



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

DBN (DISTRICT/ BOROUGH: DBN M463/06

PRINCIPAL: RONNI MICHELEN EMAIL: RMICHEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Ronni Michelen	*Principal	
Dennis Mardon	*UFT Chapter Designee	
Maria Mendez	*PA/PTA President	
Beatrice Corley	DC 37 Representative,	
Dayana Baez Miguel Toribio	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Elizabeth Payero	CBO Representative, if applicable	
Silvio Garcia	Member/ Parent	
Ana Torres	Member/ Parent	
Pura Rodrigues	Member/Parent	
Maria Perez	Member/Parent	
Bienvenida Galvez	Member/ AP	
Regie Vegara	Member/Teacher	
	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:

By August 2012, the graduation rate will increase by at least 5.0% achieving a minimum of 65.7% as measured in the school's Progress Report.

Comprehensive needs assessment

According to this year's Progress Report, our graduation rate was 60.7%. After examining credit accumulation reports, data analysis of scholarship, the grade-tracker reports in ARIS, RGDS and RCOS reports, we identified a group of students we need to target to reach this goal. In addition, we recognize the need to maintain the academic progress of all students in the 2012 cohort.

Instructional strategies/activities

- The instructional team is using Danielson's Framework for Teaching to guide instructional walkthroughs and frame professional conversations and observations to ensure that instruction is challenging and prepares students to be college-ready.
- The school will provide professional development for using Webb's Depth of Knowledge to improve questioning practice.
- The Guidance Team will monitor all seniors and design action plans to make sure seniors stay on track and/or complete necessary requirements for graduation. The Assistant Principals and Guidance Counselors will meet with targeted students who have low credit accumulation in order to provide appropriate intervention supports. Guidance Counselors and grade team members will meet with seniors who are almost on track to graduate to review transcripts, attendance, report cards, and progress reports.
- The 12th grade team will meet on a weekly basis to monitor student progress and identify specific strategies for strengthening the academic progress of all students.
- Senior teachers will look at student work in order to identify gaps in students' learning and adjust instruction so that students achieve mastery in the subject area.
- Credit recovery program and tutoring will be mandated for all students who have low credit accumulation.
- Regents Prep Saturdays will be available to students who must pass Regents to graduate.
- Scholarship and report cards will be monitored and used as data target gaps.
- Celebrations will be held to recognize the achievements and success of students.
- A Peer Tutoring Program is in place so students can assist students.
- Small group meetings will be scheduled on an as needed basis to review and update students on their progress.
- Parent meetings will be held to keep parents informed about their students' progress in reaching the graduation rate.
- College visits and a College Fair will be coordinated by the College Office.
- Career Day, along with guest speakers, will motivate students and help set goals.
- Place a focus on 9th and 10th grade cohorts to monitor academic progress in fulfilling the long-term graduation goal of 80%.
- Freshman and Sophomore students will participate in Advisory facilitated Alianza, a community based organization.

Strategies to increase parental involvement

- The grade level team meetings and Parent-Teacher Conferences will be used as forums to communicate academic progress with parents.
- The school will communicate with parents on a regular basis via the school phone messenger, letters sent home, progress reports, teacher phone calls home.
- The Principal's Newsletter will be sent home to parents on a monthly basis for parents to receive information regarding the school's goals, vision, activities, and to communicate with parents.
- Monthly PTA meetings will be offered to all parents regarding graduation requirements, college readiness and awareness, financial aid, and academic supports and interventions for students.
- The SLT will serve as a place for parents to collaborate with the school community in order to enrich opportunities for students and to strengthen the academic success of our students.
- The Parent Coordinator will continue to serve as a bridge of communication with the parents and school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers and administration interview teachers and require prospective applicants to facilitate a demonstration of a lesson.
- Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs and observations.
- Differentiated opportunities including network workshops, conferences, and courses are offered for professional growth.
- Teachers meet in grade level team meetings to engage in professional conversations about strengths and gaps in the grade.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum and instruction.

Service and program coordination

- We partner with Partnership for Children, Alianza Dominicana, Kaplan, HealthCorps, Simon & Schuster, MCC Theater, the Office of English Language Learners, and additional DOE offices.

Budget and resources alignment

- Instructional tax-levy funds, Title I funds, Title I 10%, Title I 5%, Title I 1%, Title III, Contract for Excellence, students in temporary housing, and NYSTL funds.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, we will meet the math AYP goal which is a Math Performance Index of 174 as evidenced in the 2011-2012 School Report Card.

Comprehensive needs assessment

Analysis of the 2010-2011 New York State School Report Card generated a need for this goal. In 2010-2011, the 2011 cohort achieved a performance index of 162 in mathematics. Analysis of this data and the RCOS reports revealed that our sub-groups of English Language Learners and students with disabilities did not meet this goal. As a result, the instructional team selected this as a goal to guide programming and instructional decisions.

Instructional strategies/activities

- Identifying sub-groups of English Language Learners and students with disabilities are a priority for this year to design a special sequence that allows students to maximize the amount of time devoted to learning math.
- We will provide extracurricular activities such as Saturday School, Credit Recovery program, extended learning time through our partnership with Alianza Dominicana, and the after-school tutorial program.
- Professional development will be offered throughout the school year on the Common Core State Standards, student engagement teaching strategies, and questioning techniques in bi-weekly subject area team meetings.
- Math quiz bee results and Acuity examination results will be analyzed to revise and modify curriculum to meet our students' individual needs.
- Mathematics topics will be discussed and best practices will be shared at grade level team meetings.
- All collaborative team taught classes and ESL classes will receive class size reduction.
- Teachers who teach CTT classes and ESL classes have attended professional development workshops to promote the effectiveness of both teaching models in order to better support the academic achievement of our student population.
- We utilize technology to enhance our instructional program and support our visual learners across the curriculum. This includes interactive white boards, LCD projectors, and film/media clips.
- Teachers will participate in a series of professional conversations about questioning techniques, increasing levels of critical thinking, and using Webb's Depth of Knowledge to level questions.
- Teachers identify professional goals and objectives aligned with the school's goals and Common Core Learning Standards.
- Regents grades and students scholarship reports will be utilized to evaluate the effectiveness of teachers' instructional strategies and students' learning results.

Strategies to increase parental involvement

- The Math Quiz Bee will invite parental involvement in their child's mathematics education.
- The grade level team meetings and Parent-Teacher Conferences will be used as forums to communicate academic progress with parents.
- The school will communicate with parents on a regular basis via the school phone messenger, letters sent home, progress reports, teacher phone calls home.
- Monthly PTA meetings with a range of topics will be offered to all parents.
- The SLT will serve as a place for parents to communicate with the school community.
- The Parent Coordinator will continue to serve as a bridge of communication with the parents and school community. The Coordinator will create a Parent Volunteer Committee to assist at our school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers and administration interview teachers and require prospective applicants to facilitate a demonstration of a lesson.
- Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal’s walkthroughs and observations.
- Differentiated opportunities including network workshops, conferences, and courses are offered for professional growth.
- Teachers meet in grade level team meetings to engage in professional conversations about strengths and gaps in the grade.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum and instruction.

Service and program coordination

- We partner with Partnership for Children, Alianza Dominicana, Kaplan, HealthCorps, Simon & Schuster, MCC Theater, the Office of English Language Learners, and additional DOE offices.

Budget and resources alignment

- Instructional tax-levy funds, Title I funds, Title I 10%, Title I 5%, Title I 1%, Title III, Contract for Excellence, students in temporary housing, and NYSTL funds.

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

By June 2012, 80.7% of students in the 2012 cohort, including English Language Learners and Students with disabilities, will pass the NYS English Language Arts Regents examination with a grade of 65 or higher. By June 2012, students in the 2012 cohort will achieve a performance index of 176 as evidenced on the 2011-2012 NYS School Report Card.

Comprehensive needs assessment

Analysis of the 2010-2011 New York State School Report Card generated a need for this goal. The 2012 cohort currently has a performance index of 144. As a result, the instructional team selected this as a goal to guide programming and instructional decisions.

Instructional strategies/activities

- We have identified and targeted 20 seniors to receive intervention and supports in strengthening their English literacy skills in the ELL and Special Education sub-groups.
- We will provide extracurricular activities such as Saturday School, Credit Recovery program, extended learning time through our partnership with Alianza Dominicana, and the after-school tutorial program.
- Professional development will be offered throughout the school year to align lessons and units of study with the Common Core State Standards, student engagement teaching strategies, and questioning techniques in bi-weekly subject area team meetings.
- Acuity examination results will be analyzed so that we can revise and modify curriculum as a response to meeting our students' individual needs.
- Collaborative team taught classes and ESL classes will receive class size reduction in order to better support the ELL and Special Education sub-groups.
- Teachers who teach CTT classes and ESL classes have attended professional development workshops to promote the effectiveness of both teaching models in order to better support the academic achievement of our student population.
- We utilize technology to enhance our instructional program and support our visual learners across the curriculum. This includes interactive white boards, LCD projectors, and film/media clips.
- Teachers will participate in a series of professional conversations about questioning techniques, increasing levels of critical thinking, Webb's Depth of Knowledge to level questions.
- Teachers identify professional goals and objectives aligned with the school's goals and Common Core Learning Standards.
- Common meetings in English Language Arts/ESL will focus on organizing curriculum to support student understanding of subject matter, the scaffolding of skills necessary for the study of ELA/ESL, and the sharing of practices to engage students and meet the needs of diverse learners. Teachers will participate in on-going professional development activities to accomplish the following: Develop Regents aligned tasks and create a bank of these tasks, strategies to approach complex informational texts, look at student work, design units of study that focus on writing (responding to literature and complex informational texts), and use data to better inform our practices. Data sources will include in-class assessments, previous Regents exams, NYSESLAT results and Acuity results.
- Regents grades and students scholarship reports will be utilized to evaluate the effectiveness of teachers' instructional strategies and students' learning results.
- Classroom instruction in Regents bound English classes will utilize research based instructional strategies that support the development of students' reading, listening, and writing abilities. Instruction will include supports for students with disabilities and English Language Learners, be student-centered, and aligned with the Common Core Learning Standards and core curriculum. Instruction will include teaching units on strategies for the multiple choice, controlling idea, and critical lens essay sections of the exam. Instructors will model these test-taking strategies for students in class.

- Administer a mock Regents exam to students in December 2011 so instructors can prepare an item analysis; analyze strengths and weaknesses to better prepare for the January 2012 Regents.
- In Regents preparation classes, instructors will share student performance data from previous Regents exams so that students can target specific areas of need in class.
- Samples of student work will be analyzed for strengths and weaknesses on an on-going basis in team meetings.
- All Regents data will be analyzed to identify patterns of strengths and challenges. Data results will be used to develop strategies to guide future instruction.
- Teachers will engage in inter-visitations to develop different instructional strategies and take into account the varied learning styles of students.
- Identify and support with students in the lowest third category in the grade level.
- Communicate with parents and students on a regular basis using phone calls, letters home, and intervention meetings in order to communicate expectations, announce Regents exam dates, and share student progress updates.
- Students who need to retake the Regents examination will be programmed for a Regents preparation class.
- Formal observations and walkthroughs will identify how teachers are implementing on-going assessments, using assessment data to guide instruction, and implementing the action plans designed in common meetings.

Strategies to increase parental involvement

- The grade level team meetings and Parent-Teacher Conferences will be used as forums to communicate academic progress with parents.
- The school will communicate with parents on a regular basis via the school phone messenger, letters sent home, progress reports, teacher phone calls home.
- Monthly PTA meetings with a range of topics will be offered to all parents.
- The SLT will serve as a place for parents to communicate with the school community.
- The Parent Coordinator will continue to serve as a bridge of communication with the parents and school community. A Parent Volunteer team will be created by the Parent Coordinator to assist with our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers and administration interview teachers and require prospective applicants to facilitate a demonstration of a lesson.
- Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs and observations.
- Differentiated opportunities including network workshops, conferences, and courses are offered for professional growth.
- Teachers meet in grade level team meetings to engage in professional conversations about strengths and gaps in the grade.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum and instruction.

Service and program coordination

- We partner with Partnership for Children, Alianza Dominicana, Kaplan, HealthCorps, Simon & Schuster, MCC Theater, the Office of English Language Learners, and additional DOE offices.

Budget and resources alignment

- Instructional tax-levy funds, Title I funds, Title I 10%, Title I 5%, Title I 1%, Title III, Contract for Excellence, students in temporary housing, and NYSTL funds.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, 90% of students will engage in a minimum of one literacy task and mathematics task aligned with the Common Core State Standards. In literacy students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. In math, students will engage in a math task that requires them to construct and explore the reasoning behind arguments to arrive at a solution.

Comprehensive needs assessment

As articulated in the Chancellor's Expectations for the 2011-2012 academic school year, at a minimum teachers will be expected to engage all students in at least one literacy task and one math task aligned to strategically selected common core standards.

Instructional strategies/activities

- Subject area meetings will incorporate professional learning that analyzes Common Core State Standards and aligns units of study and rubrics to the Common Core Learning Standards.
- ELA and math teachers will design and launch a Common Core aligned task embedded in a unit of study in the winter 2011-2012.
- Teacher leaders will attend professional development sessions regarding the Common Core State Standards and will assist in the facilitation of these meetings.
- Byam Network Achievement Coaches will work with Assistant Principals and teachers to help plan and facilitate professional development workshops.
- Teachers will look at student work to assess strengths and gaps in planning next steps for learning.
- Teachers will develop a shared understanding of success as defined by the standards and determine how to adjust instructional practice to support student development along this continuum.
- Common Core student work will be shared at a culminating event in the spring semester.

Strategies to increase parental involvement

- The grade level team meetings and Parent-Teacher Conferences will be used as forums to communicate academic progress with parents.
- The school will communicate with parents on a regular basis via the school phone messenger, letters sent home, progress reports, teacher phone calls home.
- Principal's Newsletter will be sent home on a monthly basis to communicate with parents.
- Monthly PTA meetings with a range of topics will be offered to all parents.
- The SLT will serve as a place for parents to communicate with the school community.
- The Parent Coordinator will continue to serve as a bridge of communication with the parents and school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers and administration interview teachers and require prospective applicants to facilitate a demonstration of a lesson.
- Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs and observations.
- Differentiated opportunities including network workshops, conferences, and courses are offered for professional growth.
- Teachers meet in grade level team meetings to engage in professional conversations about strengths and gaps in the grade.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum and instruction.
- School-wide professional development along with subject specific professional development will be devoted to the Common Core Standards.
- Network achievement coaches will work with principal, assistant principal and teachers to achieve this goal

Service and program coordination

- We partner with Partnership for Children, Alianza Dominicana, Kaplan, HealthCorps, Simon & Schuster, MCC Theater, the Office of English Language Learners, and additional DOE offices.

Budget and resources alignment

- Instructional tax-levy funds, Title I funds, Title I 10%, Title I 5%, Title I 1%, Title III, Contract for Excellence, students in temporary housing, and NYSTL funds.

ANNUAL GOAL #5 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 #5

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

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.

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.

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 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.

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.

Budget and resources alignment

Instructional tax-levy funds, Title I funds, Title I 10%, Title I 5%, Title I 1%, Title III, Contract for Excellence, students in temporary housing, and NYSTL funds.

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	25	40	30	40	20	4	10	1
10	25	50	30	40	30	2	10	1
11	30	50	30	50	25	2	5	0
12	30	40	30	50	30	0	3	0

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

	all review classes and data is used to differentiate instruction accordingly. A six week Regents intensive preparation course is offered 6 weeks prior to the January and June regents. Kaplan Learning strategies are utilized in Regents preparation classes.
At-risk Services provided by the Guidance Counselor	Student records are reviewed and students are identified for services...Services include one-on-one, small group, and case conferences. Referrals are made on an as-needed basis. Counselors meet in case conferences including representation from teachers, deans, parents, administrators and students to design an intervention plan. In addition, counselors visit all classes to make students aware of graduation requirements and available opportunities for assistance. In certain cases, students are referred to ERSSA for an assessment and evaluation for special services: IEP and intervention services for students not currently in special education.
At-risk Services provided by the School Psychologist	The school psychologist assesses students based on needs or requests. Teachers, parents, and/or administrators may refer students to the school psychologist for an evaluation. Our school also has an onsite clinic through NY Presbyterian Hospital; full time psychologists and a psychiatrist are available for assessment and consultation. Students who require hospitalization are referred to the appropriate agency.
At-risk Services provided by the Social Worker	The social worker offers preventive services; conferencing; placement services; and additional support services. The site based school clinic also offers consultation. Our school collaborates with Alianza for students whose parents/guardians have immigration, housing and family issues.
At-risk Health-related Services	Services are available for physical, mental and emotional needs of all students. Students in need are referred to our school-based clinic for these services. Each semester, every freshman class is visited by staff for six weeks in which all aspects of health related issues are discussed. Students receive materials and are told they can speak to a staff member in the clinic if needed. The Clinic offers peer counseling, internships, trips, one-on-one and group counseling. Speakers attend Parent Association meetings and other workshops and presentations.

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

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.

PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to

survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Terry Byam	District 6	Borough Manhattan	School Number 463
School Name HS for Media and Communications			

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

Principal Dr. Ronni Michelen	Assistant Principal Emel Topbas-Mejia
Coach	Coach
ESL Teacher Matt Cope	Guidance Counselor Mercedes Dalal
Teacher/Subject Area Carlos Iniguez, Social Studies	Parent Maria Mendez
Teacher/Subject Area Marilyn Ramirez, Special Ed.	Parent Coordinator Dersa Gonzalez
Related Service Provider	Other Charity Gonzalez, Guidance
Network Leader Terry Byam	Other Bienvenida Galvez, AP Guidance

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	579	Total Number of ELLs	158	ELLs as share of total student population (%)	27.29%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When new students enroll at the High School for Media and Communications, one of two Guidance Counselors, Mrs. Dalal or Mrs. Gonzalez, and/or the Assistant Principals, Mrs. Topbas-Mejia or Mrs. Galvez, conduct the initial intake procedures. All of the above educators have their appropriate licenses. Mrs. Dalal is a licensed bilingual Guidance Counselor whose native language is Spanish. Translation services are available during the intake process since both Guidance Counselors and the Assistant Principal of Guidance are fluent in Spanish (our most common native language) and all forms are provided in the student's native language.

During this interview, the Home Instructional Language Survey (HILS) form is administered in the student's native language. Once potential ELL students are identified, they are administered the revised Language Assessment Battery (LAB-R) within ten days of enrollment by a licensed ESL teacher. Parents are then informed of their child's eligibility for ELL services. If the student is Spanish speaking they are also given the LAB-R in Spanish to determine proficiency in his/her native language. Based on the preliminary grading of the LAB-R, the HLIS form is filed in the student's cumulative records and the ESL teacher and the Guidance Counselor program the student based on his/her needs and abilities. If the student is identified as needing ESL services, the parent is invited to a parent orientation where they complete the entitlement survey, view the ELL orientation video which shows the programs available in NYC schools for their child, and completes the program selection form.

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

2. Following the initial screening described in step 1, the Assistant Principal of ESL (Mrs. Topbas-Mejia), Parent Coordinator (Ms. Gonzalez), and Guidance Counselor facilitate a Parent Orientation meeting to inform parents of the three different program choices available for students within 10 days of enrollment utilizing the EPIC Toolkit. The parent is shown the "Programs Options" DVD and afterwards explanations of the services are provided to the parent and student (Transitional Bilingual Programs, Dual Language Programs and Freestanding ESL Programs). Letters are mailed home and phone calls are made to inform the parents of these events and the importance of these meetings. The parents have the opportunity to talk to groups of teachers about programs offered by the school, entitlements and other supports. If their child already attends the school they are also informed of their child's progress. Translation and interpretation services are available at all parent meetings.

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

4. Once a student is identified as an ELL student, the following procedures are implemented in order to provide the student with a sound instructional program. Identified ELL students are placed in the program chosen for them by their parents after returning the Program Selection forms. If a freestanding ESL instruction program is chosen, we meet with the parents and the student to explain to them what the program looks like in our school and what the student schedule would look like. This meeting takes place in their native language. If a bilingual program is chosen, and we have 20 or more parents/students in a given grade requesting this option, we will open a bilingual class. If less than 20 choose this option, we meet with the parents and student to explore other program options within our school or find them a more appropriate placement in another school setting if that is their choice. We keep a tally of the program selection forms and upon reaching the 20 or more requests for a bilingual program we will open one.

5. Analysis of our Parent Survey and Program Selection forms continue to exhibit the trend that our parents have almost uniformly expressed interest in a freestanding ESL instructional program as opposed to Transitional Bilingual Education or Dual Language programs. If those preferences begin to change, our program offering would change to meet them, in accordance with the established protocol. We have had two new arrivals this year, both requesting a dual language program for their children in Arabic and Spanish. We cannot open these programs at this time because we currently do not have the minimum number of students requesting this program option.

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

Part III: ELL Demographics

A. ELL Programs

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

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

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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										61	52	16	31	160
Push-In														0
Total	0	0	0	0	0	0	0	0	0	61	52	16	31	160

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	160	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	37
SIFE	44	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	58

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	53	18	3	49	22	8	58	5	28	160
Total	53	18	3	49	22	8	58	5	28	160

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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
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										59	52	16	31	158
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	61	52	16	31	160								

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

A. Programming and Scheduling Information

1B. The program models for the delivery of instruction are homogeneous groupings based on grade level and NYSESLAT level. The ESL curriculum and delivery of instruction are aligned with the New York City and New York State Learning Standards for ESL and ELA programs. All ESL courses utilize the framework of the America's Choice Ramp Up to Advanced Literacy model to address literacy instruction. This balanced literacy approach requires that all students receive explicit instruction in sharpening their reading, writing, listening, and speaking abilities in a structured setting. Students engage daily routines and rituals such as independent reading, independent writing, read aloud/think alouds, and collaborative activities.

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

2A. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program. As required under CR Part 154 Mandated Minutes of Service, students receive their mandated minutes of ESL and ELA instruction as follows:

Beginner ELL Students:

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

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

Intermediate ELL Students:

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

Advanced ELL Students:

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

45 minutes per day: ELA instruction with certified ELA teacher

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

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

When necessary, native language supports are used to enrich comprehension in the content area classes. All beginner and intermediate level ELL students are placed in a Science, Global Studies, and Mathematics class taught by an instructor who speaks Spanish as a native language in the ninth and tenth grade instructional program, and a US History class where the instructor speaks the students' native language in the eleventh grade. The primary language of instruction in these classes is English. However, instructors also utilize the students' native language to make content comprehensible. This is accomplished through the use of textbooks written in the students' native language, assessment tools in both English and the students' native language, and giving students the opportunity to utilize their native language to respond to questions in class. Additional native Language Arts supports are provided in the following manner in content area

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%	Page 27
75%	
50%	
25%	

A. Programming and Scheduling Information

them to take NY State assessments in English or Spanish. In addition, core content area teachers provide formative and summative assessments in both English and the students' native language of Spanish.

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

We will continue to utilize technology as an instructional tool in the ESL classroom. This includes the use of an interactive whitboard.

A Programming and Scheduling Information

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

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

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

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

Courses Taught in Languages Other than English

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)?

Math:

D. Professional Development and Support for School Staff

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

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

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

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

2. In order to support staff members in assisting ELL students as they transition to high school, we provide professional development sessions in a range of settings. These settings include faculty meetings, grade teams, and subject area team meetings. In order to develop a deeper understanding of students' needs as they transition from middle school to high school, professional development sessions are facilitated by the ESL Department Assistant Principals, members of the ESL Inquiry Team, Guidance Counselors, staff members from the

D. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Professional Development and Support for School Staff

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

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

E. Parental Involvement

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

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

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

We will continue to utilize technology as an instructional tool in the ESL classroom. This includes the use of an interactive whitboard.

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

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

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

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

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

9. ELLs who reach proficiency on the NYSESLAT receive transitional support for two years. Former ELLs are permitted to have ELL testing accommodations for up to two years after testing out on the NYSESLAT. In addition, mainstream ELA teachers and content area teachers have received professional development in implementing ESL strategies in their curriculum to make the content comprehensible for former ELLs. The ESL Department, Guidance Counselors, and Assistant Principal of English monitor the academic progress of former ELLs by meeting with students on a regular basis, communicating with students' instructors, and reviewing report card grades each marking period.

10. The majority of our ELL students struggle with attaining mastery in our Global Studies and US History courses. We continue to provide a self-contained US History Government class for our beginner and low-intermediate level seniors in order to address this concern. This self-contained US History Government class is taught in English with ESL and NLA supports. We will assess the benefits of this self-contained class as we design our instructional program for the following year. In addition, a Social Studies teacher now pushes into an ESL class in order to co-teach with the ESL teacher. This approach allows students to better access and understand the content of the Global History curriculum with the use of ESL strategies as utilized by the ESL teacher.

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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

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

2. In order to support staff members in assisting ELL students as they transition to high school, we provide professional development sessions in a range of settings. These settings include faculty meetings, grade teams, and subject area team meetings. In order to develop a deeper understanding of students' needs as they transition from middle school to high school, professional development sessions are facilitated by the ESL Department Assistant Principals, members of the ESL Inquiry Team, Guidance Counselors, staff members from the

D. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	11	4	7	37
Intermediate(I)										28	27	7	18	80
Advanced (A)										15	13	5	6	39
Total	0	0	0	0	0	0	0	0	0	58	51	16	31	156

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										9	3	2	3
	I										8	15	5	10
	A										15	11	1	5
	P										25	21	8	13
READING/ WRITING	B										14	10	3	7
	I										28	27	7	18
	A										13	13	6	6
	P										2	0	0	0

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

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	39	0	9	0
Integrated Algebra	95	0	30	0
Geometry		0	0	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				0
Living Environment	88	0	49	0
Physics				
Global History and Geography	33	20	5	8
US History and Government	22	4	1	4
Foreign Language	72	0	68	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>HS for Media and Communication</u>		School DBN: <u>06M463</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Ronni Michelen	Principal		10/15/11
Emel Topbas-Mejia	Assistant Principal		10/15/11
Dersa Gonzalez	Parent Coordinator		10/15/11
Matt Cope	ESL Teacher		11/4/11
Maria Mendez	Parent		10/14/11
Carlos Iniguez/SS	Teacher/Subject Area		10/14/11
MArilyn Ramirez/SPED	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
Mercedes Dalal	Guidance Counselor		10/25/11
Terry Byam	Network Leader		11/4/11
Charity Gonzalez	Other <u>Guidance Counselor</u>		1/1/01
Bienvenida Galvez	Other <u>Assistant Principal</u>		1/1/01
Jorge Gonzalez	Other <u>Science Teacher</u>		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **M463** School Name: **High School or Media and Communica**

Cluster: _____ Network: **CFN404**

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.

The AP Guidance, the Parent Coordinator and the SLT meet to discuss and establish procedures and policies to meet the needs of Limited English Proficient parents. These committees concluded that all school-parent communications should be translated into Spanish.

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

In order to serve the parents, students and community in a more effective way, we have determined that written and oral translation of school-to-parent communication should be provided. This policy is explained to parents at all relevant Parent Meetings, and events, Principal and Parent Coordinator newsletters, orientation for Freshman parents, breakfasts with the Principal, monthly PA meetings and general parent events organized by the school.

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.

This school has a significant number of bilingual personnel. The school provides Spanish translation of all written communications to parents. These translations are completed and disseminated at the same time and use the same format as the English text. This ensures that Limited English Proficient parents receive the same information. Staff is always available for Spanish translation during academic, guidance and/or dean meetings . All translation services are provided in house.

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.

Translation services are provided by the school staff, student leaders and parent volunteers. Oral translation services for parents are provided by the school in a variety of ways. Simultaneous oral interpretation is provided at all PA and SLT monthly meetings as well as at other meetings parents attend. Interpretation is also provided for individual parent meetings with teachers, counselors and other school staff,

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>.

The school will fulfill parental notification requirements as stated in the Chancellor's Regulations A-663 Section VII, by posting notices of available services in key locations through the school. This includes, but is not limited to, the main offices, main entrance office to the Principal's office, parent coordinator's office and guidance office.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: H.S. for Media and Communicati	DBN: 06M463
Cluster Leader: Anthony Cannelli	Network Leader: Terry Byam
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The High School for Media and Communications currently has 160 ELL students enrolled in our school. All students receive ESL instruction in a free-standing ESL program model during the school day with the use of sheltered ESL classes and push-in supports. Our ELL student population is comprised of 39 advanced level students, 80 intermediate level students, and 35 beginner level students. In regards to years of service, 51 of our students are newcomers, 49 students have received ESL services for 4-6 years, and 58 students are long-term ELL students. The majority of our students demonstrate a struggle with reading and writing as demonstrated on their NYSESLAT examination and Regents examination results. Thirty-four students scored at the beginner level in the reading/writing modality of the NYSESLAT and 80 students scored at the intermediate level. Of the students who took the English Regents examination, only 23% of the students passed the English Regents exam and 15% passed the Global Regents exam.

We want to dedicate our Title III program to support and strengthen the literacy skills of our beginner and intermediate population of ESL students in the reading and writing section of the NYSESLAT examination. We will target the 114 students who make up this category and represent students from all grade levels and years of service, with a large number of them coming from our newcomer group.

The program will take place during school, after school, and on Saturdays.

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

In addition to receiving the mandated minutes of ESL service in self-contained ESL classes, current LEP students will receive additional language supports in their content area classes once a week. A content area teacher who speaks the students' native language will push into content area classes such as mathematics classes to provide additional supports to students in grades 9-12. The push-in teacher will utilize both English and Spanish as the language of instruction in order to address reading and writing strategies the students can develop as they take these courses and prepare for Regents exams.

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

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

Part B: Direct Instruction Supplemental Program Information

individualized and small group instruction in language acquisition and reading skills.

Proposed Supplemental Instructional Activity #3: Saturday Language Academy

Outside of students' mandated ESL classes, students will receive additional academic language supports in a Saturday Academy program. The Saturday Academy will focus on academic language support in the content areas. Upon reviewing and analyzing Regents exam data, we have discovered that our ELL students have difficulty mastering the Regents material due to the academic vocabulary of the curriculum and their limited writing skills. In order to address this observation, one certified ESL teacher will utilize research based ESL teaching strategies to support students' acquisition of the academic vocabulary and writing skills required in such content areas such as social studies, science, and mathematics. The text, Longman Keystone: Building Bridges, will be used to address the content area reading and vocabulary skills. In addition, the Saturday program will utilize the Longman study dictionaries, Longman picture dictionaries, content area textbooks, and the AChieve 3000 reading program.

Twenty beginner and low-intermediate level students will be selected from the 9th- 12th grades will be selected to participate in this program. All students targeted for this program are newcomers and have scored low on all four modalities of the NYSESLAT exam. The program will focus on building vocabulary skills, reading skills, and writing skills. In addition, students will participate in field trip opportunities that will expose them to the different cultural aspects of New York City in order to build bridges and make connections between the skills they are developing and their world. Trips will include activities in the local public library, neighborhood cultural excursions, and museum visits.

The program will take place for 10 Saturdays beginning in December 2011 and ending in June 2012. The program will be taught by one certified ESL teacher for a total of 40 hours (10 Saturday sessions, 4 hours each session).

Overall, we will assess the benefits of our Title III program by monitoring the academic progress of the students who participate during the school year. This will include, but is not limited to:

- Analyzing student work
- Student surveys
- Examining how students are performing in their content area classes in terms of formal and informal assessments
- Student conferences

Part C: Professional Development

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

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

Begin description here:

Professional development is continuous and ongoing throughout the school year. All training acquired through formal university coursework, off-site conferences, and scholarly literature will be disseminated

Part C: Professional Development

to the ESL Department and the content area teachers through faculty and ESL team meetings. Our ESL teachers meet formally once a week with the Assistant Principal of ESL to discuss methodology, student progress, and coordinate unit planning. ESL teachers participate in Inquiry Teams in the form of Grade Teams in order to share ESL methodology and ESL data with other teachers.

Teachers are informed of and independently (with administrative approval) choose professional development opportunities that are provided by the NYC Department of Education, Office of English Language Learners, as well as local universities. When teachers attend Professional Development sessions offsite, Title III funds will be used to pay for substitute teachers. When approved, per session will be paid to teachers through Title III funds when they attend professional development sessions that occur outside of regular school hours or during vacation times.

Network Achievement Coaches provide professional development to Assistant Principals and teachers on a monthly, at times even bi-weekly, basis. The professional development sessions focus on the common core state standards, instructional strategies, and lesson planning. When facilitating sessions, the Achievement Coaches are diligent about focusing on the needs of the ELL student when it comes to instructional practices that best support the learning style and needs of this student population. Achievement Coaches also provide support in interpreting data that helps teachers better understand the needs of our diverse student population.

We will create an ESL Study Group/Inquiry Team that represents a cross-section of the different disciplines in our school. This inquiry team will meet on a weekly basis beginning in December 2011 until June 2012. Each meeting will last from one to periods and will focus on our ELL population and instructional practices that best support their needs. The group will engage in looking at student work activities, read scholarly articles, and read a common professional text "Teach Like a Champion" by Doug Lemov (\$27.95) and/or "Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners" by Douglas Fisher, Nancy Frey and Carol Rothenberg (\$23.95, ASCD) and/or "Schoolwide Approaches to Educating ELLs: Creating Linguistically and Culturally Responsive K-12 Schools" by Sonia W. Soltero (\$30.00, Heinemann).

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

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

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

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

Parents are notified of all parental activities via mail and phone in both English and the student's home language.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$19900

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$15,321.70	\$15,321.70
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	00.00	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$4, 578.30</u>	<p><u>Longman Building Bridges, FAMIS #: 9780132076913, Cost: \$48.68 per book (20 copies = \$973.60)</u></p> <p><u>Longman Building Bridges, FAMIS #: 9780132076906, Cost: \$12.57 per book (20 copies = \$251.40)</u></p> <p><u>Longman Study Dictionary, FAMIS #: 9781405831659, Cost: \$20.27 per book (50=\$1, 013.50)</u></p> <p><u>Azar Basic English Grammar, 3rd Edition, FAMIS #: 9780132409667, Cost: \$41.99 per book (20 copies=\$839.80)</u></p> <p><u>Regents Review Books for History and English, Cost: \$15.00 per book (100 copies = \$1,500.00)</u></p>
Educational Software (Object Code 199)	0.00	
Travel	0.00	
Other	0.00	
TOTAL	\$19,900	\$19,900