance at Common Core Standards workshops will be available

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students by 1.5 % who are earning 10 plus credits in the first year with particular attention to the school’s lowest third. By the end of the summer, we will have at least 68.2% of first year students earning 10 or more credits.</p>
<p>Action Plan 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"> • All data including scholarship reports, marking period report cards, and subject area grades will be analyzed at department meetings and in our cabinet in order to set goals and put strategies in place to assist with credit accumulations • The 9th grade team will work with target groups of students within the lowest third to increase credit accumulation • Our 9th grade guidance counselor will have small group meetings with students who are failing 1 or more classes • Guidance will identify all 9th grade students in need of credit recovery and enroll them in our credit recovery program • Parents will be called, sent letters, etc. so they are aware of their child’s grades and can assist in supporting them to attend and pass all classes • Tutoring during school and after school will be offered to all students. Teachers will identify students who can benefit from tutoring and request they attend. • Parents of students who are failing one or more class will receive specific tutoring information • Assistant Principals will have conferences with teachers every marking to analyze why students are failing and have teachers set goals to help students succeed. • Recognition ceremonies will be held for students who achieve 80 or above in their classes so less successful students have role models to emulate • Alianza, our community-based organization will work with students who failed one or more classes by having one-on-conferences, offering incentives and tutoring • Our freshman advisory program will work with students so they can read their report cards, understand the importance of credit accumulation, set goals and strategies as they learn to self- monitor for success

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Title I, Title 3, Tax Levy Instructional Monies, Contract for Excellence, Circular 6,</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scholarship for our 9th grade class will show progress • Our Progress Report will reflect a 69.7 percentage of students earning 10 or more credits in the first year • Our 9th grade team will actively monitor the success of their work with a target group • More students will receive recognition for passing all of their classes • Targeted students will demonstrate improved attendance

Subject/Area	ALL-School-Wide
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the response rate on the Learning Environment Survey by .2 points in the area of safety and respect. This year our school’s score will reach 7.1.</p>
<p>Action Plan 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"> • Respect for all workshops will be given to students on an ongoing basis • Parent coordinator and deans will attend respect For All Workshops so they can turnkey ideas and information • Discussions around bullying will be presented during assemblies and classroom discussions. Students will understand that there will be zero tolerance for such behavior • A campus-wide Respect For All Week will be planned for the entire campus by all members of the school community • Alianza staff members will facilitate Freshman Advisory workshops on a weekly basis focusing on topics of respect, safety, bullying, peer pressure, and goal setting • Teachers will receive professional development in addressing the issue of respect for all and bullying • Students will have a safe place to come to if they feel they are the target of bullying • There will be closer monitoring of by bathrooms, hallways and locker rooms so students feels safer • Parent Association meetings will address the issue of safety of safety and respect and contribute ideas to this goal • Partnership for Children will present workshops for students to promote a safe learning environment • School Leadership team will examine the Learning Environment Survey and come up with strategies for improved feelings of safety and respect • Our student government will examine the LES with a focus on Safety and respect so we can learn more about the student point of view and assist us with this issue

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Title I, Title 3, Tax Levy, grant money to provide workshops for students and parents</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Our Learning Environment Survey will reflect an increase in the survey score for Safety and Respect • In-school surveys will reflect an increase in safety and respect • Minutes and agendas of meetings that focus on safety and respect will be on file • The Dean's Office will keep track of all incidents that relate to safety. Students will have a 'safe" place to discuss any situation that is creating a feeling of being uncomfortable • Parental contact logs and student agreements will be on file • Alianza, our CBO, will conduct workshops for students, with a particular focus on our 9th graders, to help understand issues of bullying and respect for all • There will be visible evidence throughout the school reflecting our Respect For All Policy

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: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	36	50			10	NA	NA	NA
10	50	55			10	NA	NA	NA
11	45	50			8	NA	NA	NA
12	40	20			8	NA	NA	NA

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)	Description: Provide a brief description of each 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.).
ELA:	In order for our students to receive a comprehensive English course of study, our 9 th and 10 th graders are programmed for a double period English class utilizing the Ramp-Up/ Balanced Literacy model. In addition, our 12 th graders who have not passed the ELA Regents with a 65 or above are programmed for a Regents Preparation class during the school day. One-on-one tutoring, credit recovery, small group instruction, and the push-in model are offered during the school day, and after school and on select Saturdays. A pull-out program is implemented targeting students who failed the English Regents. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.
Mathematics:	We program double period math classes for all incoming 9 th grade students and math preparation classes for Level 1 students. In addition, a math coach from Kaplan Learning works in classrooms two days a week and with teachers for professional development. We offer one-on-one tutoring, pull-out, a lunch and learn program and the push-in model during the school day. Small group instruction, credit recovery, one-on-one tutoring, are offered after school and on select Saturdays. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.
Science:	A pull-out system during lunch and physical education is utilized to work with students who do not complete the NYS lab requirement for the Living Environment Regents. A pull-out program is also utilized to tutor students in all sciences. Students, who fail the Living Environment Regents after LE2, are programmed into a non-lab based preparation class. Students, who fail the Earth Science Regents, are programmed into a non-lab based Regents preparation class. A tutoring program is offered after school and on select Saturdays. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents.
Social Studies:	Students who did not pass the Global and/or US History Regents are programmed into a review class or an elective that helps the student prepare for this exam. In addition, one-on-one tutoring is offered during the school day and group tutoring and credit recovery are offered after school and on select Saturdays. A pull-out program is put in place for seniors who did not pass either history Regents. A mock Regents exam is administered in all review classes and data is used to differentiate instruction accordingly. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June Regents. Kaplan Learning works with all Prep classes once a week and provides professional development for teachers.

At-risk Services Provided by the Guidance Counselor:	Student records are reviewed and students are identified for services... Services include one-on-one, small group, and case conferences. Referrals are made on an as-needed basis. Counselors meet in case conferences including representation from teachers, deans, parents, administrator, and students to design an intervention plan. In addition, counselors visit all classes to make students aware of graduation requirements and available opportunities for assistance. In certain cases, students are referred to ERSSA for an assessment and evaluation for special services: IEP and intervention services for students not currently in special education.
At-risk Services Provided by the School Psychologist:	The school Psychologist assesses students based on needs or requests. Teachers, parents, and/or an administrator may refer students to the school psychologist for an evaluation. Our school also has an on-site clinic through NY Presbyterian Hospital; full-time psychologists and a psychiatrist are available for assessment and consultation. Students who require hospitalization are referred to the appropriate agency.
At-risk Services Provided by the Social Worker:	The social worker offers preventive services; conferencing; placement services, and additional support services. The site-based school clinic also offers consultation. Our school collaborates with Alianza for students whose parents/guardians have immigration, housing, family issues.
At-risk Health-related Services:	Services are available for physical, mental, and emotional needs of all students. Students in need are referred to our school-based clinic for these services. Each semester, every freshman class is visited by staff for six weeks in which all aspects of health related issues are discussed. Students receive materials and are told they can speak to a staff member in the clinic if needed. The Clinic offers peer counseling, internships, trips, one-on-one and group counseling. Speakers attend Parent Association meetings and other workshops and presentations.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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: 162 LEP _____ Non-LEP

Number of Teachers 3 Other Staff (Specify) 1 –Native Language Arts

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Proposed Supplemental Instructional Activity #1: Push-In Support in Content Area Classes

In addition to receiving the mandated minutes of ESL service in self-contained ESL classes, current LEP students and recent transitional students will receive additional language supports in their content area classes once a week. A Native Language Arts/Spanish licensed instructor will push into Global History, US History, and mathematics classes to provide additional supports to students in grades 9-12. After analyzing LEP students' progress on Regents exams in these subject areas, the Global History, US History, and math Regents exam results revealed that LEP students struggle the most on these exams in particular. The push-in teacher will utilize both English and Spanish as the language of instruction in order to address reading and writing strategies the students can develop as they take these courses and prepare for Regents exams. The NLA/Spanish instructor will also share instructional strategies with the content area teachers in grade level team meetings.

Proposed Supplemental Instructional Activity #2: Tutorials in the Learning Center

We will provide support for students who scored at the intermediate and advanced levels on the NYSESLAT exam through the school's Learning Center. The program will be supervised by the Assistant Principal of the English Department, Ms. Topbas, and will target students in grades 9-12 with English as the primary language of instruction and Spanish as the secondary language of instruction. The Learning Center will provide one-to-one peer tutoring services, small group tutoring for content area classes, Regents preparation, and college entrance test preparation. Supports will also be provided for writing the college essay in preparation for completing college applications. An ESL licensed teacher will provide individualized and small group direct instruction for students in this sub-group at least two days a week after school for one hour from November until June. Students who tested proficient will be recruited and trained by teachers and the Assistant Principal of the English Department to provide peer tutorials for their peers in this setting. We will purchase Regents review books, NYSESLAT review books, reference materials, and workbooks for students to utilize in the Learning Center program. The instructor will use the *Getting Reading for the NYSESLAT* and *Easy True Stories* texts to provide individualized and small group instruction in language acquisition and reading skills.

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

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

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

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

- ELL teachers meet for 40 minutes every week during weekly common preparation meetings that focus on instruction, student case conferences, and professional development. During these meetings, continuity in the curriculum and scaffolding of skills from grades 9-12 is discussed. These meetings support staff members as ELL students transition from one grade level to another.
- Coaching for all teachers in differentiated instruction is implemented throughout the year by Assistant Principals of Supervision in every department.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated. The ESL Coordinator and teachers on the ESL Inquiry Team design and facilitate these workshops to the staff. The ESL Inquiry Team focuses on the needs of ELL students and uses looking at student work protocols to better understand the needs of ELL students. This team is facilitated by the Assistant Principal of English and the Assistant Principal of Math.
- When available, the ESL Coordinator, Assistant Principal of English, and/or other ESL teachers attend ELL workshops provided by our network.
- ESL teachers receive professional development training facilitated by Achieve 3000 in the use of the TeenBiz reading program. The workshops support teachers in their ability to implement the technology based reading program and use the data analysis tool embedded in the program to differentiate instruction accordingly for their students.
- ESL instructors and general education instructors attend off-site professional development workshops targeting the needs of ESL students. Such workshops include those sponsored by Manhattan/Staten Island BETAC at Hunter College, the NYCDOE, the Brooklyn/Queens BETAC at Long Island University, and local museums and cultural institutions.
- General education science teachers have received professional development training facilitated by the Visual Learning Company in the use of the English/Spanish edition of the Living Environment video series and how to use thee videos to differentiate instruction for ELL students.
- Math teachers have received professional development training from Agile Mind in the use of the Agile Mind math program every other month.

- The ESL Coordinator and the Assistant Principal of the English Department have attended LAP training workshops provided by the ISC and our CFN.
- The bilingual Guidance Counselors and Parent Coordinator, a native language speaker of Spanish, are members of the Language Allocation Policy Team.

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

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

Form TIII – A (1)(b)School: **High School for Media and Communications (06M463)**BEDS Code: **3100061143****Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$ 21, 119.00	<u>Improve the effectiveness of classroom instruction via reducing class size and the Learning Center</u> A Native Language Arts/Spanish licensed teacher will provide additional supports for students in core classes such as Global History, US History, Mathematics. 20 % of a push-in teacher's salary: \$18, 624.00 50 hours x \$49.89 (current teacher per session rate with fringe) = \$2, 495.00
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$ 0.00	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	Textbooks \$ 2, 056.00 Supplies \$ 505.00	Getting Ready for the NYSESLAT, Grades 9-12 Class Pack (30), FAMIS Item #: 575685697, \$595.00 x 1 = \$ 595.00 Easy True Stories (30), Item #: 978-0-8013-1089-8, \$22.05 = \$661.50 All New Easy True Stories (40), Item #: 978-0-13-118265-3, \$22.05 = \$882.00 Supplies: Composition notebooks Printing paper

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

We have a bi-lingual IAAP, a licensed Spanish teacher, a bilingual Parent coordinator, bilingual support staff (secretaries, paraprofessionals, family assistant, school aides) 2 bi-lingual guidance counselors, a bilingual attendance teacher and multilingual pedagogues on staff. All translation services are provided in-house by schools staff, student leaders and parent volunteers.

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

Our school personnel are able to provide oral interpretation services.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I 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:	541, 410	60, 876	602, 286
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,500	600.00	6100.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,070	*	
4. Enter the anticipated 10% set-aside for Professional Development:	53,202	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **90%**
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.

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

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.

The High School for Media and Communications will:

- Provide a rigorous, well-rounded academic, theme-based curriculum in every subject area.
- Offer a supportive, effective instructional program that enables students to think critically, to communicate clearly, and to meet or exceed NY State Standards.
- Develop a community of life-long learners through the guidance of administrators, teachers, and guardians that incorporates integrity, responsibility, loyalty and diligence to their personal and professional lives.
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held in October 2009 and March 2010 for Open School. Additionally, the school will host a June Freshman Orientation, case conferences, student assemblies and student achievement celebrations.
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports three times per semester. At PA meetings, scholarship data, attendance data and Regents results will be shared. During Case Conferences, parents will receive personalized information.
- Academic Intervention Services will be thoroughly explained and shared with the community. Services are offered during the school day as well as after school and on Saturdays.

- Administrators, guidance counselors and teachers are available to speak with parents (Outreach occurs on a daily basis). When necessary, translators are provided.
- Parents are offered opportunities to volunteer and participate in their child's class, to observe classroom and school activities, and to chaperone trips. Workshops are offered during the school day and evening hours that are geared towards the needs of the parents as it pertains to the enrichment and enhancement of their children's education.

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

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

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.

All of our students are programmed for double period English or ESL classes in grade 9-10 utilizing a Balanced Literacy approach. All incoming 9th graders receive double period math classes. Students who did not achieve a Level 3 or 4 on any of the 5 Regents required for graduation, are placed in Regents review classes. We revisit our programming every year to insure that we meet the needs of all students

and add courses and design components that meet the needs of our population. We have met our AYP every year demonstrating that we are meeting the state standards. Tutoring programs are available during and after school as well as on select Saturdays. We also offer lunch and learn for students needing additional support. Credit Recovery Programs are offered during the school year, on Saturdays and during the summer to help students accumulate credit.

2. School wide reform strategies that:

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

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

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

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

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

- Help provide an enriched and accelerated curriculum.

Programs include Carnegie Learning, Agile Mind, Learning from Student Work, NYC Math and Writing Projects, Advanced Placement courses and an Honors program.

- Meet the educational needs of historically underserved populations.

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

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.

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

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified. Title 1 funding is used effectively throughout the school year to offer professional development by the New York City Writing Project and the New York Math Project. In addition all professional development days, faculty meetings and subject area meetings are dedicated to data analysis and sharing best practice. Because we do not have any health teachers since there is no license in this area, 2 of our teachers teach out of license. We have the State Health Curriculum, the support of our school-based clinic as well as Health Corps to inform and support our classes. In Physics, the teacher works closely with the Assistant Principal and for our two global classes, support is given by the Assistant Principal as well as lead teachers.

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

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

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

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

6. Strategies to increase parental involvement through means such as family literacy services.
To attract and interest more parental involvement, we offer workshops about graduation, the college application process, Regents and credit accumulation. Our College Office invites parents in so they can assist with completing the FASFA application and any other material necessary for college application. At each Parent Association Meeting, statistical data is shared along with budgetary decisions including those that apply to instruction. In addition, classes in parenting, stress management, healthy eating, English and computer literacy are offered to parents in both Spanish and English. At all celebrations where students are awarded certificates and recognition, we invite parents to join us. We offer translation services and clear communication with parents to establish a respectful relationship with our community so we can learn of their expectations and needs. At all meetings, we ask for parent input and suggestions to help us improve our performance and student achievement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

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

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

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

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 <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related 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/NA

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;

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.

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: _____ **SURR³ 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

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school.

Four students

2. Please describe the services you are planning to provide to the STH population.

1.

Every year our school sends home the housing questionnaire to identify and update students' housing situation and to make sure that the information in ATS is accurate. Throughout the year, the guidance counselors collaboratively work with the attendance team, dean's office, college office, and the Parent Coordinator to identify other students who may not be identified by the system and /or whose living situation has changed over the course of the year.

Once we identify STH, the guidance counselors individually assemble with these students to make certain that they are receiving the appropriate services. Our school assures that STH are provided with counseling, transportation, food, educational services, one-on-one tutoring, after school educational programs, and Saturday credit recovery. We also have onsite programs for STH with learning disabilities, as well as students with limited English proficiency.

Part B: FOR NON-TITLE I SCHOOLS

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

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Media and Communications						
District:	6	DBN:	06M463	School		310600011463	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungraded
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<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		83.4	84.4	84.3
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 2	0	0	0		95.9	95.4	94.7
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 5	0	0	0		90.0	80.7	81.9
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 8	0	0	0		3	15	13
Grade 9	211	198	193	Recent Immigrants - Total Number:			
Grade 10	190	168	144	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 11	135	103	125		39	30	1
Grade 12	100	150	101	Special Education			
Ungraded	3	1	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Total	639	620	564				
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	11	4	1	Principal Suspensions	67	90	66
# in Collaborative Team Teaching (CTT) Classes	19	31	47	Superintendent Suspensions	18	9	10
Number all others	38	32	33	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
				CTE Program Participants	N/A	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	4	3	TBD	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	159	138	TBD	Number of Teachers	43	42	41
# ELLs with IEPs	9	26	TBD	Number of Administrators and Other Professionals	12	13	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	0	1	3

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
	37	34	115	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	63.6	65.1	87.8
				% more than 5 years teaching anywhere	47.7	48.8	75.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	80.0	77.0	87.8
American Indian or Alaska Native	0.2	0.2	0.0		91.9	97.3	93.2
Black or African American	5.6	6.1	7.1				
Hispanic or Latino	93.6	92.3	91.0				
Asian or Native Hawaiian/Other Pacific	0.5	0.6	0.9				
White	0.2	0.3	0.7				
Male	60.9	60.6	62.2				
Female	39.1	39.4	37.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
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**	
All Students				v	X	v	72
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	62.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.5	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	39.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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



HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

George Washington Educational Campus

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(212) 927-1841 ext. 110 Fax (212) 927-2326

Ronni Michelen, Principal



Dyanand Sugrim, APS

Hannah Thach, APS

Emel Topbas, APS

Jonathan Samalin, APS

Parent Involvement Policy

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

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

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

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

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

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

The State's academic content standards

The State's student achievement standards

The State's and local academic assessments, including alternate assessments

**The requirements of Title I, Part A
How to monitor their child's progress and
How to work with educators**

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

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

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

**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	District 6	School Number 463	School Name HS for Media and Com
Principal Ronni Michelen		Assistant Principal Emel Topbas	
Coach		Coach	
Teacher/Subject Area Matt Cope/ESL		Guidance Counselor Mercedes Valdivia	
Teacher/Subject Area Jorge Gonzalez/Science		Parent Ana Torres	
Teacher/Subject Area MCeline Lee-Sam/Social Studies		Parent Coordinator Dersa Gonzalez	
Related Service Provider		Other Marilyn Ramirez/Special Ed.	
Network Leader Terry Byam		Other Bienvenida Galvez, A.P. P.P.S.	

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	560	Total Number of ELLs	162	ELLs as Share of Total Student Population (%)	28.93%
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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 parents enroll their child at the High School for Media and Communications, a Guidance Counselor, the ESL Coordinator and an Assistant Principal conduct the initial intake procedures. The intake procedures include the administration of the Home Language Identification Survey, the informal interview in English and the students' native language, and, if applicable, the Language Assessment Battery-Revised. Currently, Ms. Halsdorf and Ms. Valdivia are our Guidance Counselors and Mr. Cope is our ESL Coordinator. Ms. Valdivia is a trained bilingual Guidance Counselor whose native language is Spanish. Although they are not native language speakers, Ms. Halsdorf and Mr. Cope are also fluent in Spanish. Translation services are available during this process since both Guidance Counselors and the ESL Coordinator are fluent in Spanish and all forms are provided in the student's native language. Once potential ELL students are identified, they are administered the revised Language Assessment Battery (LAB-R) within ten days of enrollment by Mr. Cope (ESL Coordinator). Parents are then informed of their child's eligibility for ELL services.

Each spring, current ELL students are measured for their language acquisition and proficiency in English skills using the New York State English as a Second Language Achievement Test (NYSESLAT). The test measures students' abilities in four modalities: listening, speaking, reading, and writing. The NYSESLAT is administered and assessed by our current ESL teaching staff: Mr. Cope, Ms. Ceriano, and Ms. Wohland. Each member of the ESL Department is trained in assessing the NYSESLAT and are members of our school's NYSESLAT scoring team for the speaking and writing components of the examination. NYSESLAT results are then shared and analyzed during ESL common meetings and LAP meetings to discuss student achievement levels, identify patterns of growth, re-visit the current ESL curriculum and share best practices for differentiating instruction for our ELL students. The data collected from the NYSESLAT results informs programming students for the following year and guides the development of future instructional programs.

2.
Following the initial screening described above, the ESL Coordinator (Mr. Cope), Parent Coordinator (Ms. Gonzalez), and Guidance Counselor facilitate a Parent Orientation meeting to inform parents of the three different program choices available for students within 10 days of enrollment utilizing the EPIC Toolkit. The parent is shown the "Programs Options" DVD and afterwards explanations of the services are provided to the parent and student (Transitional Bilingual Programs, Dual Language Programs and Freestanding ESL Programs).

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

3.
Annual compliance letters are sent to parents and students on an as needed basis in a timely fashion during the school year. The compliance letters include: Entitlement letters, Continued entitlement letters, Non-entitlement letters, Placement letters, Transition letters, and Title III letters. When parents indicate a preference to change programs, we give them a Program Selection form used for that purpose. All compliance letters are sent to parents and students in English and in Spanish. With these mechanisms in place, parents select their preferred program and we accommodate these preferences according to policy. The parents of incoming and current ELL students are provided continued entitlement letters in early fall each year. The Parent Survey and Program Selection forms are distributed, explained, and collected during the parent orientation meetings. These forms are given to the parent and explained in English and the parents' native language at this time. When necessary, phone calls are made home to collect all required compliance forms. When students and their families are unable to return forms to the schools, the school's Attendance Teacher conducts a home visit to collect the form. All returned forms are returned to the ESL Coordinator and stored in the Guidance Counselor's Office.

4.
Once a student is identified as an ELL student, the following procedures are implemented in order to provide the student with a sound instructional program. The ESL Coordinator, Guidance Counselor, and Administrative Team look at the student's biographical records, BESIS history, and NYSESLAT/LAB-R scores in order to program him/her accordingly in an effort to maintain continuity of services for the student.

Mr. Cope, the ESL Coordinator, regularly accesses the RADP, RLER, and HISE report functions on ATS to identify students who may possibly be ELL students. For newly admitted ELL students, the ESL Coordinator confers with the parent using the Program Selection form and the results of the LAB-R to program the student accordingly. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream English setting. Hence, they feel that total immersion is in their best interest upon enrollment and select the Freestanding ESL program. The reason for this may be that this is a High School and parents are very concerned with college admission. Additionally, because this is a high school, the parent also consults with the student for his or her opinions regarding their program placement. We discuss the student's concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available. Mr. Cope keeps close contact with the ELL parents and students.

5.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that our parents have almost uniformly expressed interest in ESL as opposed to Transitional Bilingual Education or Dual Language programs. Analysis of our Parent Surveys reveal that none were categorized as preferring bilingual education and one parent requested the dual language program. Students, who did not return the surveys, were placed in a "Pending Transitional Bilingual" file by default. We have continued to make efforts to contact these parents, with those contacted reporting an ESL programming preference. If those preferences begin to change, our program offering would change to meet them, in accordance with the established protocol.

6.

Yes, the program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										65	35	38	24	162
Push-In														0
Total	0	0	0	0	0	0	0	0	0	65	35	38	24	162

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	43
		Special Education	33

SIFE	43	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	69
------	----	----------------------------------	----	-------------------------------	----

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43	15	3	50	23	5	69	5	25	162
Total	43	15	3	50	23	5	69	5	25	162

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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										64	35	38	24	161
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		0		1
TOTAL	0	0	0	0	0	0	0	0	0	65	35	38	24	162

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.

1A.

The organizational models for the delivery of instruction in our ESL program are self-contained ESL classes and push-in support classes. ESL instruction is delivered to students according to their grade level and NYSESLAT levels. Advanced ESL students receive one period of ESL instruction in reading and writing and one period of ELA instruction each day. Intermediate ESL students receive two periods of ESL instruction in reading, writing, listening, and speaking a day. Beginner ESL students receive two periods of ESL instruction in reading, writing, listening, and speaking and one period of ESL support each day.

1B.

The program models for the delivery of instruction are homogeneous groupings based on grade level and NYSESLAT level. The ESL curriculum and delivery of instruction are aligned with the New York City and New York State Learning Standards for ESL and ELA programs. All ESL courses utilize the framework of the America's Choice Ramp Up to Advanced Literacy model to address literacy instruction. This balanced literacy approach requires that all students receive explicit instruction in sharpening their reading, writing, listening, and speaking abilities in a structured setting. Students engage daily routines and rituals such as independent reading, independent writing, read aloud/think alouds, and collaborative activities.

Advanced students receive ELA instruction by certified ELA teachers in heterogeneous English classes. Our ELA classes are based almost exclusively on building the skills of literary appreciation, literary interpretation, and the writing process.

2A.

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program. As required under CR Part 154 Mandated Minutes of Service, students receive their mandated minutes of ESL and ELA instruction as follows:

Beginner ELL Students:

90 minutes per day: Self-contained ESL class with certified ESL teacher

45 minutes per day, twice a week: Self-contained ESL class with certified ESL teacher

Intermediate ELL Students:

90 minutes per day: Self-contained ESL class with certified ESL teacher

Advanced ELL Students:

45 minutes per day: Self-contained ESL class with certified ESL teacher

45 minutes per day: ELA instruction with certified ELA teacher

Each advanced ELL students' grade level determines the English level the student will enter for their ELA class. For example an Advanced freshman will enter a double period English 1 class and a single period ESL class. This method allows students who are near taking the English Regents to be placed into Regents Preparation classes and allows the students to be gradually mainstreamed into their grade level cohort.

3.

In order to enrich language development and make content comprehensible, our school provides content area instruction in English using ESL methodology and instructional strategies. Each instructor's goal is to assist students to achieve the state designated level of English proficiency for their grade and to help each ELL student meet or exceed the New York State and New York City standards as they engage in a rigorous, standards based academic curriculum. Instructional strategies that support this goal include differentiated instruction, balanced literacy approaches, and scaffolding strategies. Instructors utilize the six types of scaffolding strategies described by Walqui which include modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. As a result, students utilize bilingual academic vocabulary words walls, a variety of graphic organizers, quickwrite assignments, PowerPoint presentations and collaborative small group activities in order to comprehend and demonstrate their understanding of content material.

When necessary, native language supports are used to enrich comprehension in the content area classes. All beginner and intermediate level ELL students are placed in a Science, Global Studies, and Mathematics class taught by an instructor who speaks Spanish as a native language in the ninth and tenth grade instructional program, and a US History class where the instructor speaks the students' native language in the eleventh grade. The primary language of instruction in these classes is English. However, instructors also utilize the students' native language to make content comprehensible. This is accomplished through the use of textbooks written in the students' native language, assessment tools in both English and the students' native language, and giving students the opportunity to utilize their native language to respond to questions in class. Additional native Language Arts supports are provided in the following manner in content area classes: all core content area classes have an English/Spanish classroom library; the use of English/Spanish text based resources; use of NLA strategies in Living Environment, Math, Global History, and US History; students are able to compose written and oral responses in their native language in core content classes; a bilingual Guidance Counselor and bilingual health educators staffing the school based health clinic are able to provide academic intervention services in English and in Spanish; and students' testing accommodations permit them to take NY State assessments in English or Spanish. In addition, core content area teachers provide formative and summative assessments in both English and the students' native language of Spanish.

4.

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

A) SIFE Students: The ESL Coordinator and Assistant Principal of English identify the SIFE students at the beginning of the school year. Once students are identified, the ESL Coordinator meets with the faculty to discuss strategies that can be used when working with SIFE students in the classroom. SIFE students are also provided additional academic supports by a certified ESL teacher after school.

B) Newcomer ELLs: Newcomer ELL students receive differentiated instruction in a homogeneous, self-contained ESL class via the use of ESL strategies, differentiated instruction and content literacy strategies. Instructors emphasize the study of idioms, culture, and basic language skills here. Students also receive additional support after school from a certified ESL teacher. In addition, content area teachers meet with ESL teachers in grade teams to discuss ELL students and share strategies to use in the classroom to support their learning. If funding is available, beginner level SIFE students and newcomer students attend a four-week summer ESL Bridge program in July to better prepare them for high school. This four-week program focuses on the development of literacy skills, New York City culture, and mathematics.

C) 4-6 Year ELLs: These ELL students receive push-in services during the school day. They also attend after school sessions with content area teachers and a certified ESL teacher. Also, advanced level students are trained as peer tutors to tutor their ELL peers in the Learning Center. In addition, content area teachers meet with ESL teachers in grade teams to discuss ELL students and share strategies to use in the classroom to support their learning.

D) Long-Term ELLs: The ESL Coordinator and Assistant Principal of English identify the Long-Term ELL students at the beginning of the school year. Once identified, the ESL Coordinator meets with the faculty to discuss instructional strategies that can be used when working with Long-Term ELL students in the classroom. The strategies emphasize the development of reading and writing skills since these are the two areas our long-term ELL students require the most support in as observed in the RNMR report. In addition, homogeneous intermediate and advanced level ESL classes place greater emphasis on reading and writing using the balanced literacy workshop model and content area

teachers meet with ESL teachers in grade teams to discuss ELL students and share strategies to use in the classroom to support their learning.

E) ELLs Identified with Special Needs: The ESL Coordinator collaborates with the Transitional Linkage/Special Education Coordinator at the beginning of the school year to identify ELLs with special needs and to design an appropriate instructional program for them. When designing an instructional program for ELL students who are identified as having special needs, the student's IEP guides the design and implementation of the instructional program. Students receive instruction based on the goals and information stated in their IEP. As a result, each student receives differentiated instruction tailored to their skills, needs, and goals in self-contained ESL classes and content area classes with native language supports. Students in this sub-group also receive push-in services and co-teaching during the school day as per their IEP. A Special Education teacher with a bilingual extension provides language support in CTT Global History classes and CTT English classes.

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. Our school provides a range of targeted intervention programs for ELLs in ELA, math, and other content areas both during the school day and in our extended day program.

Our extended day program targets students in all sub-groups, with an emphasis on newcomer students. The program meets three days a week after school for 90 minutes each day. During this time, students receive targeted instruction in reading, writing, listening, and speaking skills in English utilizing the Achieve 3000 literacy program and attend small group tutorial sessions. Small group tutorial sessions are facilitated by a math, science, and history teacher whose native language is Spanish. As a result, students receive targeted support to comprehend content material in both English and their native language.

During the school day, our school utilizes a push-in, co-teaching, and pull-out model across all grades to provide targeted ELL services during the school day. Our native language arts teacher pushes into math classes one period a day to provide interventions in English and in Spanish. In addition, tutorial services are available for ELL students and required for students based upon their course grades. All tutorial services take place in the Learning Center during the school day and sessions are facilitated by content area teachers or former ELL students who serve as tutors. Tutorials focus on the development of students' literacy and mathematics skills and direct instruction is provided in both English and Spanish. We will target students in each of the ELL sub-groups, with an emphasis on the beginner level SIFE students to address reading skills and the 4-6 year ELL students to address core content areas they struggle with. Additional targeted intervention strategies include the ESL Coordinator following the students' progress in all sub-groups, assessing their marking period grades each marking period, and keeping regular contact with the guidance counselors and ELL students in their caseloads. If any student is faltering in his/her grades, the ESL Coordinator investigates the reason with the guidance team and constructs a plan to support the student. Lastly, content area teachers utilize the Wizard testing program to create unit assessment tools in English and in Spanish for students.

6. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Coordinator, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students

on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

7.

The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. This year, we introduced a self-contained US History class for our beginner and low-intermediate level juniors in order to address this concern. This self-contained US History class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, Social Studies teachers will begin to work with the ESL Inquiry Team to develop a Social Studies curriculum and program of study appropriate for newcomer ESL students.

We will continue to utilize technology as an instructional tool in the ESL classroom. This includes the use of an interactive whitboard, computer station in the classroom, and the web-based literacy program Achieve 3000. We are also committed to purchasing more instructional materials and technology to support our ELL students, especially our beginner level students.

8.

To date, we have decided not to discontinue any ELL programs or services for the following year. Each of our programs have shown an increase in student progress and we will continue to monitor each program to determine if they should continue or not.

9.

Our ELL students are equal members of the school community and have equal access to all school programs both during the school day and after school. ELL students and their families are made aware of the many programs our school offers through mailings and Parent Association meetings. As a result, ELL students participate in tutoring programs, elective classes, PSAL activities, and Student Government activities in school. ELL students in each grade level take advantage of these services and programs in order to develop their academic skills, social skills, and fulfill graduation requirements.

Supplemental services offered to ELLs in our building include an after-school ESL program that focuses on the development of students' reading, writing, listening, and speaking skills. The program is taught by an ESL teacher and the primary language of instruction is English. The purpose and goal of this after-school program is to develop students' English skills in a small group setting. In addition, the ESL Inquiry Team provides supplemental services to ELL students in the form of trips and after-school classes that focus on the development of literacy and math skills in English and the students' native language. Trips will include college visits in the spring semester.

10.

Our ESL program utilizes a curriculum and instructional strategies that are aligned explicitly to New York State learning standards in ESL and ELA. The literature included in this curriculum is aligned with both ESL and ELA standards and organized thematically. Thematic strands include coming of age stories, community, culture, and the American dream. Samples of readings include the novels *Living Up the Street* by Gary Soto and *Black and White* for a study of coming of age and the role a community plays in an individual's life. Additional instructional materials in the ESL program include: picture dictionaries in beginner level classes for newcomers, Spanish/English glossaries, dictionaries, reading workbooks, adaptations of novels appropriate for intermediate and advanced level students, the web-based Achieve 3000 TeenBiz non-fiction reading program, use of interactive whiteboards, videos, NYSESLAT preparation books, and books on tape.

Content area classes for ELL students utilize textbooks written in English, Spanish translations of textbooks in Social Studies, Spanish/English glossaries, living environment videos in English with Spanish sub-titles, assessment tools created in English and Spanish, interactive whiteboards, Internet resources, and videos.

11.

In our ESL program model, native language support is delivered through instructional materials and a push-in teacher. ELL students have regular access to English/Spanish glossaries, Spanish Global History textbooks, and written materials in Spanish in their living environment, math, and social studies classes. Students have the option of responding to written or oral prompts in English or Spanish in these content area classes. A licensed Native Language Arts/Foreign Language teacher pushes in to content area classes five periods a week to provide NLA support to ELL students. The NLA teacher provides native language supports in a one-on-one and small group setting in these classes.

Outside of class, a range of native language supports are available for our ELL students. The school based clinic has staff members that speak Spanish and all of their health literature is found in both English and Spanish. Our guidance team includes one bilingual Guidance Counselor who is equipped to assess newcomers and direct them to the ESL Coordinator. Lastly, our school library carries novels printed in Spanish to support the development of native language skills.

12.

Yes, all required services support and resources correspond to ELL students' ages and grade levels. The support staff in school (Guidance Counselors, Attendance Teacher, School Based Support Team) are trained to design and provide counseling and guidance services for a range of students through conferences and counseling activities. Students meet with their Guidance Counselor in a small group setting based upon their grade and age in order to discuss their academic progress in school. Guidance Counselors also meet with students individually to discuss additional concerns and make referrals accordingly.

13.

Our schools holds a Freshman Orientation meeting for all incoming 9th grade students and their families each spring. During this orientation meeting, we provide an overview of the high school instructional program, introduce members of the staff, and provide tours of the building. Newly enrolled ELL students meet with the ESL Coordinator and Assistant Principals during the orientation to obtain additional information about the school's programs, discuss the transition from middle school to high school, and ask questions.

All 9th grade students participate in a Freshman Advisory program. The program meets once a week and is facilitated by staff members from Alianza Dominicana in the English and ESL classes. The Freshman Advisory program for 9th grade ELL students focuses on the transition from middle school to high school, social concerns, building academic skills, and developing students' communication skills. Staff members from Alianza Dominicana facilitate the advisory lessons in both English and in Spanish.

If funding is available, we offer a four-week summer bridge program for newly enrolled ELL students. The summer bridge program focuses on the development of reading, writing, and mathematics skills and is taught by a licensed ESL teacher and a licensed math teacher.

14.

Spanish and Advanced Placement Spanish Language are offered to ELL students.

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)?

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.

We aim to prepare all of our teachers and staff members to deliver the best and most appropriate level of instruction and support to our ELL population. To that end we have established the following goals: a) To provide professional development in methods for quality instruction that includes workshops in data analysis, scaffolding, and differentiated instruction. b) To provide opportunities to write grade-level curriculum and assessments that are aligned with New York State standards in ELA, NLA, ESL, math, science, social studies and technology and best meet the needs of students in the ELL program.

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

- ELL teachers meet for 40 minutes every week during weekly common preparation meetings that focus on instruction, student case conferences, and professional development. During these meetings, continuity in the curriculum and scaffolding of skills from grades 9-12 is discussed. These meetings support staff members as ELL students transition from one grade level to another.

- Coaching for all teachers in differentiated instruction is implemented throughout the year by Assistant Principals of Supervision in every department.
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated. The ESL Coordinator and teachers on the ESL Inquiry Team design and facilitate these workshops to the staff. The ESL Inquiry Team focuses on the needs of ELL students and uses looking at student work protocols to better understand the needs of ELL students. This team is facilitated by the Assistant Principal of English and the Assistant Principal of Math.
- When available, the ESL Coordinator, Assistant Principal of English, and/or other ESL teachers attend ELL workshops provided by our network.
- ESL teachers receive professional development training facilitated by Achieve 3000 in the use of the TeenBiz reading program. The workshops support teachers in their ability to implement the technology based reading program and use the data analysis tool embedded in the program to differentiate instruction accordingly for their students.
- ESL instructors and general education instructors attend off-site professional development workshops targeting the needs of ESL students. Such workshops include those sponsored by Manhattan/Staten Island BETAC at Hunter College, the NYCDOE, the Brooklyn/Queens BETAC at Long Island University, and local museums and cultural institutions.
- General education science teachers have received professional development training facilitated by the Visual Learning Company in the use of the English/Spanish edition of the Living Environment video series and how to use these videos to differentiate instruction for ELL students.
- Math teachers have received professional development training from Agile Mind in the use of the Agile Mind math program every other month.
- The ESL Coordinator and the Assistant Principal of the English Department have attended LAP training workshops provided by the ISC and our CFN.
- The bilingual Guidance Counselors and Parent Coordinator, a native language speaker of Spanish, are members of the Language Allocation Policy Team.

2.

In order to support staff members in assisting ELL students as they transition to high school, we provide professional development sessions in a range of settings. These settings include faculty meetings, grade teams, and subject area team meetings. In order to develop a deeper understanding of students' needs as they transition from middle school to high school, professional development sessions are facilitated by the ESL Coordinator, Assistant Principals, members of the ESL Inquiry Team, Guidance Counselors, staff members from the school based health clinic, and staff members from Alianza Dominicana. The Freshman Advisory program facilitated by staff members from Alianza Dominicana supports English and ESL teachers as they co-facilitate weekly advisory lessons to 9th grade students in their classes.

3.

The ESL Coordinator and Assistant Principal for English facilitate a minimum of 7.5 hours of ELL training for all staff members throughout the year. Records of these professional development meetings are kept on file in both Mr. Cope's and Ms. Topbas' offices in the form of agendas, attendance sheets, and workshop packets. Topics for workshops include: Analysis of the NYSESLAT scores: What do they reveal about our students?, differentiated instruction strategies for ELL students, vocabulary strategies for ELL students, looking at student work, best practices for teaching ELL students, and a general ELL overview training session. Additional training sessions will be offered in response to the needs and requests of staff members. The meetings are facilitated for the entire staff, including Guidance Counselors, Special Education teachers, and Parent Coordinator.

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.

Parental involvement and on-going communication with parents is the cornerstone of best supporting all of our students at the High School for Media and Communications. These structures include an active Parent Association, parent representatives on the School Leadership Team, a parent representative on the school's Language Allocation Policy Team, and regular communication between the school and parents through awards assemblies, Parent/Teacher conferences, breakfast meetings with the Principal, and the Principal's newsletter.

We provide monthly workshops to parents, including ELL parents, on a range of topics including the college application process, transition from middle school to high school, parenting, cultural institutions, citizenship/immigration, parent resources on ARIS, and academic intervention that can be provided at home. Monthly parent workshops are facilitated by the Parent Coordinator and members of the school community during monthly Parent Association meetings. All meetings provide translation services and literature for parents in Spanish.

2.

Yes, our school does partner with other agencies and Community Based Organizations to provide workshops and services to ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These organizations include:

- Alianza Dominicana provides valuable support to ELL students and their parents. The organization hosts a variety of workshops on-site and in their offices that address a range of topics including student attendance, employment, citizenship, the college application process, and parenting. In addition, the organization provides meaningful support for families with homework help, tutoring, and free classes for adults. This year, Alianza Dominicana hosted a Thanksgiving dinner for students, their parents, and staff members at our school in order to strengthen the ties of our school community.
- New York Presbyterian Hospital provides parents with meaningful information and resources regarding health and counseling services in our school based clinic. Staff members from NY Presbyterian Hospital provide workshops at monthly Parent Association meetings.
- We Are New York: Learn English on TV is an organization that provides free ESL classes to ELL parents. The classes meet on a weekly basis in our school in the evenings.

3.

We evaluate the needs of parents through on-going conversations with parents, analysis of the NYCDOE Learning Environment Survey for parents, and our own parent surveys. We administer surveys that ask parents to identify the strengths and areas in need of support in our school during Parent Association meetings and School Leadership Team meetings. Parents also make suggestions for future activities and volunteer to participate in these activities on these surveys.

4.

The parental involvement activities address the needs of the parents by responding to their requests and needs as expressed during Parent Association meetings and School Leadership Team meetings. For example, many parents expressed the desire to improve their English speaking skills. As a result, our Parent Coordinator has implemented weekly English courses for parents in the evenings with our partner We Are New York: Learn English on TV.

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)										16	9	4	3	32
Intermediate(I)										29	15	20	10	74
Advanced (A)										18	11	13	11	53
Total	0	0	0	0	0	0	0	0	0	63	35	37	24	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										6	3	0	0

	I										14	5	13	5
	A										14	6	12	4
	P										29	19	12	13
READING/WRI TING	B										28	6	4	1
	I										15	16	19	10
	A										19	11	14	11
	P										1	0	0	0

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

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	39		14	
Math <u>Int. Alg.</u>	91		33	
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	94		37	
Physics	0			
Global History and Geography	76		14	
US History and Government	43		18	
Foreign Language		74		73
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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.
We use the Pearson ELL Performance Series and Acuity exams to assess the literacy skills of our ELL students during the school year. We use the results from these assessments, as well as the NYSESLAT and Regents results, to guide us in our instructional design and delivery of instruction. Data collected from these sources of information reveal that our ELL students need additional support in building their reading and writing skills. As a result, students receive intensive reading and writing instruction in their ESL classes and additional support classes.

In order to identify the literacy skills of our SIFE ELL students in their native language of Spanish, two teachers will be trained in the use of the City College/NYCDOE ALLD tool this year. As a result, we will begin to utilize this assessment tool to develop a stronger understanding of our students' early literacy skills.

2.
In analyzing the data patterns across proficiency levels and grades on the NYSESLAT exam, it is revealed that our students have a much higher aptitude in listening and speaking with 73 students scoring at the proficient level in this modality. Only nine students, six 9th graders and three 10th graders, scored at the beginner level in the listening and speaking modality. In contrast, our ELL students struggle more with reading and writing as expressed by the NYSESLAT scores. In this modality, only one student scored at the proficient level, with 39 at the beginner level, 60 at the intermediate level, and 55 at the advanced level. Lastly, it is observed that as students move from grades 9 to 12, they steadily increase their proficiency levels to advanced or proficient.

3.
After analyzing the NYSESLAT modality results, it is clear that students across all grade levels generally score higher on the listening/speaking portion of the NYSESLAT exam, with 73 students scoring proficient; and lower on the reading/writing portion of the exam, with 1 student scoring proficient. As a result, ESL teachers and content area teachers will continue to reinforce reading/writing skills as they plan units of study and lesson plans for their classes. In order to address this, teachers will reinforce read/writing skills in mini-lessons and strategic activities in class. Push-in teachers will reinforce reading and writing skills in English and the students' native language in order to support them in this modality. We will also provide students with strategic lessons to support language acquisition, effective study habits, note taking skills, and Regents preparation in our Learning Center.

4A.
Analysis of current ELL students' Regents scores in English, Math, Social Studies, Living Environment, and Comprehensive Exam in Spanish reveals that ELL students struggle the most with the English Regents exam and the Global History Regents exam. The results in the previous chart show that 18% of students who sat for the Global History Regents exam and 36% of students who sat for the English Regents exam passed with a 65 and above.

Sixty two ELL students failed the Global History Regents exam with a 64 and below. The 62 students are comprised of 10 beginner level students, 32 intermediate level students, and 20 advanced students. In addition, 20 students in this group are SIFE students. The SIFE students struggle with literacy skills in their native language and have scored a beginner level or low-intermediate level on the NYSESLAT exam. The students in this population struggle with literacy skills in both English and their native language.

Twenty five ELL students failed the English Regents exam with a 64 and below. The 25 students are comprised of 2 beginner level students, 16 intermediate level students, and 6 advanced level students.

In analyzing the Global Regents exam and English Regents exam, it is clear that the intermediate level and SIFE students struggle the most with the Regents exams that involve a great deal of reading and writing. We will begin to collect data on how students fare on Regents exams when they take it in their native language this year.

4B.

Administrators and teacher teams review the results of ELL periodic assessments, the NYSESLAT exam, and Regents exams in team meetings in order to drive instruction and programming decisions. Results are discussed and analyzed during department team meetings and shared with grade teams. As a result, teachers design and implement interventions and strategies that will better support students as they prepare to take exams in the future. Results are also shared with students on an individual basis so that students can set goals for themselves during the school year.

In addition, administrators utilize the results of these assessments to program students, create the school schedule, and purchase additional programs of support. This year, we hired a coach from Kaplan to support Social Studies teachers in teaching students how to utilize a variety of test taking strategies on Social Studies exams.

4C.

We are learning that our ELL students require much support in gaining academic proficiency, particularly in reading, writing, and academic vocabulary. Also, we are learning that our SIFE students who continue to struggle with literacy skills in their native language require additional supports during the school day to sharpen their native language skills.

5.

N/A

6.

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

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.

Additional Information

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	Network Leader		
	Other		