



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MURRAY HILL ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M432

PRINCIPAL: ANITA MANNINEN-FELIX **EMAIL:** AMANNIN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMEKA MATHESON

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.

Name	Position and Constituent Group Represented	Signature
Anita Manninen-Felix	*Principal or Designee	
Adam Ward	*UFT Chapter Leader or Designee	
Linda Gavin	*PA/PTA President or Designated Co-President	
Mohammed Islam	DC 37 Representative, if applicable	
Andrew Dillon	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
-	CBO Representative, if applicable	
Hazel Massey	Member/ PTA member	
Debra Dillon	Member/ PTA member	
Maria Maldonado	Member/ DC 37	
Tamika Bota	Member/ Parent	
Jordan Massey	Member/ Student	
	Member/	
	Member/	

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: Student Performance Improvement in Mathematics

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

- By June 2012, 80% of incoming 9th graders will improve their baseline Math score by one grade level measured by Scantron Performance or similar assessment.

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.

- This is a priority area for improving student performance based on incoming 9th grade data. The percentage of incoming students for 2011-12 school year on each Math level based on the NYS Math 8th Grade assessment is as follows: 16% level 1, 61% level 2, 18% level 3, and 5% level 4. Students will be diagnosed using Scantron Computerized Assessment to determine their up to date strengths and weaknesses. This information will be a key component for teachers to plan for differentiated and scaffolded instruction.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Timeline for Implementation (Strategies and activities; Staff and Resources)

By Midyear:

- Students will be tested using the Achieve 3000 Performance Assessment, or EdPerformance. Based on the results individualized benchmarks and learning plans will be developed.
- Students will meet with staff or Advocate Counselors for academic goal setting and progress monitoring

By June:

- Teachers will be trained in the use of differentiated instructional strategies; the use of data to identify students learning styles and levels in reading and math; the use of technology and programs to use as tools in the subject area instruction.
- High Schools That Work will provide in-class professional development to model best practices.
- Teachers will confer with students and their families regarding their progress in Mathematics
- After-school individualized help will be provided
- Attendance team will continue interventions to increase students' instructional time.

Steps taken to include Teachers in the Decision-making Process

We have made a conscious organizational and moral decision to build adult capacity by involving the staff in decision making, having leadership roles, having staff members participate in trainings and be responsible for sharing the information to the rest of the staff. From getting faculty input on school-wide rules and procedures to identifying “the worry list” of students who require more intensive interventions, to exploring student habits and mindsets that get in the way of learning—faculty have had a voice in their own professional growth during the year and they have directly shaped how the school culture is evolving. For example, our teachers made the following curricular decisions: school trips, classroom texts, iZone vendors for online courses, topics for the Challenge based learning project, programming of students for Cycle 2 classes, and after school clubs. Also, the lead teachers have been a strong support for new teachers, working directly with them as they develop their learning units and lesson plans.

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.

Strategies for increased parental involvement include:

- We communicate up-to-date information about student attendance and progress through Skedula online grading, attendance and student progress system
- We host a “back to school” and curriculum night in addition to parent teacher conferences
- We have a student and family handbook translated in the languages that parents request
- Parents are trained how to use ARIS, Skedula, and internet by the school staff
- Teachers frequently communicate with parents through phone or email, as well as in-person meetings
- Parents are invited to school functions
- The school website provides current information
- We offer workshops for parents.

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.

We use the following strategies to attract highly qualified teachers:

- We participate in Teacher Hiring Fairs
- Our teachers get laptops for individual instructional use, and the latest technology and online curriculum in their classrooms.
- The supervision uses proactive and differentiated supervision of the staff (formal and informal observations, peer observation and intervisitations, lab classrooms)
- Teachers have New Teacher Mentoring, and more experienced teachers have individualized coaching from our support organizations
- Our teachers participate in professional development at school and offsite. The professional development is targeted to individual teacher’s needs as well as our students’ needs. Teachers have opportunities to share experiences with and learn from colleagues in our Network, with iLearn schools, as well as nationally with *High Schools That Work* teachers.
- We believe in capacity building within our staff. We encourage everyone to take on leadership roles ranging from running a student club to becoming a lead teacher of a subject area, or to continue their education and advance in their career.

In order to insure that our staff will be 100% high quality teachers we are doing the following:

- We advise our staff about available teacher certification programs
- We hire high quality teachers through Open Hire, Student Teachers, and NYCDOE Teacher Fairs
- Our teachers participate in professional development on academic rigor
- Our new teachers are mentored by Coaches and New Teacher Mentors

Murray Hill Academy's professional development program includes following trainings and workshops:

- Achieve 3000, Destination Math, Reading Horizons, Aventa, K-12, Florida Virtual, Desire2Learn, Expert 21, Reading Horizons
- Literacy and Curriculum Design (HSTW)
- Quality Teaching conference
- Guided Discipline and Advisory planning and instruction (ESR)
- TI-83; SmartBoard; Skedula
- Scantron Performance Computerized Assessment; Acuity and ARIS
- Curriculum Development and Alignment
- Common Core Standards
- Career Choices curriculum
- Differentiated Instruction for ELL Students (HSTW)
- Gang Awareness
- Suicide Prevention
- Brain based learning

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.

Tax Levy, Title I, and all other funding sources will be utilized to provide quality education for our students. Our school has a Consolidated Plan that identifies the School Based Liaisons for violence prevention, suicide prevention, nutrition programs, service in schools, housing, and attendance programs. We also have a common planning period when guidance/attendance team meets with the whole school staff. Our Pupil Personnel Team focuses on the academic, behavioral, emotional and social well being of all students at Murray Hill Academy.

Our teacher teams meet weekly to improve the achievement of individual students in a form of case conferencing. In addition, we do the following:

- Use 8th grade data to identify the needs of incoming ninth graders.
- Work with teachers on gathering data in the classroom.
- Review summative and formative assessments to determine student performance on an individual, class, cohort and school level.
- Meet in teacher teams to adjust instruction for improvement.
- Set up data inquiry team focusing on improving student performance.
- Combine face to face instruction with online curriculum and activities in the classroom. Teachers use one on one, small group or whole group instruction in lessons. This model supports multiple opportunities for timely support and interventions.
- Students are offered tutoring and small group support during and after school

We have common planning time built into the teacher schedule every day. During that time, teachers do student conferencing, look at student data and work, and plan together (curriculum, interventions, student support, etc.). We have two Social Workers, a Guidance Counselor, an Attendance Teacher, and two *Good Shepherd* Advocate Counselors who assist students emotionally, socially and in preparation for the school day and appropriate routines. Attention is paid to all the students and their individual needs.

We have extended learning time for students who arrive early to school. They are offered opportunities for tutoring and academic support, such as Re-Do work. We have after school programs to address student needs and interests. Contingent upon budget, we will have summer school. Our students can also participate in the *Good Shepherd* summer programs.

We are part of iLearn and the Blended Learning Pilot in the NYC DOE. This program offers possibilities for our student to do credit recovery, Advance Placement and online learning. Our coursework is diverse as we offer classes from Advance Placement World History, Algebra II, to Theater, and Web Design.

We have ICT teaching and push in model that encourages student support in the classroom. For example, the students that have been identified as low level readers receive in class support from our Literacy Specialist. Also, the Speech Therapist combines a push in and pull out program depending on the student needs.

Title I set aside funds are used primarily for educational services to ensure homeless youth progress academically. Due to the different needs of the homeless population, we can also pay for emergency supplies (school supplies, books, glasses, etc.). These students and their families and also participate in the after school programs, counseling services, and parental involvement activities. We provide students a place to study here at school after school hours if their current location does not offer them computer access or facilities that are study friendly. We take into consideration each student's individual needs and assist them accordingly.

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.

Our school will be Conceptually Consolidating the following funding sources FSF, and Title I SWP. The Conceptually Consolidated pool of funds will be used to support the following:

- Per session for after school Math support and special needs support for students
- Per session for Professional Development for targeted teacher professional development to address teacher instructional needs and student learning needs.
- In school and out of school Professional Development by HSTW
- OTPS: resources (books, software etc.)

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: Student Performance Improvement in ELA Reading and Literacy

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

- By June 2012, 80% of incoming 9th graders will improve their baseline ELA reading (NYS 8th Grade ELA Assessment or similar) by one grade level measured by Scantron Performance or similar assessment.

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.

- This is a priority area for improving student performance based on incoming 9th grade data. The percentage of incoming students for 2011-12 school year on each ELA level based on the NYS ELA 8th Grade assessment is as follows: 20% level 1, 65% level 2, 15% level 3, and 0% level 4.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

By Midyear:

- Students will be tested using the Achieve 3000 Performance Assessment, or EdPerformance. Based on the results individualized benchmarks and learning plans will be developed.
- Students will meet with staff or Advocate Counselors for academic goal setting and progress monitoring

By June:

- Teachers will be trained in the use of differentiated instructional strategies; the use of data to identify students learning styles and levels in reading and math; the use of technology and programs to use as tools in the subject area instruction.
- High Schools That Work will provide in-class professional development to model best practice
- Teachers will confer with students and their families regarding their progress in English
- After-school individualized help will be provided
- Attendance team will continue interventions to increase students' instructional time.

Steps taken to include Teachers in the Decision-making Process

We have made a conscious organizational and moral decision to build adult capacity by involving the staff in decision making, having leadership roles, having staff members participate in trainings and be responsible for sharing the information to the rest of the staff. From getting faculty input on school-wide rules and procedures to identifying “the worry list” of students who require more intensive interventions, to exploring student habits and mindsets that get in the way of learning—faculty have had a voice in their own professional growth during the year and they have directly shaped how the school culture is evolving. For example, our teachers made the following curricular decisions: school trips, classroom texts, iZone vendors for online courses, topics for the Challenge based learning project, programming of students for Cycle 2 classes, and after school clubs. Also, the lead teachers have been a strong support for new teachers, working directly with them as they develop their learning units and lesson plans.

Strategies to increase parental involvement

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Strategies for increased parental involvement include:

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We use the following strategies to attract highly qualified teachers:

- We participate in Teacher Hiring Fairs
- Our teachers get laptops for individual instructional use, and the latest technology and online curriculum in their classrooms.
- The supervision uses proactive and differentiated supervision of the staff (formal and informal observations, peer observation and intervisitations, lab classrooms)
- Teachers have New Teacher Mentoring, and more experienced teachers have individualized coaching from our support organizations
- Our teachers participate in professional development at school and offsite. The professional development is targeted to individual teacher’s needs as well as our students’ needs. Teachers have opportunities to share experiences with and learn from colleagues in our Network, with iLearn schools, as well as nationally with *High Schools That Work* teachers.
- We believe in capacity building within our staff. We encourage everyone to take on leadership roles ranging from running a student club to becoming a lead teacher of a subject area, or to continue their education and advance in their career.

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Murray Hill Academy’s professional development program includes following trainings and workshops:

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- Literacy and Curriculum Design (HSTW)
- Quality Teaching conference
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- TI-83; SmartBoard; Skedula
- Scantron Performance Computerized Assessment; Acuity and ARIS
- Curriculum Development and Alignment
- Common Core Standards
- Career Choices curriculum

- Differentiated Instruction for ELL Students (HSTW)
- Gang Awareness
- Suicide Prevention
- Brain based learning

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.

Tax Levy, Title I, and all other funding sources will be utilized to provide quality education for our students. Our school has a Consolidated Plan that identifies the School Based Liaisons for violence prevention, suicide prevention, nutrition programs, Service in schools, housing, and attendance programs. We also have a common planning period when guidance/attendance team meets with the whole school staff. Our Pupil Personnel Team's focus in the academic, behavioral, emotional and social well being of all students at Murray Hill Academy.

Our teacher teams meet weekly to improve the achievement of individual students in a form of case conferencing. In addition, we do the following:

- Use Grow Report to identify the needs of incoming ninth graders.
- Work with teachers on gathering data in the classroom.
- Review summative and formative assessments to determine student performance on an individual, class, cohort and school level.
- Teacher teams meet to adjust instruction for improvement.
- Set up data inquiry team focusing on improving student performance.
- In the classroom, students have face to face instruction combined with online curriculum and activities. Teachers use one on one, small group or whole group instruction in lessons. This model supports multiple opportunities for timely support and interventions.
- Students are offered tutoring and small group support during and after school

We have common planning time built into the teacher schedule every day. During that time teachers do student conferencing, look at student data and work, and plan together (curriculum, interventions, student support, etc.). We have two Social Workers, a Guidance Counselor, an Attendance Teacher, and two *Good Shepherd* Advocate Counselors who assist students emotionally, socially and in preparation for the school day and appropriate routines. Attention is paid to all the students and their individual needs.

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Title I set aside funds are used primarily for educational services to ensure homeless youth progress academically. Due to the different *needs of the homeless population*, we can also pay for emergency supplies (school supplies, books, glasses, etc.). These students and their families and also participate in the after school programs, counseling services, and parental involvement activities. We provide students a place to study here at school after school hours if their current location does not offer them computer access or facilities that are study friendly. We take into consideration each student's individual needs and assist them accordingly.

Budget and resources alignment

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Our school will be Conceptually Consolidating the following funding sources FSF, and Title I SWP. The Conceptually Consolidated pool of funds will be used to support the following:

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- Per session for Professional Development for targeted teacher professional development to address teacher instructional needs and student learning needs.
- In school and out of school Professional Development by HSTW
- OTPS: resources (books, software, etc.)

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: Attendance

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

- By June 2012, 34 students who are currently in the 60% to 79% year to date attendance (YTD) category in ATS, will improve their attendance by 20% measured by ATS.

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.

- This goal addresses a school wide need to improve attendance.

In examining the ATS attendance data for 2010-11, the attendance of cohort 2013 (transfer students) year to date was 76%, and the attendance of cohort 2014 (new 9th graders) year to date was 88%. We have a strong attendance component that includes an attendance teacher, set protocols for student lateness and absences, as well as shared responsibility for the student and parent outreach by the whole staff. By talking to students and families the staff will be able to answer the following questions in order to analyze data: Who are these students? Why were they absent? What is the situation behind their absence and what can we do about it? The end result will be an attendance strategy and intervention plan tailored for each student utilizing the support provided by families, teachers, and partnerships.

We met our last year's CEP Attendance goal. The attendance focus group's average attendance for 2009-2010 was 49.3%. By June 2011, the average attendance of the focus group was 75.8%. In order to reach the goal, we established protocols to monitor daily attendance, maintain contact with students and their families, and support the attendance efforts. For example, we used a phone messenger system that automatically informed homes if a student arrived late or was absent. We have

a dedicated Attendance Teacher who followed up with direct family contact, home visits, and school conferences with staff. Our Social Worker met with students and their families providing them emotional and social support. We used technology (Skedula) to keep staff, students and their families informed about the attendance in unison with academic and behavioral progress. As part of our school curriculum we had an Advisory, and a Career and Goal Setting elective that focused on skills required to become successful citizens in the post secondary workforce. Good attendance and punctuality are an important part of that skill set. As a new school, we are cultivating a culture that supports self awareness and independent learning.

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Timeline for Implementation (Strategies and activities; Staff and Resources)

By Midyear:

- Identify students who currently are in the 60% to 79% attendance group.
- Have clear expectations with lateness policy, and consequences for lateness and absence
- Assign students to staff members or Advocate Counselors to monitor attendance and create personal connections.
- Meet with teachers to discuss attendance strategies.

By June:

- Meet with students to discuss attendance and academic achievement with the Attendance teacher, Social worker, Advocate Counselors, parent, student and the staff member.
- Create student inquiry portfolios for data that include individual student goal setting with attendance plans
- Increase parental awareness of attendance (phone calls, emails, letters, Phone Messenger, etc.) For example, have an attendance reporting system in place for lateness and absence for immediate feedback to student and parents.
- Have the team meet regularly with targeted students.
- Celebrate good and improved attendance with positive reinforcement (movie tickets, verbal encouragement, good phone calls to homes, etc.)
- Encourage students to participate in school activities and clubs to engage students and build school culture.

Steps taken to include Teachers in the Decision-making Process

We have made a conscious organizational and moral decision to build adult capacity by involving the staff in decision making, having leadership roles, having staff members participate in trainings and be responsible for sharing the information to the rest of the staff. From getting faculty input on school-wide rules and procedures to identifying “the worry list” of students who require more intensive interventions, to exploring student habits and mindsets that get in the way of learning—faculty have had a voice in their own professional growth during the year and they have directly shaped how the school culture is evolving. For example, our teachers made the following curricula decisions: school trips, classroom texts, IZone vendors for online courses, topics for the Challenge based learning project, programming of students for Cycle 2 classes, and after school clubs. Also, the lead teachers have been a strong support for new teachers, working directly with them as they develop their learning units and lesson plans.

Strategies to increase parental involvement

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- Parents are trained how to use ARIS, Skedula, and internet by the school staff
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- Parents are invited to school functions
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Strategies for attracting Highly Qualified Teachers (HQT)

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- Our teachers participate in professional development at school and offsite. The professional development is targeted to individual teacher's needs as well as our students' needs. Teachers have opportunities to share experiences with and learn from colleagues in our Network, with iLearn schools, as well as nationally with *High Schools That Work* teachers.
- We believe in capacity building within our staff. We encourage everyone to take on leadership roles ranging from running a student club to becoming a lead teacher of a subject area, or to continue their education and advance in their career.

In order to insure that our staff will be 100% high quality teachers we are doing the following:

- We advise our staff about available teacher certification programs
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- Common Core Standards
- Career Choices curriculum
- Differentiated Instruction for ELL Students (HSTW)
- Gang Awareness
- Suicide Prevention
- Brain based learning

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.

Tax Levy, Title I, and all other funding sources will be utilized to provide quality education for our students. Our school has a Consolidated Plan that identifies the School Based Liaisons for violence prevention, suicide prevention, nutrition programs, Service in schools, housing, and attendance programs. We also have a common planning period when guidance/attendance team meets with the whole school staff. Our Pupil Personnel Team's focus in the academic, behavioral, emotional and social well being of all students at Murray Hill Academy.

Our teacher teams meet weekly to improve the achievement of individual students in a form of case conferencing. In addition, we do the following:

- Use 8th grade data to identify the needs of incoming ninth graders.
- Work with teachers on gathering data in the classroom.
- Review summative and formative assessments to determine student performance on an individual, class, cohort and school level.
- Teacher teams meet to adjust instruction for improvement.
- Set up data inquiry team focusing on improving student performance.
- In the classroom, students have face to face instruction combined with online curriculum and activities. Teachers use one on one, small group or whole group instruction in lessons. This model supports multiple opportunities for timely support and interventions.
- Students are offered tutoring and small group support during and after school

We have common planning time built into the teacher schedule every day. During that time teachers do student conferencing, look at student data and work, and plan together (curriculum, interventions, student support, etc.). We have two Social Workers, a Guidance Counselor, an Attendance Teacher, and two *Good Shepherd* Advocate Counselors who assist students emotionally, socially and in preparation for the school day and appropriate routines. Attention is paid to all the students and their individual needs.

We have extended learning time for students who arrive early to school. They are offered opportunities for tutoring and academic support, such as Re-Do work. We have after school programs to address student needs and interests. Contingent upon budget, we will have summer school. Our students can also participate in the *Good Shepherd* summer programs.

We are part of iLearn and the Blended Learning Pilot in the NYC DOE. This program offers possibilities for our student to do credit recovery, Advance Placement and online learning. Our coursework is diverse as we offer classes from Advance Placement World History, Algebra II, to Theater, and Web Design.

We have ICT teaching and push in model that encourages student support in the classroom. For example, the students that have been identified as low level readers receive in class support from our Literacy Specialist. Also, the Speech Therapist combines a push in and pull out program depending on the student needs.

Title I set aside funds are used primarily for educational services to ensure homeless youth progress academically. Due to the different *needs of the homeless population*, we can also pay for emergency supplies (school supplies, books, glasses, etc.). These students and their families also participate in the after school programs, counseling services, and parental involvement activities. We provide students a place to study here at school after school hours if their current location does not offer them computer access or facilities that are study friendly. We take into consideration each student's individual needs and assist them accordingly.

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.

Our school will be Conceptually Consolidating the following funding sources FSF, and Title I SWP. The Conceptually Consolidated pool of funds will be used to support the following:

- Attendance Teacher: for attendance outreach and support, staff development and services.
- Professional development: Staff development focusing on drop put prevention and attendance improvement.
- Title 1 10% for Professional Development.
- High Schools That Work organization to provide PD on engaging and motivating students
- OTPS: celebrations.

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: Teaching Practice Improvement

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

- By June 2012, 90% of teachers will demonstrate "checking for understanding" strategies in classroom instruction measured by demonstration of checking for understanding strategies in observed lessons and walkthroughs.

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.

- This goal addresses a New School Quality Review recommendation. According to the New School Quality Review, MHA is to "Develop processes that allow teachers to understand students' grasp of educational concepts, in order to better assess day-to-day learning."

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) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,
d) timeline for implementation.

By Midyear:

- Teachers will participate in professional development for quality instruction and best practices in teaching and learning.

By June:

- Teachers will use common planning time to include checking for understanding strategies into the lesson plans.
- Administration will observe and comment on checking for understanding strategies used in the classroom instruction.
- Up-to-date technology will be purchased to implement checking for understanding teaching strategies.
- Teachers will present their best practices that include checking for understanding strategies as part of their professional portfolios.
- The budget will be targeted to offer teacher per session hours to plan subject area specific curriculum and assist students in their second year in attaining proficiency to the standards.

Steps taken to include Teachers in the Decision-making Process

We have made a conscious organizational and moral decision to build adult capacity by involving the staff in decision making, having leadership roles, having staff members participate in trainings and be responsible for sharing the information to the rest of the staff. From getting faculty input on school-wide rules and procedures to identifying “the worry list” of students who require more intensive interventions, to exploring student habits and mindsets that get in the way of learning—faculty have had a voice in their own professional growth during the year and they have directly shaped how the school culture is evolving. For example, our teachers made the following curricula decisions: school trips, classroom texts, IZone vendors for online courses, topics for the Challenge based learning project, programming of students for Cycle 2 classes, and after school clubs. Also, the lead teachers have been a strong support for new teachers, working directly with them as they develop their learning units and lesson plans.

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.

Strategies for increased parental involvement include:

- We communicate up-to-date information about student attendance and progress through Skedula online grading, attendance and student progress system
- We host a “back to school” and curriculum night in addition to parent teacher conferences
- We have a student and family handbook translated in the languages that parents request
- Parents are trained how to use ARIS, Skedula, and internet by the school staff
- Teachers frequently communicate with parents through phone or email, as well as in-person meetings
- Parents are invited to school functions
- The school website provides current information
- We offer workshops for parents

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.

We use the following strategies to attract highly qualified teachers:

- We participate in Teacher Hiring Fairs
- Our teachers get laptops for individual instructional use, and the latest technology and online curriculum in their classrooms.
- The supervision uses proactive and differentiated supervision of the staff (formal and informal observations, peer observation and intervisitations, lab classrooms)
- Teachers have New Teacher Mentoring, and more experienced teachers have individualized coaching from our support organizations
- Our teachers participate in professional development at school and offsite. The professional development is targeted to individual teacher's needs as well as our students' needs. Teachers have opportunities to share experiences with and learn from colleagues in our Network, with iLearn schools, as well as nationally with *High Schools That Work* teachers.
- We believe in capacity building within our staff. We encourage everyone to take on leadership roles ranging from running a student club to becoming a lead teacher of a subject area, or to continue their education and advance in their career.

In order to insure that our staff will be 100% high quality teachers we are doing the following:

- We advise our staff about available teacher certification programs
- We hire high quality teachers through Open Hire, Student Teachers, and NYCDOE Teacher Fairs
- Our teachers participate in professional development on academic rigor
- Our new teachers are mentored by Coaches and New Teacher Mentors

Murray Hill Academy's professional development program includes following trainings and workshops:

- Achieve 3000, Destination Math, Reading Horizons, Aventa, K-12, Florida Virtual, Desire2Learn, Expert 21, Reading Horizons
- Literacy and Curriculum Design (HSTW)
- Quality Teaching conference
- Guided Discipline and Advisory planning and instruction (ESR)
- TI-83; SmartBoard;
- Skedula
- Scantron Performance Computerized Assessment; Acuity and ARIS
- Curriculum Development and Alignment
- Common Core Standards
- Career Choices curriculum
- Differentiated Instruction for ELL Students (HSTW)
- Gang Awareness
- Suicide Prevention
- Brain based learning

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.

Tax Levy, Title I, and all other funding sources will be utilized to provide quality education for our students. Our school has a Consolidated Plan that identifies the School Based Liaisons for violence prevention, suicide prevention, nutrition programs, Service in schools, housing, and attendance programs. We also have a common planning period when guidance/attendance team meets with the whole school staff. Our Pupil Personnel Team's focus in the academic, behavioral, emotional and social well being of all students at Murray Hill Academy.

Our teacher teams meet weekly to improve the achievement of individual students in a form of case conferencing. In addition, we do the following:

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- Work with teachers on gathering data in the classroom.
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- Teacher teams meet to adjust instruction for improvement.
- Set up data inquiry team focusing on improving student performance.
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We are part of iLearn and the Blended Learning Pilot in the NYC DOE. This program offers possibilities for our student to do credit recovery, Advance Placement and online learning. Our coursework is diverse as we offer classes from Advance Placement World History, Algebra II, to Theater, and Web Design.

We have ICT teaching and push in model that encourages student support in the classroom. For example, the students that have been identified as low level readers receive in class support from our Literacy Specialist. Also, the Speech Therapist combines a push in and pull out program depending on the student needs.

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.

Our school will be Conceptually Consolidating the following funding sources FSF, and Title I SWP. The Conceptually Consolidated pool of funds will be used to support the following:

- Per session for Professional Development for targeted teacher professional development to address teacher instructional needs and student learning needs.

- In school and out of school Professional Development by High Schools That Work
- OTPS: resources (books, software, technology, etc.)

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	40	40	25	30	25	0	33	4
10	85	85	80	75	20	0	22	1
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
ELA	Reading Horizons and Empower3000 used during the day; small group and one on one instruction (Reading Specialist and ICT classes ; before and after school tutoring; Ramp Up approach to literacy during the day with small group instruction; Florida Virtual, Aventa and K-12 Learning self-paced study programs
Mathematics	Destination Math, Reading Horizons and Achieve 3000 used during the day; small group and one on one instruction (Reading Specialist and ICT classes ; before and after school tutoring; Ramp Up approach to literacy during the day with small group instruction; Florida Virtual, Aventa and K-12 Learning self-paced study programs
Science	Small group and one on one instruction (Reading Specialist and ICT classes ; before and after school tutoring; Ramp Up approach to literacy during the day with small group instruction; Florida Virtual, Aventa and K-12 Learning self-paced study programs
Social Studies	Reading Horizons and Achieve 3000 used during the day; small group and one on one instruction (Reading Specialist and ICT classes ; before and after school tutoring; Ramp Up approach to literacy during the day with small group instruction; Florida Virtual, Aventa and K-12 Learning self-paced study programs
At-risk Services provided by the Guidance Counselor	One on one and small group counseling; Parent outreach and counseling; Referrals and follow-up to other agencies
At-risk Services provided by the School Psychologist	One on one and small group counseling; Parent outreach and counseling; Referrals and follow-up to other agencies
At-risk Services provided by the Social Worker	One on one and small group counseling; Group counseling based on the student needs and interests; Parent outreach and family counseling; Referrals and follow-up to other agencies; College counseling

At-risk Health-related Services	One on one and small group counseling; Parent outreach and family counseling; Referrals and follow-up to other agencies; Medical care provided by Bellevue School Based Health Clinic, SAPIS Counselor providing group and individual counseling for drug, alcohol and aids prevention
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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.

**MURRAY HILL ACADEMY
SCHOOL PARENTAL INVOLVEMENT POLICY
SCHOOL YEAR 2011-2012**

PART I - GENERAL EXPECTATIONS

Murray Hill Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring — that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

**PART II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED
SCHOOL PARENTAL
INVOLVEMENT POLICY COMPONENTS**

1. Murray Hill Academy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Manhattan Federation of PTA

2. Murray Hill Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will participate in the annual PASS Review of the School
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process

3. Murray Hill Academy will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies.

4. Murray Hill Academy will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. An evaluation will be conducted at a spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Murray Hill Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State's and local academic assessments, including alternate assessments
 - the requirements of Title I, Part A (how to monitor their child's progress and how to work with educators)

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing Parent workshops and meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, and conduct and/or encourage participation in activities, that support parents in more fully participating in the education of their children by:
 - Involving parents in the regular activities of the school
 - Involving parents in the Student of the Month celebrations
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and in a language to parent can understand:
 - school letters are translated and ELL students are provided with native language letters of school events
 - Translation services information are posted in the school in the appropriate native languages

Part III - DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Murray Hill Academy, in order to maximize parental involvement and participation in their children’s education, will arrange school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school. In addition, the school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

PART IV - ADOPTION

This policy was adopted by Murray Hill Academy 10/11/11 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title I, Part A children during the fall 2011 semester.

Anita Manninen-Felix, Principal

MURRAY HILL ACADEMY
SCHOOL-PARENT COMPACT
2011-2012 School Year

School Responsibilities:

Murray Hill Academy will

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables your child(ren) to meet the NYSDOE's student academic achievement standards by following research-based teaching strategies in classrooms that are well-managed and organized to maximize time for learning.
- Hold parent-teacher conferences in the fall and the spring of each school year during which this compact will be discussed as it relates to your child's achievement.
- Provide you with semester reports on your child(ren)'s progress and annually on your child(ren)'s performance on standardized achievement tests.
- Provide you with reasonable access to staff, preferably by scheduling an appointment with your child(ren)'s teacher, either before or after school.
- Provide you with opportunities to participate in your child(ren)'s education, and to observe classroom activities, when scheduled with your child(ren)'s teacher.

The school also pledges to:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development and/or revision of the school improvement plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in federal programs, and to explain the federal requirements, and the right of parents to be involved in these programs. The meeting will be held at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents and will encourage them to attend.
- Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents information in a timely manner that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child in the NYSDOE assessments.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- Work with the district to ensure that a copy of the NYCDOE's written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation is provided to parents of students and to appropriate private school officials or representatives.

Parent Responsibilities:

I/We, as parents, will support our child(ren)'s learning in the following ways:

- Make sure my child(ren) arrives at school on time and with the necessary supplies and materials.
- Monitor attendance.
- Make sure that homework is completed.
- Participate, as appropriate, in decisions relating to my child(ren)'s education.
- Promote positive use of my child(ren)'s extracurricular time.
- Stay informed about my child(ren)'s education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities:

I will share the responsibility to improve my academic achievement and achieve the NYCDOE's. Specifically, I will:

- Attend school every day unless I am ill or have an approved absence.
- Do my homework every day it is assigned and ask for help when I need to.
- Read or be read to at least 15 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.
- Try my very best on all classroom, school and state tests.

School

Parent(s)

Student

Date

Date

Date

"Required School-Parent Compact Provisions" by section 1118(d) of the No Child Left Behind Act

**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 Corinne Rello-Anselmi/C. Kerr	District 02	Borough Manhattan	School Number 432
School Name Murray Hill Academy			

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

Principal Anita Manninen - Felix	Assistant Principal Esther Shraga
Coach N/A	Coach N/A
ESL Teacher Thomas Reid	Guidance Counselor Varinia Rodriguez
Teacher/Subject Area M. Parra-Innocent/ELL Coord	Parent Hazel Massey
Teacher/Subject Area Adam Ward/English	Parent Coordinator N/A
Related Service Provider Howard Gordon/Social Worker	Other Maria Maldonado/Attendance
Network Leader Cynthia Kerr	Other

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

D. School Demographics

Total number of students in school	215	Total Number of ELLs	16	ELLs as share of total student population (%)	7.44%
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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. We always interview our students and their families informally and orally, asking questions about the home language, the students past educational history, how they chose our school, etc. Based on that informal interview we then begin the formal interview process. The first step in identifying those newly admitted students who may be possible ELLs is to give the Home Language Survey to the student's parents in order to determine the first language. If it is a low incidence language, we will contact the Office of Translation and Interpretation Services. They can translate required forms, or send someone to the site to interpret or we can use the interpretation services over the phone. The interview will be conducted in English and/or in the parent's native language, if the home language is other than English. This interview will be conducted by a trained and licensed pedagogue, who is a member of the school's ELL Team. The ELL team consists of the ESL teacher, the Assistant Principal, the Special Education Teacher, the Social Worker, the Attendance Teacher, and the Principal. Both the parent and the child will be interviewed. Based on the parent's responses [HLIS] and the interview, the language code will be determined. If the home language is other than English, the student (who is a first entrant to NYC) is eligible to take the LAB-R. If the student does not score proficient on the LAB-R, he/she will receive ELL services. If the home language of the student is Spanish and he doesn't score proficient he will also receive the Spanish LAB. A trained ESL teacher, Mr. Reid, or the Assistant Principal, Ms. Shraga, will conduct the initial screening, the administration of the HLIS, the LAB-R (if necessary), and the formal assessment. This intake process is all available on the same day, on the day when the parent and child first come into the building. This will be completed within 10 school days. Licensed and appropriate staff is always available for this intake process. Every year students who are entitled will be given the NYSESLAT in the spring until they achieve English language proficiency. We have four staff members who speak Spanish and one staff member who speaks Bengali.

Our A.P., Ms. Shraga is responsible for ordering NYSESLAT exams annually, creates a testing schedule and oversees that the 4 components of the exam are administered to all eligible students during the scheduled time frame for the NYSESLAT exam. The ATS Report RNMR, Combined Modality Report is run to get a list of all the eligible students and a history of their NYSESLAT performance. Ms. Shraga, in consultation with the ESL teacher, Mr. Reid and the ELL Coordinator, Ms. Parra Innocent work together to ensure that all students take each of the components. Ms. Shraga, is also responsible for the submission of answer sheets and the return of all materials.

2. After the students are identified as ELLs and parents are provided an orientation meeting within 10 days of registration. Present at that meeting are the ESL teacher, Mr. Reid, the Assistant Principal, Ms. Shraga and other staff members as well as an interpreter if needed. During this parent orientation, parents are shown the NYC video informing parents of the three NYC program models: TBE, DL and ESL. Parents will receive additional information about the three models and will have the opportunity to ask questions. Parents will receive the Parent Program Selection form, and they will be asked to rank program models in the order of preference. After they have made a choice they will be informed of the program currently offered in our school. If their first choice is a program not offered in our school they will have the option to transfer their child to another school in the district that has the requested program. If they choose to stay in our school, they will be placed in the current ESL program. Parents will be informed that should the school receive enough requests for the opening of TBE or DL, we will open the program as required by CR Part 154. Parent Choice letters are filled in, in school during the parent orientation meeting. It is our practice to conduct the intake process and the parent

orientation meeting on the day the parent and child first come into the building.

3. The Parent Survey and Program Selection form are also given to the parents during that interview and are completed on site and returned immediately. After the student takes the LAB-R, if appropriate an Entitlement letter is distributed on that same first day when the interview process and LAB-R testing are conducted and a copy is sent to the student's home. All entitlement letter records are maintained in Ms. Shraga's office, the A. P. O. The Parent Survey and Program Selection Forms are given to parents at the time of the interview and are completed by the parents at the time of the interview. The completed original Parent Survey and completed original Program Selection Forms are filed in the student's cumulative folders, with a copy in Ms. Shraga's office.

4. After the students are identified as ELLs and parents are provided an orientation meeting within 10 days of registration. Present at that meeting are the ESL teacher, Mr. Reid, the Assistant Principal, Ms. Shraga and other staff members as well as an interpreter if needed. During this parent orientation, parents are shown the NYC video informing parents of the three NYC program models: TBE, DL and ESL. Parents also receive the brochure and will receive additional researched based information about the three models and will have the opportunity to ask questions. Parents will receive the Parent Program Selection form and they will be asked to rank program models in the order of preference. After they've made a choice they will be informed of the program currently offered in our school. If their first choice is a program not offered in our school they will have the option to transfer their child to another school in the district that has the requested program. If they choose to stay in our school, they will be placed in the current ESL program. Parents will be informed that should the school receive enough requests for the opening of TBE, we will open the program as required by CR Part 154. Parent Choice letters are filled in, in school during the parent orientation meeting. It is our practice to conduct the intake process and the parent orientation meeting on the day the parent and child first come into the building. Parent Orientations are conducted in English and the parent's native language, with support from a staff member or the Office of Translations and Interpretations. The Assistant Principal, Ms. Shraga supervises the ELL identification process and is responsible for the recording and maintenance of files. Placement and Entitlement letters are distributed to parents at the time of the interview. After the LAB-R these placement letters will be kept along with the HLIS, the Parent Choice form and all documents related to this intake process and will be located in Ms. Shraga's office, the APO. In addition, a copy of this file will be placed in the student's cumulative record kept in the general office. We strive to align the programs offered and parents' choices by reviewing our program offerings bi-annually.

5. We are a new school, started September 8, 2010. The students who have entered through the enrollment process have all been established ESL students. As a second year school we do not have any data to currently establish any trends regarding trends in parent choice as we have not had the opportunity to enroll any newly admitted ELLs. All of our students are ESL students.

6. We are a new school, started September 8, 2010 and at this time offer only 1 model, ESL classes. The students came as ESL students through the enrollment process. This model coincides with parent choice, which parents approve of at the time that they make their high school selection choices. All students are given Continuation of Services Letters as appropriate.

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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0			0
Dual Language (50%:50%)										0	0			0
Freestanding ESL														
Self-Contained										0	0			0
Push-In										1	1			2
Total	0	0	0	0	0	0	0	0	0	1	1	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	0	0	5	0	2	8	0	4	16
Total	3	0	0	5	0	2	8	0	4	16

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										0	0			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										0	0			0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other				0					0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										5	7			12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2			4
TOTAL	0	7	9	0	0	16								

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?

1a. Based on the needs of our ELL students we use both the Push-In and Pull-Out models. Instruction is provided by a licensed ESL pedagogogue in both models. On-line learning is blended with face-to-face instruction. The ESL teacher uses not only the Push-In model, with students by supporting their work with Achieve 3000, but when necessary will on occasion use the Pull-Out model if more direct and immediate support is required.

A. Programming and Scheduling Information

1b. We are in our second year and now have 9th and 10th grade students. They are homogeneously grouped, with the exception of one student. Because of our very small numbers, teachers know the specific needs of our students and can group them within the class and differentiate assignments. The ESL teacher knows what their proficiency levels are and groups them within the class when working with them. With those that are more advanced, he uses the Push-In model; for the students who are intermediate or below he uses the Pull-Out model to address their needs.

2a. ESL and ELA instructional minutes are delivered in the following manner; there is 360 minutes of English and English language acquisition skills for intermediate and advanced level students. This class is the collaborative model and is co-taught by the licensed ESL teacher and another teacher. The second period of instruction is also the collaborative model, and again the same ESL teacher co-teaches with another teacher. This class is used to support content area instruction. Students use technology to support English language acquisition with such supplementary on-line programs such as Achieve 3000 and Reading Horizons to support content area instruction. For beginner level students we also provide an additional period of ESL.

3. ESL instruction is delivered in English. In the English content area, instruction is the Push-In model. The ESL teacher works and plans with her co-teacher and adapts the lesson given so that it is more accessible to the ESL students. She scaffolds the instruction, makes modifications where needed to accommodate the student's level, she will explain the vocabulary (front loading), modify the pacing and suggest strategies to successfully complete assignments. The focus is on literacy as well as language acquisition skills. Differentiation is a critical component for content area instruction, not only in the English class but in mathematics and in global studies. Again, scaffolding, pacing, instructional modifications and vocabulary play a key role in rolling out new concepts and most particularly in word problems. Global studies instruction follows similar guidelines but because it is so language intensive, the ESL teacher does the Pull-Out model to support global studies. Additional strategies are: note taking from a supplementary text, using the Cornell model for note taking, summarizing and strengthening academic language in the content areas, paraphrasing when writing paragraphs and cloze exercises. Technology is blended into classroom instruction, as an additional instructional tool and resource throughout all of their classes. By having access to the internet and on-line resources our ELL students are able to develop their skills to the fullest and not denied an opportunity to learn in 21st Century.

In mathematics, the focus is on decoding word problems in mathematics, defining the mathematical vocabulary used. They create word walls to support this process. Instruction is differentiated as are assignments, homework and tests. There is peer tutoring in class and afterschool tutoring in mathematics is available. In science we also have word walls to build content vocabulary. There is differentiated instruction to accommodate the various reading levels. There is peer tutoring during class and labs as well as after school tutoring. There are numerous charts and posters that students use as a reference for completing labs and classwork assignments. In Social Studies, there are word wall, time lines, charts and posters that support the content area and language acquisition. There is differentiated instruction and differentiated student product. Since students often work in groups there is peer tutoring and afterschool tutoring. The ESL teacher and the ELL coordinator meet during common planning to case conference, suggest strategies and monitor student growth.

4. If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. Students are tested annually with the NYSESLAT to measure growth. For students who are literate in their native language, they can take the NYS Regents Examinations in their native language or use the native language version side by side with the english version and those exams can be graded by teachers proficient in those languages.

5.

a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents' exams. In order to address their academic needs we will offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students. We would select age and interest appropriate materials.

b. ELL students that have been in the US for less than three years must pass the NYS ELA regents' exams as well as the NYSESLAT assessment. They are provided accelerated instruction, more tutorials, and before school, after school, and Saturday tutoring. They will also use online programs with teacher support, such as Achieve 3000 and Reacing Horizons.

c. ELL students that have been receiving services for 4-6 years are at risk of becoming long term ELLs. They might be bored in ESL

A. Programming and Scheduling Information

classes. To avoid that, they are given more electives focusing on the literacy as well as content, interest and appropriate reading levels. That can be accomplished by offering electives such as Computer Literacy and Career Exploration which are language intensive with hands-on approach.

d. Long Term ELL students with more than six year of service are more likely to drop out of high school according to national statistics. Therefore, in addition to increased support for language acquisition and credit accumulation, they are also engaged in goal setting and post secondary planning. We also provide these students ICT classes so that they can get the extra support that they need.

6. Our instructional strategies and grade level materials for ELL-SWDs follows the recommendations of the individual student's IEP. These can include speech and hearing therapy as well as counseling services for the required times and group size as mandated. In addition all testing modifications are followed including additional time, separate location, a reader and/or writer as well as extended time and the use of a dictionary and/or glossary. Specific IEP recommendations related to English language supports and targeted skills are followed. All of our ELL students who have been identified as special needs students are all in integrated collaborative team teaching classes (ICT) with a special education teacher and the licensed content area teacher. The teachers plan lessons that are scaffolded, allow for differentiated instruction and build time into the lesson to allow for small group and individual student supports. There will be tutoring to support students who need more time on task, preparation for passing the NYSESLAT exam. The focus of both instruction and tutoring is to prepare and tutor students to pass NYS Regents Exams. We also will use technology as a tool to support differentiated instruction and individualized learning goals. Our teachers use differentiated content area texts such as prentice Hall mathematics.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All of these students are in ICT classes which have two teachers, the content area specialist and the special education teacher who accomodates the students needs and his/her learning style. Because we have technology, laps tops and on-line programs such as Achieve 3000 and Reading Horizons are used to differentiate according to each students language acquisition needs. Our Special Education Coordinator works closely with the ESL teacher to determine how ESL instruction can support content area needs as well as individual needs. In addition, we have programmed in Independent Study classes during the day, that can be used for any additional pull

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%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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.

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

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

- heritage classes

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. We support our ELL students by offering them Achieve 3000 additional instructional help, counseling, speech, and hearing services. The ESL teacher does push in and pull out depending on the needs of the individual students in the content area classes. The school has an ICT program for special education students and long-term ELLs and the 4-6 year ELLs, there are four teachers certified in special education, covering mathematics, ELA, and social studies. These students as well as the newcomers 0-3 years have extended time on exams, the opportunity to correct and make-up missing assignments and improve class test scores. There is also the opportunity for differentiated work products that still meet rigorous academic standards. The special education ELLs are in one or more ICT classes, where there is the special education teacher to provide extra help and to scaffold lessons.

9. Transitional support will be provided on a student by student basis taking into consideration their individual needs. They will receive the support of the ESL teacher and the Reading Specialist, as well as the support of the whole faculty and their peers. Teachers will scaffold their work and use timely assessment in order to offer interventions and enrichments as needed. For ELLs who test out, they still get extended time on class and state exams, for two years and the use of dictionaries and glossaries and tutoring.

10. Since we just opened the school last September we only have one year's results upon which to base any modifications of current practice. We had three students who tested out of ESL and all the others went up one level. We found that they had difficulty in the reading and grammatical portion of the NYSESLAT exam and will focus on those areas. We will continue to use Achieve 3000 and Reading Horizons. As per the RLAT, 23% of our students (3 of the 13) students who took the NYSESLAT exam last year, passed and tested out. 69% of our students (9 out of 13) went up a level.

11. This is only our second year of existence, there isn't any program that we would drop.

12. Our ELLs are also involved in the Theater Arts & Speech classes, Ceramics and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. We are offering science for the first time and all ELL and ELL-SWDs are programmed for Living Environment or Earth Science. In addition, we offer a wide variety of clubs that are open to all students. We currently have a partnership with Opening Act, ESR, Pencil, and HSTW. The diversity of the school population is celebrated at the school. ELLs are involved in a variety of clubs, particularly the international club, where students share and celebrate their cultural heritage. Clubs are advertised in hall posters and discussed in ESL and content area classes. Approximately 50% of our ELL students are in after school clubs and we are looking at weekend and early morning activities to offer more opportunities for more students to participate. These programs are funded out of our general budget.

13. To support our ELLs, the school has provided alternate texts in English and history, which are more accessible. Alternate textbooks are available for history, with grade appropriate language, but more accessible for our ELL students. The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. We incorporate technology into the curriculum (Achieve 3000, Aventa, K-12, Florida Virtual) as a blended learning environment that combines face to face instruction with online curriculum. This creates new opportunities to meet students' learning needs.

All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs starting in the spring (dependent on the budget). There is also mandated counseling offered to all special education students, including our special

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.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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. We support our ELL students by offering them Achieve 3000 additional instructional help, counseling, speech, and hearing services. The ESL teacher does push in and pull out depending on the needs of the individual students in the content area classes. The school has an ICT program for special education students and long-term ELLs and the 4-6 year ELLs, there are four teachers certified in special education, covering mathematics, ELA, and social studies. These students as well as the newcomers 0-3 years have extended time on exams, the opportunity to correct and make-up missing assignments and improve class test scores. There is also the opportunity for differentiated work products that still meet rigorous academic standards. The special education ELLs are in one or more ICT classes, where there is the special education teacher to provide extra help and to scaffold lessons.

9. Transitional support will be provided on a student by student basis taking into consideration their individual needs. They will receive the support of the ESL teacher and the Reading Specialist, as well as the support of the whole faculty and their peers. Teachers will scaffold their work and use timely assessment in order to offer interventions and enrichments as needed. For ELLs who test out, they still get extended time on class and state exams, for two years and the use of dictionaries and glossaries and tutoring.

10. Since we just opened the school last September we only have one year's results upon which to base any modifications of current practice. We had three students who tested out of ESL and all the others went up one level. We found that they had difficulty in the reading and grammatical portion of the NYSESLAT exam and will focus on those areas. We will continue to use Achieve 3000 and Reading Horizons. As per the RLAT, 23% of our students (3 of the 13) students who took the NYSESLAT exam last year, passed and tested out. 69% of our students (9 out of 13) went up a level.

11. This is only our second year of existence, there isn't any program that we would drop.

12. Our ELLs are also involved in the Theater Arts & Speech classes, Ceramics and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. We are offering science for the first time and all ELL and ELL-SWDs are programmed for Living Environment or Earth Science. In addition, we offer a wide variety of clubs that are open to all students. We currently have a partnership with Opening Act, ESR, Pencil, and HSTW. The diversity of the school population is celebrated at the school. ELLs are involved in a variety of clubs, particularly the international club, where students share and celebrate their cultural heritage. Clubs are advertised in hall posters and discussed in ESL and content area classes. Approximately 50% of our ELL students are in after school clubs and we are looking at weekend and early morning activities to offer more opportunities for more students to participate. These programs are funded out of our general budget.

13. To support our ELLs, the school has provided alternate texts in English and history, which are more accessible. Alternate textbooks are available for history, with grade appropriate language, but more accessible for our ELL students. The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. We incorporate technology into the curriculum (Achieve 3000, Aventa, K-12, Florida Virtual) as a blended learning environment that combines face to face instruction with online curriculum. This creates new opportunities to meet students' learning needs.

All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs starting in the spring (dependent on the budget). There is also mandated counseling offered to all special education students, including our special education ELLs.

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)?

N/A

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.

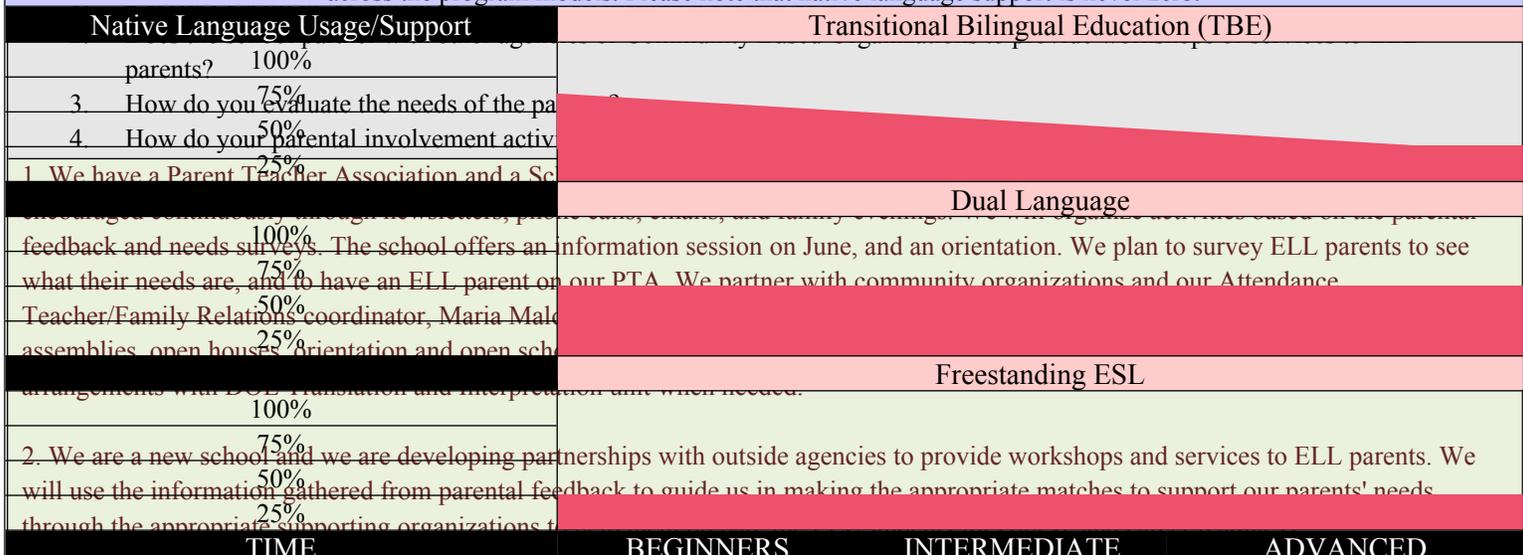
1. We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106, High Schools That Work, and the NYCDOE. Our network person will provide Jose P. PD to the entire staff both teachers and support staff during January 2012. HSTW continues its work with teachers in all content areas to differentiate instruction and product for ELL learners while maintaining content rigor. Staff members are encouraged to participate in NYCDOE PD that they feel will support them in the work they do. There is ongoing PD among staff members because they are all teachers of ELL students, not just the ESL teacher. PD will be provided by Network personnel, our ELL Coordinator and our ESL teacher. They can do this during our half-day weekly PD or common planning period. As ELLs transition from level to level they still need to be supported to meet requirements for graduation and teachers need to learn focused ESL strategies, not just from staff and network members but also in collaboration with our administrator and outside consultants such as Opening Act, ESR, Pencil, and HSTW. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate.

2. We support these ELLs in college and career readiness through a push-in program, Career Choices which uses a college and career curriculum, provided by the guidance counselor.

3. On Wednesdays we have early dismissal and teachers have PD from 12:30pm – 2:40pm as well as daily common planning time/PD time from 12:10pm – 12:45pm. As a result we are able to schedule dedicated blocks of PD and will schedule the mandated 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. The PD facilitator will be a CFN 106 ESL specialist, along with Ms. Shraga, the Assistant Principal, and our ESL teacher, who will be there to support this training.

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.



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. We have a Parent Teacher Association and a School Leadership Team. We believe in active parent involvement which will be encouraged continuously through newsletters, phone calls, emails, and family evenings. We will organize activities based on the parental feedback and needs surveys. The school offers an information session on June, and an orientation. We plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA. We partner with community organizations and our Attendance Teacher/Family Relations coordinator, Maria Maldonado, is actively involved in these outreach efforts. We invite parents to school assemblies, open houses, orientation and open school nights. We have staff members who can translate spanish for parents and we make arrangements with DOE Translation and Interpretation unit when needed.

2. We are a new school and we are developing partnerships with outside agencies to provide workshops and services to ELL parents. We will use the information gathered from parental feedback to guide us in making the appropriate matches to support our parents' needs through the appropriate supporting organizations to help them prepare the ELL students for college and career readiness.

3. We evaluate the needs of parents through a number of ways: direct contact at open school nights, info sessions and orientation, at school functions and celebrations. We will use a school created as well as a DOE to determine the needs of ELL parents and have a ELL parent representative in the PTA.

4. Our parental involvement activities address the needs of the parents by providing translators at school events, and sending home mailings in Spanish and English. Our on-line grades SKEDULA will also be available in Spanish.

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.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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. We support our ELL students by offering them Achieve 3000 additional instructional help, counseling, speech, and hearing services. The ESL teacher does push in and pull out depending on the needs of the individual students in the content area classes. The school has an ICT program for special education students and long-term ELLs and the 4-6 year ELLs, there are four teachers certified in special education, covering mathematics, ELA, and social studies. These students as well as the newcomers 0-3 years have extended time on exams, the opportunity to correct and make-up missing assignments and improve class test scores. There is also the opportunity for differentiated work products that still meet rigorous academic standards. The special education ELLs are in one or more ICT classes, where there is the special education teacher to provide extra help and to scaffold lessons.

9. Transitional support will be provided on a student by student basis taking into consideration their individual needs. They will receive the support of the ESL teacher and the Reading Specialist, as well as the support of the whole faculty and their peers. Teachers will scaffold their work and use timely assessment in order to offer interventions and enrichments as needed. For ELLs who test out, they still get extended time on class and state exams for two years and

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10. Since we just opened the school last September we only have one year's results upon which to base any modifications of current practice. We had three students who tested out of ESL and all the others went up one level. We found that they had difficulty in the reading and grammatical portion of the NYSESLAT exam and will focus on those areas. We will continue to use Achieve 3000 and Reading Horizons. As per the RLAT, 23% of our students (3 of the 13) students who took the NYSESLAT exam last year, passed and tested out. 69% of our students (9 out of 13) went up a level.

11. This is only our second year of existence, there isn't any program that we would drop.

12. Our ELLs are also involved in the Theater Arts & Speech classes, Ceramics and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. We are offering science for the first time and all ELL and ELL-SWDs are programmed for Living Environment or Earth Science. In addition, we offer a wide variety of clubs that are open to all students. We currently have a partnership with Opening Act, ESR, Pencil, and HSTW. The diversity of the school population is celebrated at the school. ELLs are involved in a variety of clubs, particularly the international club, where students share and celebrate their cultural heritage. Clubs are advertised in hall posters and discussed in ESL and content area classes. Approximately 50% of our ELL students are in after school clubs and we are looking at weekend and early morning activities to offer more opportunities for more students to participate. These programs are funded out of our general budget.

13. To support our ELLs, the school has provided alternate texts in English and history, which are more accessible. Alternate textbooks are available for history, with grade appropriate language, but more accessible for our ELL students. The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. We incorporate technology into the curriculum (Achieve 3000, Aventa, K-12, Florida Virtual) as a blended learning environment that combines face to face instruction with online curriculum. This creates new opportunities to meet students' learning needs.

All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs starting in the spring (dependent on the budget). There is also mandated counseling offered to all special education students, including our special

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All content area teachers offer tutoring for all students on a regular basis, and a Saturday program will be offered to ELLs starting in the spring (dependent on the budget). There is also mandated counseling offered to all special education students, including our special education ELLs.

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)?

N/A

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?
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1. We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106, High Schools That Work, and the NYCDOE. Our network person will provide Jose P. PD to the entire staff both teachers and support staff during January 2012. HSTW continues its work with teachers in all content areas to differentiate instruction and product for ELL learners while maintaining content rigor. Staff members are encouraged to participate in NYCDOE PD that they feel will support them in the work they do. There is ongoing PD among staff members because they are all teachers of ELL students, not just the ESL teacher. PD will be provided by Network personnel, our ELL Coordinator and our ESL teacher. They can do this during our half-day weekly PD or common planning period. As ELLs transition from level to level they still need to be supported to meet requirements for graduation and teachers need to learn focused ESL strategies, not just from staff and network members but also in collaboration with, our administrator and outside consultants such as Opening Act, ESR, Pencil, and HSTW. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate.

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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?
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4. Our parental involvement activities address the needs of the parents by providing translators at school events, and sending home mailings in Spanish and English. Our on-line grades SKEDULA will also be available in Spanish.

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)										1	0			1
Intermediate(I)										2	2			4
Advanced (A)										4	7			11
Total	0	0	0	0	0	0	0	0	0	7	9	0	0	16

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										1	0		
	P										6	9		
READING/ WRITING	B										1	0		
	I										2	2		
	A										4	7		
	P										0	0		

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Integrated Algebra	13		4	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	1		0	
Physics	0		0	
Global History and Geography	13		2	
US History and Government	0		0	
Foreign Language	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We are in our second year as a new high school. Our students have come to us after several years in an ELL program. We use data provided by ATS to determine placement in ESL and non-ESL classes. New students are given given base line assessments to determine reading levels, comprehension and writing ability. We also follow the mandates of their IEPs. Strategies for instruction have come from student results on ACUITY and Ed Performance, which are diagnostic and measure student reading levels as well as teacher observations, formal and informal assessment and Report cards.

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: <u>Murray Hill Academy</u>		School DBN: <u>02M432</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita Manninen-Felix	Principal		12/1/11
Esther Shraga	Assistant Principal		12/1/11
N/A	Parent Coordinator		
Thomas Reid	ESL Teacher		12/1/11
Hazel Massey	Parent		12/01/11
M. PARRA INNOCENT	Teacher/Subject Area		12/1/11
E. FINKELSTEIN	Teacher/Subject Area		12/1/11
N/A	Coach		
	Coach		
Varinia Rodriguez	Guidance Counselor		12/1/11
Cynthia Kerr	Network Leader		12/01/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M432 **School Name:** MURRAY HILL ACADEMY

Cluster: 01 **Network:** 106

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

Part A: Needs Assessment Findings

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

In September we conducted a survey during Parent Orientation, and examined the home language data in ATS. We retrieved data that suggested that a significant portion, 36% of our parent population reads in another language other than English. On ATS, the RHLA Report lists the home languages broken down by grade level and home language. There are 16 languages listed as primary home languages: 136 English, 59 Spanish, 1 American sign language, 1 Amharic, 1 Amoy, 3 Bengali, 3 Cantonese, 1 Chinese dialect, 1 Chinese, 1 French, 1 Korean, 1 Niger-Congo, 1 Philipino, 1 Polish, 2 Tibetan and 1 Twi. On ATS, the RAPL Report gives us a list of students and their parents and the spoken and written native languages. We use this to determine what languages we need to translate documents into. Based on this and informal conversations during orientation and school events we can ascertain which parents require translators for future interviews and to have school documents and notices translated into the appropriate language. When parents fill out the blue emergency cards, they also give us the name and phone number of a contact person who speaks and understands English, if the parent cannot understand spoken English.

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

The dominant native home language is Spanish. We inform our staff members that Spanish translations is available for outreach phone calls by school staff. All of our school mailings are in English and Spanish. Our staff has been informed during case conferencing, IEP training, common planning time and during morning roll calls that there are translation services available if the teacher or any other staff member needs to communicate with non-English speaking parents in order to reach all the parents. We inform parents who attend PTA meetings that translation services are available for those meetings.

Part B: Strategies and Activities

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

The school translates information about the school's academic program and student's participation. Ex. AIS Activities, Extra classes. The school translates written information to parents about students' achievement. The school translates NCLB mandated communications not available from the central board. The school translates the Student Handbook and all mandated letters and forms . The parents will receive a translated Bill of Parents Rights and Responsibilities.

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

We will reach-out to the Regional Translation and Interpretation unit for interpretation support with languages that our staff cannot translate. Our multi-lingual staff will interpret the more familiar languages. These interpretations will be used at PA Meetings, Parent Teacher Conferences and during phone conferences with a parent who speaks a language other than English. We use Title I translation SWP funds and TL translation service funds to fund translation services. Spanish translation, the dominant native language, is provided in house by Spanish speaking staff members, who include a Guidance Counselor, an Attendance Teacher, three teachers (including the ELL and Special Education Coordinator), Good Shepherd student advocates and a school aide as well as DOE translation services.

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

All materials will be translated into the appropriate languages for parents. At Parent Meetings and during Parental Conferences both at school and through phone calls we will provide, where possible, the necessary translation for parents. These services, both written and oral translation will be provided by school staff members, where applicable and DOE Translation Services. We have appropriate school signage and forms in languages other than English.