



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ EDWARD R. MURROW HIGH SCHOOL \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 21K525 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ ANTHONY R. LODICO \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ ALODICO@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ AIMEE HOROWITZ \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Anthony R. Lodico	*Principal or Designee	
Christina Ortiz	*UFT Chapter Leader or Designee	
Sandra Rodolico	*PA/PTA President or Designated Co-President	
Patricia Napolitano	DC 37 Representative, if applicable	
Brittany Moore	Student Representative	
Avery Williams	Student Representative	
Deasia Williams	Student Representative	
Allen Barge	Member/CSA	
Lillian Baer-Sharoff	Member/UFT - Guidance	
Rebecca Castaneda	Member/Parent	
Sarah Caswell	Member/UFT	
Rosalind De Innocentiis	Member/Parent	
James Duncan	Member/UFT	
Debbie Gillette	Member/Parent	
Jacqueline King	Member/Parent	
Maizelin Knowlin	Member/Parent	
Beth Rocco	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 1012, 60% of Student with Disabilities (60 students) and ELLs (33 students) will meet the New York State English Language Arts Regents standard.***

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Since we did not make AYP for these two cohorts of students for the ELA Regents standard, our Inquiry Team worked with our ELA, Special Education and ELL teachers to diagnose, pre-assess and determine specific instructional needs. Although our passing rate for the ELA Regents is over 90% for all students, the historical trend is that SWD and ELL students are entering high school without the basic skill to pass the ELA Regents within the 4 year state mandate.***

***We continue to revise and monitor our ELA curriculum to address the specific needs of all students.***

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Creation of the M-Force program which is specifically designed to better meet the needs of SWD/ELL populations,***
  - b) This program will be implemented for the 2011-2012 school year. The M-Force Literacy teacher team will meet four times a month to evaluate and monitor student progress. They will also work closely with the schoolwide Inquiry Team to review data and then make appropriate changes and modifications,***
  - c) This dedicated Teacher Team, who will follow the Inquiry Process to address this issue,***
  - d) This team, made up of Literacy Teachers, General Education and Special Education teachers, have developed our M-Force program and curriculum. This program utilizes strategies and skills from Ramp-Up, Wilson and other Literary based curricular. The team worked throughout the summer to develop curriculum and strategies,***
  - e) We are providing additional Regents Preparatory Courses for targeted IEP and ELL students,***
  - f) Targeted students who score 50-64 are counseled and assistance is given to them in preparation to retake the ELA Regents,***
  - g) Professional Development for 11<sup>th</sup> grade CTT ELA teachers during common planning and Wednesday morning PD/team time is provided,***
  - h) PM self-contained classes are offered for additional support of IEP students with the focus on ELA Regents preparation and credit recovery,***
  - i) Parent meetings are scheduled for additional support and outreach,***
  - j) A student writing center is open to all students throughout the day as an additional academic intervention service,***
  - k) Constant monitoring of instruction in all ELA classes is ongoing to ensure alignment with state and common Core standards,***
  - l) Attendance outreach/home visits.***
  - m) Per-session and Circular 6 assignments targeted tutoring, smaller class size for CTT/Self contained, literacy team professional development, PM/Saturday school support classes, special education and ESL classes. \$22,000 Title III Grant to fund immigrant tutorials and parent outreach.***

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  
- ***The following parent involvement strategies and activities have been implemented.***
  - a) ***Communication through letters, phone calls and e-mail,***
  - b) ***Evening presentations at Parents' Association meetings, special parent focus groups and workshops,***
  - c) ***Home visits to targeted students with poor attendance,***
  - d) ***Use of translation services to ensure effective communication with our ELL population.***
  - e) ***Referrals to appropriate counseling agencies.***

**NOTE: We are a Non-Title I School**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***100% of teachers are state qualified, 90% are highly qualified in their assignments. All teachers are working for appropriate dual certification in special education and their content area to bring us to 100% HQ compliance.***

***We use New Teacher Finder, NY Teaching Fellows and Open Market, among others.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  
- ***The following vendors have been contracted to assist our instructional team with meeting our goals:***
  - a) ***Achieve 3000***
  - b) ***APANGEA***
  - c) ***Smartboard***
  - d) ***Bright Link***
  - e) ***Brain Pop***
  - f) ***Houghton-Mifflin***
  - g) ***AGS***
  - h) ***Thomson/Hemle***
  - i) ***Pearson's "Study Skills"***
  - j) ***Charlotte Danielson "Professional Practice and the handbook"***
  - k) ***C. Tomlinson/C. Strickland "Differentiation in Practice"***
  - l) ***Kathie F. Nunley "Differentiating the High School Classroom"***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Fair student funding (tax Levy), Title I STH funds, Title III, and human resources were used to implement this action plan to target at risk ELL's and SWD students from September 2011- June 2012 as indicated below:***

- a) Inquiry Team meetings/Professional Development involving special education, general education and CTT teaching teams (per-session – 1-2 times a week - GIEQ5)***
- b) Curriculum revision (per-session – 10 hours per core subject area - GI9FH )***
- c) Increased funds spent on PM and summer school offerings for special education students (per-session–4 hours per week per class - GI7F, Lab Specialist for after school make-up labs – per session –GIC90, supervisor per-session – GIEQ8)***
- d) Parental Workshops (OTPS funds - XJG2, W242, XV9X, Tax Levy Translation Services – GI9TH)***
- e) Two Academies have been instituted enabling the English and social studies teachers to work collaboratively better serving the needs of IEP and ELL students. (Circular 6, common planning, block programming and PD)***
- f) Special needs support services, per session, Title III Funds, TL Translation Services, OTPS, NYSTL Textbooks, NYSTL Software, NYSTL Hardware. (GI9TH, GIJ69, W3KX, GI7FP,GI9FH, X4N3, X4N4, X4N2,XXKX ,X3Q 8,XJG2 ,W242 ,XV9X, GIEQ5)***

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, Hispanic/Latin Cohort graduation rate will increase to 59%.***

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Closing the achievement gap. We continually are writing to meet the new State Standard of 80% for the 4 year graduation rate. Although our overall graduation rate for the 2005 cohort was 74%, we have determined that our Hispanic cohort continues to have the lowest number of students achieving a diploma in 4 years.***

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Parent meetings are held for ELL Academy and also Hispanic cohort parent/guardians whose child has tested out of ELL***
  - b) In science, additional lab periods are programmed for English Language Learners***
  - c) On going professional development focusing on strategies for ELL students***
  - d) Differentiated Instruction professional development by administration and outside suppliers (Since 2009, mathematics, foreign language, science and English teachers have been serviced outside trainer)***
  - e) Ongoing ARIS training and usage for better communication and assessing of ELL and Hispanic cohort students***

- f) *Ongoing use of data pulled from ARIS to drill-down to specific areas of need*
- g) *Technology training and investments school wide*
- h) *Inquiry/Teacher Team work with targeting students and determining needs*
- i) *Attendance outreach/home visits*
- j) *Professional Development, Parent Outreach, \$20,000 Title III Grant to fund immigrant tutorials and parent outreach.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *The following parent involvement strategies and activities have been implemented.*
  - a) *Communication through letters, phone calls and e-mail,*
  - b) *Evening presentations at Parents' Association meetings, special parent focus groups and workshops,*
  - c) *Home visits to targeted students with poor attendance,*
  - d) *Use of translation services to ensure effective communication with our ELL population.*

***We are a Non-Title I School***

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***100% of teachers are state qualified, 90% are highly qualified in their assignments. All teachers are working for appropriate dual certification in special education and their content area to bring us to 100% HQ compliance.***

***We use New Teacher Finder, NY Teaching Fellows and Open Market, among others.***

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *The following vendors have been contracted to assist our instructional team with meeting our goals:*
  - a) *Achieve 3000*
  - b) *APANGEA*
  - c) *Smartboard*
  - d) *Bright Link*
  - e) *Brain Pop*
  - f) *Houghton-Mifflin*
  - g) *AGS*
  - h) *Thomson/Hemle*
  - i) *Pearson's "Study Skills"*
  - j) *Charlotte Danielson "Professional Practice and the handbook"*
  - k) *C. Tomlinson/C. Strickland "Differentiation in Practice"*
  - l) *Kathie F. Nunley "Differentiating the High School Classroom"*

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Fair student funding (tax Levy), Title I STH funds, Title III, and human resources were used to implement this action plan to target at risk ELL's and SWD students from September 2011- June 2012 as indicated below:***

- a) ***Inquiry Team meetings/Professional Development involving special education, general education and CTT teaching teams (per-session – 1-2 times a week - GIEQ5)***
- b) ***Curriculum revision (per-session – 10 hours per core subject area - GI9FH )***
- c) ***Increased funds spent on PM and summer school offerings for special education students (per-session–4 hours per week per class - GI7F, Lab Specialist for after school make-up labs – per session –GIC90, supervisor per-session – GIEQ8)***
- d) ***Parental Workshops (OTPS funds - XJG2, W242, XV9X, Tax Levy Translation Services – GI9TH)***
- e) ***Two Academies have been instituted enabling the English and social studies teachers to work collaboratively better serving the needs of IEP and ELL students. (Circular 6, common planning, block programming and PD)***
- f) ***Special needs support services, per session, Title III Funds, TL Translation Services, OTPS, NYSTL Textbooks, NYSTL Software, NYSTL Hardware. (GI9TH, GIJ69, W3KX, GI7FP,GI9FH, X4N3, X4N4, X4N2,XXKX ,X3Q 8,XJG2 ,W242 ,XV9X, GIEQ5)***

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

***By June 2012, the percentage of first year students in the school's lowest third who earn 10 or more credits will increase to 66%. (approximately 210 students)***

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Priority area for improving student performance based on progress report.***

***Improvement of credit accumulation (10+ credits) for all 9<sup>th</sup> grade students.***

<b><i>All 9<sup>th</sup> Grade</i></b>	<b><i>Lowest 3<sup>rd</sup></i></b>
<b><i>➤ 2008 – 69%</i></b>	<b><i>39%</i></b>
<b><i>➤ 2009 – 74%</i></b>	<b><i>48%</i></b>
<b><i>➤ 2010 – 77%</i></b>	<b><i>51%</i></b>
<b><i>➤ 2011 – 80%</i></b>	<b><i>64%</i></b>
<b><i>➤ 2012 0 82% (projected)</i></b>	<b><i>66% (projected)</i></b>

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) ***Creation of the Global Academy, ELL Academy, M-Force Literacy Program***

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- ***The following parent involvement strategies and activities have been implemented.***

- Communication through letters, phone calls and e-mail,***
- Evening presentations at Parents' Association meetings, special parent focus groups and workshops,***
- Home visits to targeted students with poor attendance,***
- Use of translation services to ensure effective communication with our ELL population.***

***NOTE: We are a Non-Title I School.***

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

***100% of teachers are state qualified, 90% are highly qualified in their assignments. All teachers are working for appropriate dual certification in special education and their content area to bring us to 100% HQ compliance.***

***We use New Teacher Finder, NY Teaching Fellows and Open Market, among others.***

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- ***The following vendors have been contracted to assist our instructional team with meeting our goals:***

- Achieve 3000***
- APANGEA***
- Smartboard***
- Bright Link***
- Brain Pop***
- Houghton-Mifflin***
- AGS***
- Thomson/Hemle***
- Pearson's "Study Skills"***
- Charlotte Danielson "Professional Practice and the handbook"***
- C. Tomlinson/C. Strickland "Differentiation in Practice"***
- Kathie F. Nunley "Differentiating the High School Classroom"***

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Fair student funding (tax Levy), Title I STH funds, Title III, and human resources were used to implement this action plan to target at risk ELL's and SWD students from September 2011- June 2012 as indicated below:***

- Inquiry Team meetings/Professional Development involving special education, general education and CTT teaching teams (per-session – 1-2 times a week - GIEQ5)***
- Curriculum revision (per-session – 10 hours per core subject area - GI9FH )***
- Increased funds spent on PM and summer school offerings for special education students (per-session–4 hours per week per class - GI7F, Lab Specialist for after school make-up labs – per session –GIC9O, supervisor per-session – GIEQ8)***
- Parental Workshops (OTPS funds - XJG2, W242, XV9X, Tax Levy Translation Services – GI9TH)***
- Two Academies have been instituted enabling the English and social studies teachers to work collaboratively better serving the needs of IEP and ELL students. (Circular 6, common planning, block programming and PD)***
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**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**All students will be proficient in modeling with mathematics (real world situations) and/or construct viable arguments and critique the reasoning of other students' solutions to multi-step equations or inequalities.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

***Since we did not make AYP for ELL/SWD students for the Math/Algebra Regents standard, our Inquiry Team worked with our mathematics, Special Education and ELL teachers to diagnose, pre-assess and determine specific instructional needs.***

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Department inquiry team will meet during Wednesday morning professional development to create learning task.***
  - Department curriculum mapping team will meet during Wednesday morning professional development to create the curriculum map.***

- c) *Department inquiry will develop grading rubric for learning task and evaluate student work.*
- d) *Department team will analyze pre-assessment, post assessment (Acuity data) and classroom assessment data to identify the areas of weakness to make future instructional adjustments.*
- e) *Teachers will develop authentic learning task that demonstrate students' ability to model with mathematical precision and/or construct and explore the reasoning behind arguments to arrive at a viable solution*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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**NOTE: We are a Non-Title I School.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

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**Service and program coordination**

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  - l) *Kathie F. Nunley "Differentiating the High School Classroom"*

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

***Fair student funding (tax Levy), Title I STH funds, Title III, and human resources were used to implement this action plan to target at risk ELL's and SWD students from September 2011- June 2012 as indicated below:***

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- b) Curriculum revision (per-session – 10 hours per core subject area - GI9FH )***
- c) Increased funds spent on PM and summer school offerings for special education students (per-session–4 hours per week per class - GI7F, Lab Specialist for after school make-up labs – per session –GIC9O, supervisor per-session – GIEQ8)***
- d) Parental Workshops (OTPS funds - XJG2, W242, XV9X, Tax Levy Translation Services – GI9TH)***
- e) Two Academies have been instituted enabling the English and social studies teachers to work collaboratively better serving the needs of IEP and ELL students. (Circular 6, common planning, block programming and PD)***
- f) Special needs support services, per session, Title III Funds, TL Translation Services, OTPS, NYSTL Textbooks, NYSTL Software, NYSTL Hardware. (GI9TH, GIJ69, W3KX, GI7FP,GI9FH, X4N3, X4N4, X4N2,XXKX ,X3Q 8,XJG2 ,W242 ,XV9X, GIEQ5)***

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>								
<b>1</b>								
<b>2</b>								
<b>3</b>								
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	167	200	227	226	137	55	80	27
<b>10</b>	189	205	194	209	126	35	50	28
<b>11</b>	52	61	34	53	79	52	15	48
<b>12</b>	6	29	7	49	67	38	35	34

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Beginning English Language Learners receive triple or double periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports content area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. After school Regents preparation tutorials for immigrant students who have been in the US for less than three years. Students receive back to back double period literacy instruction in a collaborative teaching setting. Two teachers, one special education and one general education, share the classes and are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6 assignments. Achieve 3000
<b>Mathematics</b>	Level 1 math students are taught in a collaborative setting by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments daily. Peer tutoring is arranged for other students by the SWAT Team. After school tutoring for subjects and Regents Preparation is also offered.
<b>Science</b>	Teachers provide tutoring for students during their Circular 6 assignments throughout all bands. Make up labs are scheduled for students after school. Level 1 readers are taught in a collaborative teaching environment. Regents review and Peer tutoring is also arranged.
<b>Social Studies</b>	Teachers provide tutoring for students through their Circular 6 assignments. Students have the ability to qualify for the on-line Murrow Independent Learning Experience (MILE). Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged.
<b>At-risk Services provided by the Guidance Counselor</b>	Guidance counselors provide targeted classroom guidance lessons each cycle, every 9 weeks. Small group sessions for at-risk students are provided who present attendance issues. Small group sessions are scheduled for students to improve social, emotional and coping skills.
<b>At-risk Services provided by the School Psychologist</b>	Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.
<b>At-risk Services provided by the Social Worker</b>	Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.
<b>At-risk Health-related Services</b>	Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medical

	emergencies.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**NOT APPLICABLE**

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 21K525 **School Name:** Edward R. Murrow High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*For the areas of school improvement identification, (ELA & mathematics -SWDs, ELLs and Hispanics) we have found that the main academic issue we are facing is that many of our lowest third students, which include many in the subgroups identified, are promoted to the ninth grade deficient in many areas including literacy, mathematical numeracy and computational skills and do not meet the state standard of passing the ELA and Mathematics Regents in four years. We have discovered over the past 5 years that as a result of the interventions, professional development and curriculum revisions many of our ELL, SWD and Hispanic students are passing these Regents in their fifth and sixth years of high school.*

*As a result of our JIT visit which took place March 29 and 30, 2011, we have intensified our approach to the needs of the identified subgroups during our Teacher Team work and professional development opportunities.*

#### *JIT Overall Findings:*

- The school has made some progress in identified areas, and may make AYP with further modification to the Restructuring Plan.*
- Continue implementation of the current Restructuring Plan with modifications recommended as a result of the review.*

#### *The Restructuring Plan should address five central themes:*

- a more specific focus on the needs of the identified subgroups;*
- the quality of instruction in all classrooms;*
- the appropriate identification of at- risk students within the identified subgroups;*
- service provisions for at-risk students in the identified subgroups that include the highest expectations for academic achievement; and*
- PD to address the instructional needs of the identified subgroups.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - a) *Creation of the M-Force program which is specifically designed to better meet the needs of SWD/ELL populations, this program will be implemented for the 2011-2012 school year. The M-Force Literacy teacher team will meet four times a month to evaluate and monitor student progress. They will also work closely with the schoolwide Inquiry Team to review data and then make appropriate changes and modifications, this dedicated Teacher Team, who will follow the Inquiry Process to address this issue, this team, made up of Literacy Teachers, General Education and Special Education teachers, have developed our M-Force program*

*and curriculum. This program utilizes strategies and skills from Ramp-Up, Wilson and other Literary based curricular. The team worked throughout the summer to develop curriculum and strategies.*

- b) We are providing additional Regents Preparatory Courses for targeted IEP and ELL students, targeted students who score 50-64 are counseled and assistance is given to them in preparation to retake the ELA Regents.*
- c) Professional Development for 11<sup>th</sup> grade CTT ELA teachers during common planning and Wednesday morning PD/team time is provided.*
- d) PM self-contained classes are offered for additional support of IEP students with the focus on ELA Regents preparation and credit recovery.*
- e) Parent meetings are scheduled for additional support and outreach.*
- f) A student writing center is open to all students throughout the day as an additional academic intervention service.*
- g) Constant monitoring of instruction in all ELA and ESL classes is ongoing to ensure alignment with state and common Core standards.*
- h) Attendance outreach/home visits.*
- i) Per-session and Circular 6 assignments targeted tutoring, smaller class size for CTT/Self contained, literacy team professional development, PM/Saturday school support classes, special education and ESL classes.*
- j) \$22,000 Title III Grant to fund immigrant tutorials and parent outreach.*
- k) Parent meetings are held for ELL and also Hispanic cohort parent/guardians whose child has tested out of ESL*
- l) In science, additional lab periods are programmed for English Language Learners*
- m) On going professional development focusing on strategies for ELL students*
- n) Differentiated Instruction professional development by administration and outside suppliers (Since 2009, mathematics, foreign language, science and English teachers have been serviced by an outside trainer)*
- o) Ongoing ARIS training and usage for better communication and assessing of ELL and Hispanic cohort students*
- p) Ongoing use of data pulled from ARIS to drill-down to specific areas of need*
- q) Technology training and investments school wide*
- r) Inquiry/Teacher Team work with targeting students and determining needs*
- s) Department inquiry team will meet during Wednesday morning professional development to create learning task.*
- t) Department curriculum mapping team will meet during Wednesday morning professional development to create the curriculum map.*
- u) Department inquiry will develop grading rubric for learning task and evaluate student work.*
- v) Department team will analyze pre-assessment, post assessment (Acuity data) and classroom assessment data to identify the areas of weakness to make future instructional adjustments.*
- w) Teachers will develop authentic learning task that demonstrate students' ability to model with mathematical precision and/or construct and explore the reasoning behind arguments to arrive at a viable solution*

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## **Part B: For Title I SINI Schools Only**

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>William Bonner</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>525</b>
School Name <b>Edward R. Murrow High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Anthony R. Lodico</b>	Assistant Principal <b>Angela Gramegna</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Rosemary Iervasi</b>	Guidance Counselor <b>Margarita Safyan</b>
Teacher/Subject Area <b>Nora Diaz-Guevara</b>	Parent <b>Sandra Rodolico</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rose Dasch</b>
Related Service Provider <b>Edward Marzano</b>	Other <b>type here</b>
Network Leader <b>William Bonner</b>	Other <b>Christopher Groll-Cluster Lead</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>16</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>4123</b>	Total Number of ELLs	<b>396</b>	ELLs as share of total student population (%)	<b>9.60%</b>
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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. For incoming students, new to the NYCDOE, a careful intake process is conducted at Edward R. Murrow High School. The student and Parent/guardian are brought to the Guidance Office and meet with the Pupil Personnel Secretary, MaryAnne McCarthy, the Assistant Principal Pupil Personnel, Mrs. Beth Siegel-Graf, a Bilingual/ ESL Guidance Counselor, Ms. Margarita Safyan and the ESL Coordinator, Ms. RoseMary Iervasi, a fully licensed and certified ESL teacher. An informal interview of the parent or guardian is conducted by Ms. Iervasi. If it is determined that a translator is needed, there are bilingual staff members available to translate and together with one of the ESL Guidance Counselors, Ms. Margarita Safyan, Ms. Hung or Ms. Sanchez they assist the parent/guardian with filling out the necessary forms. During the interview the parent is questioned regarding the student's educational history. The student's health record is discussed and parents are asked to inform the school of any medical condition that may need to be addressed. We provide the family with a student handbook, the Discipline Code (in the home language when possible) and inform them of school rules and student and parent rights and responsibilities. We review the graduation requirements, school requirements and testing requirements. Parents are informed of the importance of punctuality and attendance. They are also asked to complete paperwork for lunch and metro cards. The parent/guardian and student are also welcomed by the Parent Coordinator and they are given a tour by a student peer who speaks the same language. The Home Language Survey responses and interview responses are used by the ESL Coordinator, Ms. RoseMary Iervasi, to determine eligibility for the administration of the LAB/R. If the student scores at the beginning, intermediate or advanced levels on LAB-R, then the student is sent to the bilingual counselor who programs him/her appropriately. Newly-enrolled Spanish-speaking ELLs are administered the Spanish LAB.

In the spring term the NYSESLAT is administered to all ELLs listed on the RLER report. Collaborative efforts ensure a smooth administration of the NYSESLAT. Multilingual letters and phone calls are sent to the parents of ELLs to inform them of the NYSESLAT dates and to inform them of the importance of this assessment. Students are individually tested for the speaking section in a separate location. The testing is conducted by licensed ESL teachers. The listening, reading and writing tests are administered during the New York State mandated time frame within ESL class meeting times by NYS certified ESL teachers. Make-up examination times are scheduled to accommodate absentees. SPED-ELLs are tested with accommodations indicated on their IEPs. Results of the NYSESLAT are used to determine students' placement at each level of instruction.

2. At the time of initial identification of the child as an ELL, the parent/guardian is given information regarding program options. The ESL Coordinator RoseMary Iervasi a licensed pedagogue sets up an individual viewing of the DOE DVD in the appropriate language. The parent/guardian is provided with the opportunity to ask questions and a Parent Orientation Workshop is conducted the same day either by Ms. Iervasi or Ms. Angela Gramegna, Assistant Principal of ELLs. In order to ensure that parents/guardians of ELLs understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) parents view the DOE DVD in their language, their questions are answered by Ms. Iervasi or Ms. Gramegna. They are also informed of program requirements and graduation and diploma requirements. Documentation is maintained for all meetings

3. Edward R. Murrow ensures that entitlement/eligibility letters are distributed to families by sending them out by the US Postal Service and an additional copy is sent home via backpack with each student. Parent survey and program selection forms are given to parents during their initial admittance (in the appropriate language) and are collected back. If a form is not returned by a Chinese or Spanish speaking ELL, these youngsters are put into our transitional bilingual program (as per CR Part 154). Entitlement list records are maintained by the ESI Coordinator Ms. RoseMary Iervasi and are stored in room 124T.

4. After parents have made their selection of the program of choice, identified ELL students are given the option of participating in our transitional bilingual program (if applicable) or ESL instructional program. LAB R scores are used to place identified ELLs in the appropriate level of ESL instruction. All communication is done with parents in their native language using (in house) interpreters or using the translation unit's over the phone interpretation services.

5. The trend in program choices for identified ELLs has been the Free Standing ESL instructional program. For the 2010-2011 school year, of the 5 students who were identified 1 selected TBE - Chinese, 1 selected the TBE-Spanish and 3 selected Freestanding ESL. For the 2011-2012 school year thus far, 2 students were identified and both selected Free Standing ESL. All documentation is on file in room 124T. This documentation is referred to when researching trends in program choice.

6. Program models at our school are aligned with parent requests. When a program is selected that is not available at our school we hold the parent's request until we have the necessary enrollment to create new bilingual programs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0			0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	396	Newcomers (ELLs receiving service 0-3 years)	144	Special Education	93
SIFE	77	ELLs receiving service 4-6 years	157	Long-Term (completed 6 years)	95

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	54	8	0	30	10	0	1	0	0	85
Dual Language										0
ESL	132	20	18	123	31	36	72	17	39	327
Total	186	28	18	153	41	36	73	17	39	412
Number of ELLs in a TBE program who are in alternate placement:										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	11	0	0	28
Chinese										27	28	1	1	57
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>44</b>	<b>39</b>	<b>1</b>	<b>1</b>	<b>85</b>								

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	
	EL	EP	EL	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	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										44	26	6	4	<b>80</b>
Chinese										45	32	20	16	<b>113</b>
Russian										16	13	1	2	<b>32</b>
Bengali										6	6	0	1	<b>13</b>
Urdu										7	10	1	2	<b>20</b>
Arabic										6	3	2	0	<b>11</b>
Haitian										7	5	1	0	<b>13</b>
French										4	0	0	0	<b>4</b>
Korean										0	1	0	0	<b>1</b>
Punjabi										0	2	0	0	<b>2</b>
Polish										0	0	1	0	<b>1</b>
Albanian										2	1	1	2	<b>6</b>
Other										3	6	3	1	<b>13</b>
<b>TOTAL</b>	<b>0</b>	<b>140</b>	<b>105</b>	<b>36</b>	<b>28</b>	<b>309</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. All ESL and content area classes are departmentalized. All classes are self-contained. There are no push-in or pull-out models currently at Murrow. Current program model for content area classes are heterogeneously grouped. ESL classes are ungraded, homogeneously grouped by proficiency level (Beginning, Intermediate and Advanced - according to NYSESLAT or LAB-R results). A pilot program for the 2011-2012 school year established a self-contained global studies content area class for ELLs.
2. The Edward R. Murrow school schedule allots 220 minutes of instructional time for each period of the school day. This is above the required number of minutes set by New York State. In the beginning level ESL classes 660 minutes of instruction is provided to all students who score B on the NYSESLAT exam. 440 minutes of ESL instruction is provided to all students who score I on the NYSESLAT exam, and 220 minutes of ESL instruction and 220 minutes of ELA instruction is provided to all students who score A on the NYSESLAT exam. Students in the TBE programs in Chinese and Spanish receive 220 minutes of instruction at level one, two, three, four or advanced placement based on their native language proficiency levels. A student's NLA placement is determined by using both formative and summative assessments.
3. In the bilingual program, content area instruction (social studies, math, science) is delivered in both native language (Mandarin and Spanish) and English. In the ESL program, content area classes instruction is delivered in English, using approaches which accelerate English language acquisition. Additionally, native language arts classes are offered for 220 minutes weekly in the transitional bilingual program. For the ESL program, native language arts classes are available in Spanish, Chinese and Russian.
4. English Language Learners in the bilingual program are evaluated with the Chinese Reading Examination and the ELE.
5. a. Students with interrupted formal education receive small group instruction that is scaffolded and teachers implement differentiated instructional strategies. We use MILESTONES with accompanying Audio CDs to help SIFE students with skills for success in real-world settings. Readings are on non-fiction to assist youngsters with content area classes. Texts provide phonics and syntax to enable students to accelerate English language acquisition. Grammar instruction is embedded in the texts. In mathematics Appengea interactive software was used to enhance student acquisition of mathematical skills and understanding of mathematical concepts. In ESL we use audio-visual resources and internet resources. We offer before, during and after-school tutoring and intensive tutoring in all subject areas. Parents of students with interrupted formal education are provided with lists of local community agencies that can provide additional support services. Professional learning communities meet and review student records and make recommendations for instruction. In addition, we

## A. Programming and Scheduling Information

schedule meetings informing parents of graduation requirements and program requirements. Translators are available at all of these meetings

b. Newcomer ELLs are offered placement in the after-school ESL academy to provide additional support and facilitate accelerated English language acquisition. Quality teaching strategies are used for all ESL classes. All ESL teachers have attended QTEL workshops and have been trained in QTEL procedures. ESL instruction for newcomers, use Heinle's, *Voices in Literature*, with audio recordings. Newcomers can read, listen, speak and write with the scaffolding that is provided by this series. Graphic organizers, diagrams, graphs, tables, maps and charts are used to assist students in reading and writing. Activities aid in comprehension and help students apply information. We use Longman Co-build dictionaries to assist in vocabulary development. Parents are invited to attend welcome sessions. Translators are available to assist parent at all meetings.

c. For ELLs receiving service 4 to 6 years the following strategies have been implemented: Those who have not met the performance standard in listening, speaking, reading or writing are given small group instruction tailored toward the modalities, instructional supports including NYSESLAT and ELA Regents preparation materials. We use *Achieving on the NYSESLAT*, published by Pearson Longman and *Getting Ready for the NYSESLAT*, published by Attanasio and Associates. Instruction is differentiated and vocabulary and grammar are taught in context. Students have the opportunity to take SAT preparation classes. Guidance conferencing is held and parental outreach is conducted.

- Use of Achieve 3000 to raise reading level.
- Tutoring throughout the school day to assist students to accelerate English language acquisition.
- Lending library with leveled and adapted texts for students.
- Infusion of daily reading and writing activities in classroom lessons.
- Weekly professional development conferences of ESL teachers.
- Summer program which focus on activities that encourage listening, speaking, reading and writing.
- Use of Advanced Phonics and Fluency Student Center Activities.
- Use of Vocabulary and Comprehension Student Center Activities.
- Teacher Resource Guide materials to assist in providing differentiated instruction
- Incorporation of reading strategies/7 Habits of Highly Effective Readers and independent reading in ESL courses.

d. For Long Term ELLs, the following strategies have been implemented:

- Professional learning community meeting to discuss student progress and evaluate student work
- Identification of student's learning styles to identify the stages of language acquisition.
- After school academy available to provide additional support.
- Tutoring throughout the school day to assist students to accelerate English language acquisition.
- Conferences with students, parents, teachers, and guidance counselor to discuss concerns, needs, interventions, and goals.
- Monitoring by guidance counselors of student progress with periodic teacher progress reports and report cards.
- Participation in the ELL Institute.

6. ELL-SWDs are provided with small-group differentiated instruction and all related services as indicated on their IEP, extra support through Title III programs, and individualized counseling. ELL-SWDs are offered the following supports: instructional support in listening, reading, speaking and writing, both within the school day and in the after school academy. In addition, small-group differentiated instruction is also provided in content area classes. We use high interest leveled readers including *Astronaut*, *Dolphins*, *Trojan Horse*, *Bermuda Triangle*, *The Big Wave*, *The Titanic Lost and Found*, *MoonWalk-the first trip to the moon*, and *Hungry Sharks*. Additionally, these youngsters are given counseling based upon individual needs from their assigned guidance counselor. They are referred to outside agencies when they are in need of further interventions.

The following academic intervention strategies are in place for ELL-SWDs:

- Paraprofessional in classroom to provide additional individualized instruction and support.
- After school academy available to provide additional support (grant pending).
- Tutoring throughout the school day to assist students to accelerate English language acquisition.
- Identification of student's learning styles to identify the stages of language acquisition and differentiate instruction.
- Formation of interdisciplinary teams to review and discuss student work and their needs, goals, and progress.
- Professional learning community meeting to discuss student progress and evaluate student work.

### 7. Curricular Flexibility

ELL-SWD students who are in the Alternate Assessment Program follow a Career Ed Curriculum in accordance with the NYSAA guidelines. They create a DATAFOLIO of work each year that is assessed by NY State.

ELL-SWD students also take classes in a 15:1 setting. These classes follow the General Ed curriculum and NY State Standards for

## A. Programming and Scheduling Information

each subject area with the goal of passing the culminating NY State Regents Exam. The curriculum is modified to accommodate the skill levels of these students.

ELL-SWD students also take classes in an Integrated Co-Teaching Environment. The class is created on a 40% - 60% basis. 40% of the students have IEPs and the remaining 60% of the students in the class do not have an IEP. These classes follow the General Ed curriculum and NY State standards for each subject area with the goal of passing the culminating NY State Regents Exam. The curriculum is modified to accommodate the skill levels of these students.

### Instructional Flexibility

The teachers of these classes “differentiate” the process and product of their lessons, and projects to provide instructional flexibility. Time extensions are usually provided for due dates of projects. Textbooks written on a readability level that is appropriate to the skill levels of these students are also used. Paraprofessional assistance is provided for 90 students with disabilities to accommodate them in their daily instruction. In addition, Vision and Hearing services are provided to students in the forms of: Sign Language Interpreters,

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	class which allows for scheduling flexibility based on academic or behavioral needs. The ELL-SWE students in the 15:1 classes and the Integrated Co-teaching students also have a full program of 7 classes. There are multiple sections of each class offered which allows for scheduling flexibility based on academic or behavioral needs.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The following intervention programs are offered for ELLs in all subgroups including SIFE, LTEs, Newcomers and ELL-SWDs: Regents preparation courses, before, during and after-school tutoring, Regents exams provided in native language (when available) and English, extended time, and bilingual glossaries are provided to youngsters for use on Regents exams.

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Initiative #1: Accommodating a Diverse Population in the bilingual program

#### Strategies:

- Creating translated copies for all documents, homework sheets, etc.
- Writing notes in both English and Spanish
- Allow for students to participate in class in Spanish
- Allow for students to hand in work in Spanish

Initiative #2: Improving Reading Comprehension Skills:

- Differentiated Documents (Primary, Secondary), Also reading comprehension of charts, maps.
- Longer passages to build reading stamina and comprehension

Tiered Questions after each document:

- o What?/Describe.
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

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

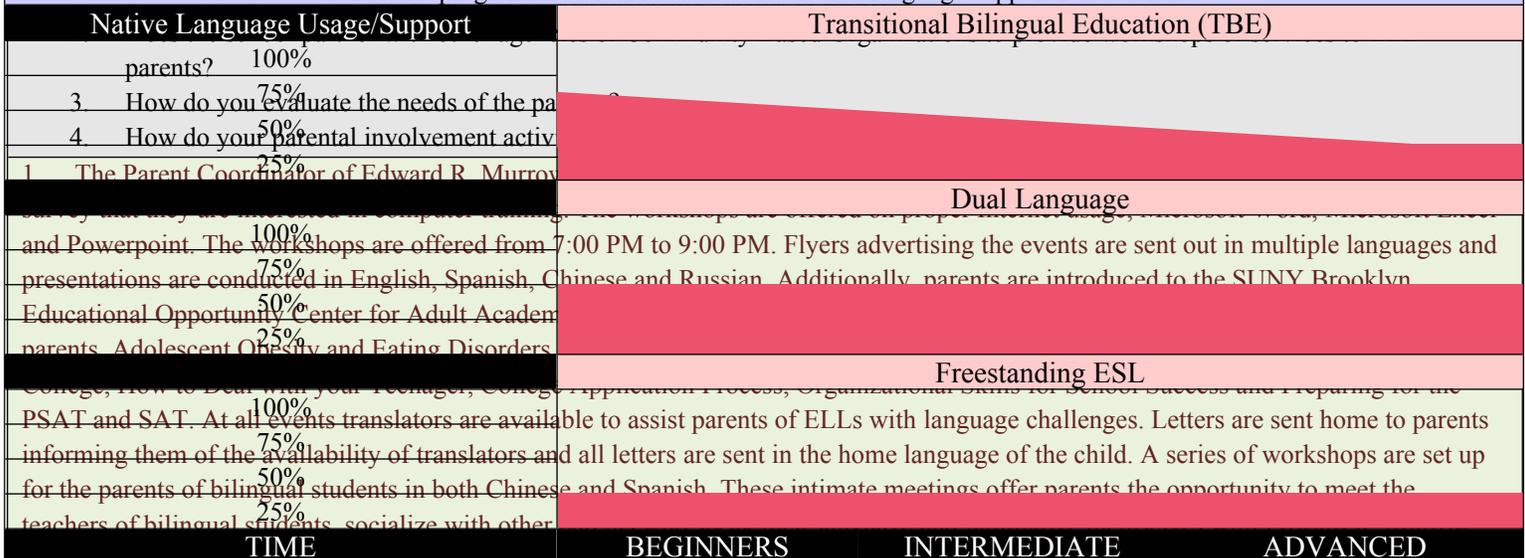
1. Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and attend differentiated instruction workshops. Administrator and teachers of ELLs will participate in the ELL Literacy and Leadership Institute (ELL-I), to increase the ELA performance of ELLs. These sessions feature experts from across the literacy education landscape such as, Aida Walqui (WestEd), Kate Kinsella (San Francisco State University), and Nonie Lesaux (Harvard School of Education) who will assist us in developing plans to meet the literacy needs of ELLs using research and school-based data. The institute specifically addresses literacy models, program improvement, evaluation and testing, and federal and state education policy. The native language arts educators will participate in a series of workshops to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, the series, will present literature through a historical lens as well as through cultural and social contexts.

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

3. As the school year begins new teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. Weekly professional learning community sessions provide staff with Best Practices for Working with ELLs.

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## E. Parental Involvement

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

1. The Parent Coordinator of Edward R. Murrow sets up computer workshops and targets parents who have stated on the Murrow parent survey that they are interested in computer training. The workshops are offered on proper Internet usage, Microsoft Word, Microsoft Excel and Powerpoint. The workshops are offered from 7:00 PM to 9:00 PM. Flyers advertising the events are sent out in multiple languages and presentations are conducted in English, Spanish, Chinese and Russian. Additionally, parents are introduced to the SUNY Brooklyn Educational Opportunity Center for Adult Academic and Workforce Development. Workshops are offered on the following topics for parents, Adolescent Obesity and Eating Disorders in Teenagers, What Your Ninth Grader Needs to Know for College, Financial Aid for College, How to Deal with your Teenager, College Application Process, Organizational Skills for School Success and Preparing for the PSAT and SAT. At all events translators are available to assist parents of ELLs with language challenges. Letters are sent home to parents informing them of the availability of translators and all letters are sent in the home language of the child. A series of workshops are set up for the parents of bilingual students in both Chinese and Spanish. These intimate meetings offer parents the opportunity to meet the teachers of bilingual students, socialize with other parents who speak their language and familiarize themselves with Edward R. Murrow High School.
2. The Family Jewish Board provides counseling to ELL students and their parents. They provide counseling services for Russian families, English as a Second Language classes for adults and homework helper for students. Edward R. Murrow also partners with Goodwill located at 1416 Avenue M - Goodwill provides educational counseling, including assistance with college application and choosing a college. They provide translation and interpretation services, resume and job interview preparation, career counseling and application assistance for citizenship, green cards, housing, food stamps, change of address, and unemployment benefits. Additionally, services for refugees are available.
3. Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population. Additionally, the Learning Environment Survey is used to determine parental opinions and attitudes toward school. This information is used to drive changes. Our Parent Survey and Program Selection forms reflect the intention of parents of ELLs to have their children placed in ESL over the Bilingual Program. We review them periodically to continue to determine parent choice. Our parental involvement activities address the needs of parents of ELLs. We assess their needs using questionnaires, interviews, workshops, surveys, and information obtained during Parent/Teacher Conferences which are held 4 times a year at Edward R. Murrow. The Parent Coordinator, Mrs Rose Dasch is responsible for assisting in the planning of these events and communicates the information to the parents through mailings, parent newsletters and phone calls - all information is shared in the dominant language of the parents.
4. Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medical emergencies.

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### SOCIAL STUDIES ELL Program Initiatives

Initiative #1: Accommodating a Diverse Population in the bilingual program

Strategies:

- Creating translated copies for all documents, homework sheets, etc.
- Writing notes in both English and Spanish
- Allow for students to participate in class in Spanish
- Allow for students to hand in work in Spanish

Initiative #2: Improving Reading Comprehension Skills:

- Differentiated Documents (Primary, Secondary), Also reading comprehension of charts, maps.
- Longer passages to build reading stamina and comprehension

Tiered Questions after each document:

- o What?/Describe.
- o Why/How (How does document answer the aim?)
- o Application questions (ex. - how would students respond to situations in documents)  
How do I respond when students do not know material?
- Students receive a supplementary review sheet (at the beginning of every unit) with a simplified description of the unit and the key vocabulary words (see initiative #4; flashcards).  
How do I respond when students know material?
- For advanced students, teachers include extra documents in our handouts so if they go faster, they can read and answer those documents.

## 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.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and attend differentiated instruction workshops. Administrator and teachers of ELLs will participate in the ELL Literacy and Leadership Institute (ELL-I), to increase the ELA performance of ELLs. These sessions feature experts from across the literacy education landscape such as, Aida Walqui (WestEd), Kate Kinsella (San Francisco State University), and Nonie Lesaux (Harvard School of Education) who will assist us in developing plans to meet the literacy needs of ELLs using research and school-based data. The institute specifically addresses literacy models, program improvement, evaluation and testing, and federal and state education policy. The native language arts educators will participate in a series of workshops to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, the series, will present literature through a historical lens as well as through cultural and social contexts.
2. As ELLs transition from junior high to Murrow they are invited to participate in our Bridge program over the summer. ELLs are given orientation sessions and provided the opportunity to ask questions. Ninth grade ELLs are not programmed for the first period of the day to provide them with a common period to meet with their teachers for additional support.
3. As the school year begins new teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. Weekly professional learning community sessions provide staff with Best Practices for Working with ELLs.

## E. Parental Involvement

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

1. The Parent Coordinator of Edward R. Murrow sets up computer workshops and targets parents who have stated on the Murrow parent survey that they are interested in computer training. The workshops are offered on proper Internet usage, Microsoft Word, Microsoft Excel and Powerpoint. The workshops are offered from 7:00 PM to 9:00 PM. Flyers advertising the events are sent out in multiple languages and presentations are conducted in English, Spanish, Chinese and Russian. Additionally, parents are introduced to the SUNY Brooklyn

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2. The Family Jewish Board provides counseling to ELL students and their parents. They provide counseling services for Russian families, English as a Second Language classes for adults and homework helper for students. Edward R. Murrow also partners with Goodwill located at 1416 Avenue M - Goodwill provides educational counseling, including assistance with college application and choosing a college. They provide translation and interpretation services, resume and job interview preparation, career counseling and application assistance for citizenship, green cards, housing, food stamps, change of address, and unemployment benefits. Additionally, services for refugees are available.

3. Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population. Additionally, the Learning Environment Survey is used to determine parental opinions and attitudes toward school. This information is used to drive changes. Our Parent Survey and Program Selection forms reflect the intention of parents of ELLs to have their children placed in ESL over the Bilingual Program. We review them periodically to continue to determine parent choice. Our parental involvement activities address the needs of parents of ELLs. We assess their needs using questionnaires, interviews, workshops, surveys, and information obtained during Parent/Teacher Conferences which are held 4 times a year at Edward R. Murrow. The Parent Coordinator, Mrs Rose Dasch is responsible for assisting in the planning of these events and communicates the information to the parents through mailings, parent newsletters and phone calls - all information is shared in the dominant language of the parents.

4. Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medical emergencies.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										43	12	5	2	62

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										90	74	13	11	188
Advanced (A)										53	58	19	16	146
Total	0	0	0	0	0	0	0	0	0	186	144	37	29	396

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										8	4	2	0
	I										39	26	7	5
	A										70	52	15	10
	P										66	62	13	14
READING/ WRITING	B										38	11	5	2
	I										93	74	12	9
	A										47	52	19	18
	P										5	7	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	49	62	3	0	114
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	17		41		44		28		130
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	64		36	
Integrated Algebra	139		80	
Geometry	39		29	
Algebra 2/Trigonometry	18		11	
Math				
Biology				
Chemistry	7		2	
Earth Science	46		0	
Living Environment	150		92	
Physics	1		0	
Global History and Geography	116		52	
US History and Government	53		32	
Foreign Language	46		46	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	2	8	4	5				
Chinese Reading Test	14	13	16	15				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?

## 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.

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony R. Lodico	Principal		1/1/01
Angela Gramegna	Assistant Principal		1/1/01
Rose Dasch	Parent Coordinator		1/1/01
Rosemary Iervasi	ESL Teacher		1/1/01
Sandra Rodolico	Parent		1/1/01
Nora Diaz-Guevara	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Margarita Safyan	Guidance Counselor		1/1/01
William Bonner	Network Leader		1/1/01
	Other		1/1/01

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Edward R. Murrow High School	DBN: 21K525
Cluster Leader:	Network Leader: William Bonner
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy                *Other:
Total # of ELLs to be served: 140
Grades to be served by this program (check all that apply):
<input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8              *9              *10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 0
# of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: As we move into a technologically advanced world, English language Learners need to have computer literacy skills to keep up with school work including but not limited to assignments, presentations, and research papers. In an effort to assist these youngsters acquire these skills Edward R. Murrow High School will create business classes for ELLs. These classes will be offered to 9th and 10th grade ELLs. Classes which meet for 220 minutes weekly of instructional time will be scheduled each semester. The classes will be taught in English. Classes will be taught by licensed business education teachers. Students will use state-of-the-art equipment. They will be required to print samples of their work to keep in a portfolio which will be assessed to monitor progress.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and focus on differentiated instruction strategies that can be implemented into classes. These sessions will begin in September 2011 and run through June 2012.

Administrator and teachers of ELLs will participate in the ELL Literacy and Leadership Institute (ELL-I), to increase the ELA performance of ELLs from October 2011 through April 2012. These sessions feature experts from across the literacy education landscape such as, Aida Walqui (WestEd), Kate Kinsella (San Francisco State University), Nonie Lesaux (Harvard School of Education), and Julia Lara (educational consultant) who will assist us in developing plans to meet the literacy needs of ELLs using research and school-based data. The institute specifically addresses literacy models, program improvement, evaluation and testing, and federal and state education policy. These workshops are provided by New York City office of ELLs. The Native language arts educators will participate in a series of workshops to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, the series, will present literature through a historical lens as well as through cultural and social contexts. New teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. Election Day professional development will provide staff with Best Practices for Working with ELLs as per Jose P.

#### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

A series of workshops are set up for the parents of bilingual students in both Chinese and Spanish. These intimate meetings offer parents the opportunity to meet the teachers of bilingual students, socialize with other parents who speak their language and familiarize themselves with Edward R. Murrow High School.

Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population. Additionally, the Learning Environment Survey is used to determine parental opinions and attitudes toward school. This information is used to drive changes.

Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies. Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medial emergencies.

#### Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
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"> <li>Per session</li> <li>Per diem</li> </ul>	\$38,912.00* Approximately 48.9% of the technology teacher's salary.	Part of teacher's salaries and fringe benefits. Balance of additional personnel salary and fringe will be paid from different funding source.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		All purchased services will be provided at no cost to the program.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$5,000.00	Printing and delivery cost for materials necessary in class.
Educational Software (Object Code 199)		
Travel		Local travel for staff providing translation/interpretation services
Other		
<b>TOTAL</b>	<b>\$43,912.00</b>	

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

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Total # of teachers in this program: 23 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: As we move into a technologically advanced world, English language Learners need to have computer literacy skills to keep up with school work including but not limited to assignments, presentations, and research papers. In an effort to assist these youngsters acquire these skills Edward R. Murrow High School will create business classes for ELLs. These classes will be offered to 9th and 10th grade ELLs. Classes which meet for 220 minutes weekly (Monday through Friday - from September 2011 to June 2012) of instructional time will be scheduled each semester. The classes will be taught in English. Classes will be taught by licensed business education teachers. ESL teacher will rotate among the classes. Students will use state-of-the-art equipment. They will be required to print samples of their work to keep in a portfolio which will be assessed to monitor progress.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
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Begin description here:

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## Part C: Professional Development

## Part D: Parental Engagement Activities

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**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Educational Software (Object Code 199)		
Travel		Local travel for staff providing translation/interpretation services
Other		
<b>TOTAL</b>	<b>\$43,912.00</b>	