



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** EDWARD R. MURROW HIGH SCHOOL

**DBN (i.e. 01M001):** 21525

**Principal:** ALLEN BARGE

**Principal Email:** ABARGE@SCHOOLS.NYC.GOV

**Superintendent:** AIMEE HOROWITZ

**Network Leader:** MICHAEL MEHMET

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Allen Barge	*Principal or Designee	
James Duncan	*UFT Chapter Leader or Designee	
Celeste Kurland	*PA/PTA President or Designated Co-President	
Patricia Napolitano	DC 37 Representative, if applicable	
Melody Urbina Natalie Delille Shae Davis	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mauro Bressi	Member/ CSA - AP	
Jude Thompson	Member/ Teacher	
Ellen Heyman	Member/ Teacher	
Matt Fenton	Member/ Parent	
Ronni Rothstein	Member/ Parent	
Miriam Boland	Member/ Parent	
Rebecca Castaneda	Member/ Parent	
Noel Tozzi	Member/ Parent	
Sarah Caswell	Member/ Teacher	
Francine Gallo	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2013, Edward R. Murrow High School will fully transition into the NYC DOE's Teacher Effectiveness model (ADVANCE) as a means to observe a 10% increase in teacher performance from semester 1 to semester 2 (departmentally) in the level of effective questioning (component 3b) and high quality classroom assessments, (3d) as seen in classroom observations, to promote critical thinking and provide the CARE that our students need to be COLLEGE READY, CAREER READY, and LIFE READY.**

### 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.

In accordance with the findings from previous JIT and Quality Reviews, numerous classroom and teacher team observations and in alignment with the school's CARE mission (Challenging students, Achieving academic success, Respecting others, and Engaging all students in the learning process), our first goal is to focus on improving instruction in our classrooms.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Professional Development** – With a clear instructional focus established at the onset of the year (questioning and using assessment in instruction), all professional development workshops will focus on supporting teacher growth in components 3b and 3d.
- Actionable feedback** given to teachers to identify strengths, areas of instructional concern, and next steps to further develop teacher pedagogy.
- Intervisitation** planned for the fall and spring semesters to share instructional strategies to assist teacher teams in planning engaging common core units of study as well as promote academic rigor and engagement in the classroom.

#### B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principals of Supervision, instructional leaders in each department, as well as ADVANCE PD workshops provided by the DOE.
- Talent Coaches trained in the Teacher Effectiveness model (ADVANCE), APs of Supervision, in addition to teacher leaders established in each department.
- Instructional staff

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- School surveys distributed to staff members to acquire input and feedback on the effectiveness of our professional development sessions (**above 80% approval**)
- Quarterly analysis of component ratings for 3b (Questioning and Questioning Techniques) and 3d (Using Assessment in Instruction) to monitor teacher performance (**increase in departmental average ratings with each quarter**)
- Intervisitation feedback forms** will provide supporting **evidence** that teachers intervisitation experience will enhance their instruction

#### D. Timeline for implementation and completion including start and end dates

- Edward R. Murrow High School will fully implement the new Teacher Effectiveness model (ADVANCE) in September of 2013 and continue throughout the academic year. Our Professional Development Plan for the 2013-2014 provides evidence of our commitment to improving instruction in the classroom specifically with our instructional foci. Full day workshops during Election Day, January Rating Day, and Brooklyn Queens Day in addition to a PD segment for each faculty and department conference each month.
- Ongoing feedback and support will be provided to all teachers after each observation (formal or informal).
- Actionable feedback will begin with the onset of school year, September 2013 through June 2014.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Professional Development as well as teacher team time is embedded within our schedule as per SBO vote (8:05 – 9:05 every Wednesday). The Edward R. Murrow High School website (ermurrowhs.org) will provide resources for questioning as well as formative assessments for all staff members. Other resources available include articles, research, samples, best practice strategies, ARIS Learn LOs, and templates.
- AP Supervision meetings will take place every Friday at 1:00 to discuss classroom observation findings, share best practices, identify strengths as well as areas of instructional concern, develop resources to provide teachers with support (“Instructional Tips of the Month”), norming activities to promote consistency amongst all supervisors and departments regarding instruction as well as actionable feedback.

c) In lieu of one department conference (December and March), teachers will be provided with the time needed to visit classrooms and have a follow-up discussion

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- a) Continuous development of our new Murrow website as well as Skedula to share curriculum, teacher web pages, common core standards, professional development as well as "best practices."
- b) Presentations at PA meetings as well as School Leadership Team meetings to inform parents of school's goals regarding teaching.
- c) Social media outlets as a means to communicate with parents – Facebook and Twitter.
- d) The Murrow Minute, which informs both parents and staff of upcoming events/activities as well as achievements, will be posted on the school's website.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>X</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

**By June 2014, Edward R. Murrow High School will see a 2-3% increase in student achievement for our lower performing students (lowest third, SWD, and ELL students) as seen in credit accumulation by cohort.**

**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.

We continue to focus on meeting the needs of our lower performing students particularly with our students with disabilities and ELL students. Although student achievement data has improved over the past three years, we continue our efforts to help meet the needs of all students and make AYP, as well as improve "Student Progress" (Progress Report) specifically with credit accumulation as well as Regents examinations.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**a. Strategies/activities that encompass the needs of identified subgroups**

- a. **Improving Instruction** – Teacher teams will effectively utilize their professional development teacher team time to analyze student work and drive instruction to ensure that all students are provided with rigorous tasks; School-wide emphasis on improving instruction as seen through our CARE mission and VISION; Integration of the Common Core Learning Standards within revised units of study; ISS teachers working with General Ed. In teacher teams and department workshops.
- b. **Instructional Support – Teachers/Other School Staff** - Target 5! Initiative – strategic intervention to identify, monitor, and implement strategies to help meet the needs of all students – identify students after first marking period and action plans implemented and assessed throughout the semester in teacher teams and mid-year and end year assessments; Advisory Class; Block scheduling for self-contained students for the purpose of improved communication and collaboration to help meet the needs of our SWDs; Global Academy (lowest third and ELL Academy); Writing center, subject based tutoring, computer programs such as Achieve3000 as well as Catch-Up! Math (pilot) and Revolution Prep! to supplement instruction and provide added support for our students in need; PM School and Saturday School; Pilot an online blended learning program (APEX); Inquiry/Teacher Team work with target students to determine needs;
- c. **Improved Communication** – School-wide skedula implementation and well as parental outreach through our phone messaging service. Ongoing Datacation training and usage for better communication and assessment of SWD, ELL and Hispanic cohort students; Block scheduling for self-contained students for the purpose of improved communication and collaboration to help meet the needs of our SWDs;

**b. Key personnel and other resources used to implement each strategy/activity**

- a. Principal, Assistant Principals of Supervision, instructional leaders in each department, as well as ADVANCE PD workshops provided by the DOE.
- b. PM School staff, Saturday School staff, tutoring, Revolution Prep! Math Intervention, APEX, Achieve3000, APEX Learning, SIFE Grant \$40,000

c. Assistant Principals, teachers and other school staff, skedula;
<b>c. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
d. Quarterly analysis of component ratings for 3b (Questioning and Questioning Techniques) and 3d (Using Assessment in Instruction) to monitor teacher performance (increase in departmental average ratings with each quarter)
e. Mid-year and end-year analysis of credit accumulation numbers for each cohort (monitor student performance)
f. Increased skedula usage; increased parental visits (parent teacher conferences);
<b>g. Timeline for implementation and completion including start and end dates</b>
a. Edward R. Murrow High School will fully implement the new Teacher Effectiveness model (ADVANCE) in September of 2013 and continue throughout the year. Our professional development plan for the 2013-2014 provides evidence of our commitment to improving instruction in the classroom specifically with our instructional foci. Full day workshops during Election Day, January Rating Day, and Brooklyn Queens Day in addition to a PD segment for each faculty and department conference each month
b. PM School in Fall 2013; Blended Online Saturday Program Winter 2013-2014; PM School in Spring 2014; Target 5! Initiative in October 2013 and ending in January 2014 (Fall) and March 2014 (Spring)
c. Skedula training in November 2013, March 2014 and June 2014
<b>h. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
a. Advisory class; Subject specific tutoring as well as small group instruction (circular 6 assignments)

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The following parent involvement strategies and activities have been implemented.
a) Communication through letters, phone calls and e-mail, and website will encourage more parental involvement.
b) Evening presentations at Parents' Association meetings, special parent focus groups and workshops will provide parents with information pertaining to school-wide support and activities.
c) Home visits to targeted students with poor attendance.
d) Use of translation services to ensure effective communication with our ELL population.
e) Skedula (online gradebooks) for parents to access their child's academic performance.
f) Murrow Community Report with survey findings as well as the "Murrow Minute" informing parents of upcoming events, activities, and instructional support.
g) Posting common core literacy units on school's website for parents to access to keep them informed of classroom standards.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014, Edward R. Murrow High School will fully transition into using Skedula/Pupilpath to help improve communication between all constituencies throughout our community as seen in our Learning Environment Survey.</b>

**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.
To provide more consistency as well as improve communication throughout our community, the implementation of a community based online gradebook/data analysis program will be fully implemented for the 2013-2014 school year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - a. Professional Development for all teachers (beginners and advanced) in the use of skedula including online gradebooks, data analysis, anecdotes
  - b. The Murrow website also a strategy to improve communication.
- 2. Key personnel and other resources used to implement each strategy/activity**
  - c. Staff member trained in skedula to facilitate workshops and training sessions.
  - d. "How to" guides for staff members on the Murrow website (ermurrowhs.org)
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - a. Monitoring skedula usage (number of teachers actively using skedula) as well as the number of parents who have officially logged on and activated their accounts
- 4. Timeline for implementation and completion including start and end dates**
  - a. Fall Semester – 75% will be using Skedula/Pupilpath Spring Semester 100% of the staff will be using Skedula/Pupilpath
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - a. Skedula program(Casenex) will be used to communicate through anecdotes and provide data for parents to help monitor their child's progress.
  - b. Two technology coordinators are assigned (circular 6 assignment) to provide support to the staff as well as update the website when needed (ermurrowhs.org website under "For Staff" category)

**Strategies to Increase Parental Involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- a. Distributing skedula user account information in SCS (School Communication System) to all students in October
  - b. Provide information pertaining to skedula on the website
  - c. Automated phone messages to homes regarding skedula sign up
  - d. Pupilpath for students and parents as a means of communication with Skedula program

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
    - 1.
  - 2. Key personnel and other resources used to implement each strategy/activity**
    - 1.
  - 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.
<b>4. Timeline for implementation and completion including start and end dates</b>
1.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>d. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>e. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>f. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>g. Timeline for implementation and completion including start and end dates</b>
6.
<b>h. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Beginning English Language Learners receive triple or double periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports content area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. After school Regents preparation tutorials for immigrant students who have been in the US for less than three years. Students receive back to back double period literacy instruction in a collaborative teaching setting. Two teachers, one special education and one general education, share the classes and are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6 assignments. Achieve 3000 – which is a literacy based computer program that monitors student progress over time.	Collaborative Team Teaching Tutoring – one-to-one and small group	During the School Day
<b>Mathematics</b>	Level 1 math students are taught in a collaborative setting by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments daily. Peer tutoring is arranged for other students by the SWAT (Success With a Tutor) Team.	Collaborative Team Teaching Tutoring – one-to-one and small group	During the School Day

	After school tutoring for subjects and Regents Preparation is also offered. Revolution Prep! accounts for 1100 students in need of some additional support		
<b>Science</b>	Teachers provide tutoring for students during their Circular 6 assignments throughout all bands. Make up labs are scheduled for students after school. Level 1 readers are taught in a collaborative teaching environment. Regents review and Peer tutoring is also arranged..	Collaborative Team Teaching Tutoring – one-to-one and small group Make Up Labs	During the School Day After School
<b>Social Studies</b>	Teachers provide tutoring for students through their Circular 6 assignments. Students have the ability to qualify for the on-line Murrow Independent Learning Experience (MILE). Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged. Regents Review Packets are distributed to each student who is retaking the exam.	Collaborative Team Teaching Tutoring – one-to-one and small group	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselors provide targeted classroom guidance lessons each semester. Small group sessions for at-risk students are provided who present attendance issues. Small group sessions are scheduled for students to improve social, emotional and coping skills.  Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.	Guidance Intervention, CBOs such as the Jewish Board, School Based Support Team, Social worker, Resource Room Teachers)	During the School Day

	<p>Students and families are referred to appropriate outside agencies. Nurses, health aide, vision and hearing services work together with our crisis response team and our first responders to medical emergencies.</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP) Template**

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-Teacher 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 1<sup>st</sup> 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:

- holding an annual Title I Parent Curriculum Conference;
- 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 school planners/folders for regular 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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 will 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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>525</b>
School Name <b>Edward R. Murrow High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Allen Barge</b>	Assistant Principal <b>Angela Gramegna</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>RoseMary Iervasi</b>	Guidance Counselor <b>Margarita Safyan</b>
Teacher/Subject Area <b>Nora Diaz Guevara/NLA</b>	Parent
Teacher/Subject Area <b>Joanne Papamichael/ESL</b>	Parent Coordinator <b>Rosie DeInnocentiis</b>
Related Service Provider <b>Christine Ingordo</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>19</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>4071</b>	Total number of ELLs	<b>354</b>	ELLs as share of total student population (%)	<b>8.70%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										2	2			4
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										6	8	8	2	24
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	10	8	2	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	354	Newcomers (ELLs receiving service 0-3 years)	139	ELL Students with Disabilities	100
SIFE	28	ELLs receiving service 4-6 years	125	Long-Term (completed 6+ years)	90

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	59	7	1	22	4	0	3	0	0	84
Dual Language										0
ESL	80	16	5	103	18	4	87	9	3	270
Total	139	23	6	125	22	4	90	9	3	354

Number of ELLs who have an alternate placement paraprofessional: 15

### 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
SELECT ONE Chinese										38	22			60
SELECT ONE Spanish										18	6			24
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>56</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>84</b>								

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	14	8	10	64
Chinese										43	33	24	19	119
Russian										16	4	5	4	29
Bengali										5	2	2	1	10
Urdu										5	5	2	2	14
Arabic										1	1	0	2	4
Haitian										5	3	1	4	13
French										1	3	0	0	4
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	2	1	0	3
Other										6	2	0	1	9
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	114	69	43	43	269

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										41	5	1	2	49

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										65	34	11	13	123
Advanced (A)										66	57	31	28	182
Total	0	0	0	0	0	0	0	0	0	172	96	43	43	354

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	80		21	
Integrated Algebra	82	56	49	35
Geometry	53	0	32	0
Algebra 2/Trigonometry	24	0	11	0
Math				
Biology				
Chemistry	14	0	5	0
Earth Science	26	9	6	2
Living Environment	30	109	19	67
Physics	2		1	
Global History and Geography				
Geography	47	94	20	38
US History and Government	20	40	11	22
Foreign Language	65		65	
Government				
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)	1	6	5	0				
Chinese Reading Test	3	6	14	37				

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Newly arrived ELL literacy is assessed through writing samples. These samples are evaluated by teachers and used to determine intervention services that can be offered. Additionally, we use the results of the Periodic Assessment in listening, reading and writing to assess the progress our ELLs are making toward proficiency and to inform instruction accordingly. We use the Acuity Predictive assessment to assess the progress ELLs, both off-track and on-track are making toward meeting the ELA Regents requirement. We also use Performance Series for 9th and 10th graders. The improvement of vocabulary development and writing continues to be a major focus of instruction for ELLs as indicated by the results of these assessment tools. We focus on the teaching of vocabulary-in-context to lead students to improve reading comprehension. Teachers also incorporate author's purpose, summarization skills, activities which assist youngsters in drawing conclusions, and infusion of the literacy task to assist with the teaching of proper citation. The teaching and learning of grammar-in-context is used across the board.

This data is available to all teachers of ELLs to assist them in meeting the needs of ELLs. The information is also provided to the school inquiry team and administration.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. The data reflects that 62% of our ELLs are 9th and 10th graders who are placed at the intermediate and advanced levels of proficiency. English Language Arts Preassessment reveals that most students across all grades showed the highest need for the development of writing proficiency. The teachers of long term English language learners who have been identified by the extension of services report are informed of the areas. Teachers meet as groups and evaluate student work so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for an ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.

Newcomers who are evaluated by the Lab-R/NYSITELL and are found to be entitled to services are placed according to the results. The trend in choice at Edward R. Murrow High School is the selection of the freestanding ESL program.

We have found that many newcomers who are administered the Lab-R/NYSITELL examination are not entitled to services although they exhibit a need for ESL support services. We hope that this problem will be addressed on a state level so that newcomers can take advantage of services that will continue to accelerate their English language acquisition and not place them in a sink or swim situation. Students who have demonstrated need for additional support are placed in a double-block program in which instruction is delivered using academic intervention strategies. The extra time, help and support assists these youngsters in meeting the English Language Arts and Common Core Learning Standards. Other newcomers who are evaluated by the Lab-R/NYSITELL and are found to be entitled to services are placed according to the results. These students are introduced to the ESL coordinator, RoseMary Iervasi, and are scheduled to meet one week after admission to the school. At these meetings the ESL Coordinator answers youngsters' concerns and speaks with them individually about their classes. If youngsters feel comfortable with their classes they are monitored through eight week report cards. On content area assessments, most of our ELLs are currently meeting the standards. However, since most of our ELLs are freshmen and sophomores, the majority of our ELLs have not yet taken the required high school New York State content areas examinations.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

New York State did not provide us with the modality breakdown report for the 2013 NYSESLAT exam. The RNMR report is not available to answer this question.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

to native language.

b. Teachers of ELLs examined results from the ELL Periodic Assessment and used the result to create fluid groups within the classroom when planning for multiple entry points. The leadership team along with the teachers are using the results of assessments to identify patterns of student needs and decide on strategies that can be implemented to assist and support the ELLs improve performance in all areas of instruction. School administration receives this information and uses it to design the professional development that they provide in departmental settings.

c. Native language is used to support ELLs. Instruction is based on the belief that strengthening students' skills in their native language will amplify their success with English language acquisition. After reviewing all relevant testing data from NYSESLAT, LAB-R, Performance Series, Acuity, and NYS Regents Examinations, and after using data from various sources—ARIS, STARS, and ATS we expect the continued need for the implementation of instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments. The use of the results of assessments and resources from the assessments to support ELLs in their efforts to increase reading and writing proficiency in English; scaffolded instruction with special emphasis on modeling, bridging, contextualization, schema building, metacognitive development and text representation and differentiated instruction.

For the bilingual program the results of assessments and resources from the assessments are used to support ELLs in their efforts to increase reading and writing proficiency in English and in the native language; scaffolded instruction with special emphasis on modeling, bridging, contextualization, schema building, metacognitive development and differentiated instruction is used in both content area and native language classes.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Edward R. Murrow is a high school but we continuously strive to provide academic and socio-emotional interventions for English language learners.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. English language learners receive an instructional program with the same emphasis on academic rigor as our entire student population. They attend classes with the entire student body. They are expected to produce original student work that reflects comprehension of academic principles and concepts as well as proficiency in different modes of academia. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer-conferencing, and the use of oral and written academic language. English language learners are programmed for an elective computer class during their first year at Edward R. Murrow High School. We evaluate the success of our ELLs through scholarship reports that indicate passing percentages in ESL, content-area and native language arts classes. We also analyze Regents results, NYSESLAT and participation in Title III Programs.

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

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

Edward R. Murrow will continue to recruit and develop a certified, highly qualified teaching staff with a commitment to the education of English language learners. We will continue to support our staff through our professional development program which

emphasizes effective practices for instruction of English language learners, planning lessons that support language and content development and meeting the needs of individual learners. We will also continue to support teachers' understanding of the language and cultures of their students and their communities.

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

At the current time we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The school inquiry team meets monthly to evaluate data on ELL success in meeting AYP. Mr. Barge meets weekly with supervisory assistant principals to plan professional development that will accelerate English language acquisition. Annual yearly progress is monitored by Mr. Perlowitz, data specialist, who is responsible for providing data to Principal Barge.

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

In the spring term the NYSESLAT is administered to all ELLs listed on the RLER report. Collaborative efforts ensure a smooth administration of the NYSESLAT. Multilingual letters and phone calls are sent to the parents of ELLs to inform them of the NYSESLAT dates and to inform them of the importance of this assessment. Students are individually tested for the speaking section

in a separate location. The testing is conducted by licensed ESL teachers. The listening, reading and writing tests are administered during the New York State mandated time frame within ESL class meeting times by NYS certified ESL teachers. Make-up examination times are scheduled to accommodate absentees. SPED-ELLs are tested with accommodations indicated on their IEPs. Results of the NYSESLAT are used to determine students' placement at each level of instruction.

2. 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.
  2. At the time of initial identification of the child as an ELL, the parent/guardian is given information regarding program options. The ESL Coordinator RoseMary Iervasi a licensed pedagogue sets up an individual viewing of the DOE DVD in the appropriate language. The parent/guardian is provided with the opportunity to ask questions in their native language with a translator and a Parent Orientation Workshop is conducted the same day either by Ms. Iervasi or Ms. Angela Gramegna, Assistant Principal of ELLs. In order to ensure that parents/guardians of ELLs understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL) parents view the DOE DVD in their language, their questions are answered by Ms. Iervasi or Ms. Gramegna (translators are available). They are also informed of program requirements and graduation and diploma requirements. Documentation is maintained in room 124T for all meetings
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. Edward R. Murrow ensures that entitlement/eligibility letters are distributed to families by sending them out by the US Postal Service and an additional copy is sent home via backpack with each student. Parent survey and program selection forms are given to parents during their initial admittance (in the appropriate language) and are collected back. If a form is not returned by a Chinese or Spanish speaking ELL, these youngsters are put into our transitional bilingual program (as per CR Part 154). Entitlement list records are maintained by the ESL Coordinator Ms. RoseMary Iervasi and are stored in room 124T.
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.
  4. After parents have made their selection of the program of choice, identified ELL students are given the option of participating in our transitional bilingual program (if applicable) or ESL instructional program. LAB R/NYSITELL scores are used to place identified ELLs in the appropriate level of ESL instruction. All communication is done with parents in their native language using (in house) interpreters or using the translation unit's over the phone interpretation services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The Assistant Principal of Programming sends telephone reminders to the homes of all ELLs in their home language to ensure that students and parents are aware of the testing dates and the importance of being present during the testing period. The speaking part of the NYSESLAT is administered by the ESL Coordinator, RoseMary Iervasi and the Assistant Principal of ESL, Angela Gramegna on an individual basis during the exam period. Daily attendance is checked to ensure that all ELLs have been tested. The listening, reading and writing sections are administered during ESL classes during the first week of testing. Students with disabilities are provided with the appropriate accommodations based in their IEP. For students who miss the entire or any part of the assessment, a testing room is designated with proctors available before, after and during the school day. Snacks and drinks are available for students so that they can complete the test. Daily lists of students who missed any or all parts of the NYSESLAT are distributed to the staff. Staff members are asked to accompany the absentees to the testing room where the exam is administered.
6. 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.) 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](#)

The trend in program choices for identified ELLs has been the Free Standing ESL instructional program. For the 2013-2014 school year, of the 2 students who were identified 1 selected Freestanding ESL and one scored Proficient on the LAB R. All documentation is on file in room 124T. This documentation is referred to when researching trends in program choice.

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

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- 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])?

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

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)?

The Edward R. Murrow school schedule allots 220 minutes of instructional time for each period of the school day. This is above the required number of minutes set by New York State. In the beginning level ESL classes 660 minutes of instruction is provided to all students who score B on the NYSESLAT exam. 440 minutes of ESL instruction is provided to all students who score I on the NYSESLAT exam, and 220 minutes of ESL instruction and 220 minutes of ELA instruction is provided to all students who score A on the NYSESLAT exam. Students in the TBE programs in Chinese and Spanish receive 220 minutes of instruction at level one, two, three, four or advanced placement based on their native language proficiency levels. A student's NLA placement is determined by using both formative and summative assessments.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

In the bilingual program, content area instruction (social studies, math, science) is delivered in both native language (Mandarin and Spanish) and English. In the ESL program, content area classes instruction is delivered in English, using approaches which accelerate English language acquisition. Teachers are trained in using Common Core Learning Standards. Classrooms contain bilingual dictionaries to support the students. Additionally, native language arts classes are offered for 220 minutes weekly in the transitional bilingual program. For the ESL program, native language arts classes are available in Spanish, Chinese and Russian.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native language classes are assessed by summative and formative assessments by the native language arts teachers throughout the year. English Language Learners in the bilingual program are evaluated with the Chinese Reading Examination and the ELE.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the start of the year teachers administer a pre-assessment. Benchmark assessments which test listening, speaking, reading and writing are administered periodically throughout the year. Formative and summative assessments are administered which test for listening, speaking, reading and writing.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students with interrupted formal education receive small group instruction that is scaffolded and teachers implement differentiated instructional strategies. We use MILESTONES with accompanying Audio CDs to help SIFE students with skills for success in real-world settings. Readings are non-fiction to assist youngsters with content area classes. Texts provide phonics and syntax to enable students to accelerate English language acquisition. Grammar instruction is embedded in the texts. In ESL we use audio-visual resources and internet resources. We offer before, during and after-school tutoring and intensive tutoring in all subject areas. Parents of students with interrupted formal education are provided with lists of local community agencies that can provide additional support services. Professional learning communities meet and review student records and make recommendations for instruction. In addition, we schedule meetings informing parents of graduation requirements and program requirements. Translators are available at all of these meetings.

b. Newcomer ELLs are offered placement in the after-school ESL academy to provide additional support and facilitate accelerated English language acquisition. Quality teaching (QTEL) strategies are used for all ESL classes. All ESL teachers have attended

QTEL workshops and have been trained in QTEL procedures. ESL instruction for newcomers, use Heinle's Voices in Literature with audio recordings. Newcomers can read, listen, speak and write with the scaffolding that is provided by this series. Graphic organizers, diagrams, graphs, tables, maps and charts are used to assist students in reading and writing. Activities aid in comprehension and help students apply information. We use Longman Co-build dictionaries to assist in vocabulary development. Parents are invited to attend welcome sessions. Translators are available to assist parent at all meetings.

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

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

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

- Professional learning community meeting to discuss student progress and evaluate student work
- Identification of student's learning styles to identify the stages of language acquisition.
- After school academy available to provide additional support.
- Tutoring throughout the school day to assist students to accelerate English language acquisition.
- Conferences with students, parents, teachers, and guidance counselor to discuss concerns, needs, interventions, and

goals.

- Monitoring by guidance counselors of student progress with periodic teacher progress reports and report cards.
- Participation in the ELL Institute.

e. For Former Ells in years 1 and 2 after testing proficient the following strategies have been implemented:

- Guidance counselors track their progress.
- The ESL coordinator ensures that they receive the testing accommodations that they are entitled to.
- Tutoring is offered as an academic intervention.
- Teachers are provided with information which identifies these students are recent former ELLs.
- The ESL coordinator generates a list of students who scored proficient on the last administration of the NYSESLAT.

This list is made available to all staff.

7. 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?

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

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

- Paraprofessional in classroom to provide additional individualized instruction and support.
- After school academy available to provide additional support (grant pending).
- Tutoring throughout the school day to assist students to accelerate English language acquisition.
- Identification of student's learning styles to identify the stages of language acquisition and differentiate instruction.

- Formation of interdisciplinary teams to review and discuss student work and their needs, goals, and progress.
- Professional learning community meeting to discuss student progress and evaluate student work.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

**Curricular Flexibility**

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

ELL-SWD students take core classes in a 15:1 setting. These classes follow the General Ed curriculum Common Core Learning Standards and NY State Standards for each subject area with the goal of passing the culminating NY State Regents Exam. The curriculum is modified to accommodate the skill levels of these students.

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

**Instructional Flexibility**

The teachers of these classes “differentiate” the process and product of their lessons, and projects to provide instructional flexibility and allow for multiple entry points. Time extensions are provided for due dates of projects. Textbooks written on a readability level that is appropriate to the skill levels of these students are also used. Paraprofessional assistance is provided for 90 students with disabilities to accommodate them in their daily instruction. In addition, Vision and Hearing services are provided to students in the forms of: Sign Language Interpreters, Auditory Amplification devices, Books on tape, Braille and large print copies of textbooks, homework sheets and class activity sheets are provided when necessary.

**Scheduling Flexibility**

The ELL-SWD students in the alternate assessment program are provided a full program of 7 classes. There are five sections of each class which allows for scheduling flexibility based on academic or behavioral needs. The ELL-SWE students in the 15:1 classes and the Integrated Co-teaching students also have a full program of 7 classes. There are multiple sections of each class offered which allows for scheduling flexibility based on academic or behavioral needs.

**Courses Taught in Languages Other than English ⓘ**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish and Mandarin		
Social Studies:	Spanish and Mandarin		
Math:	Spanish and Mandarin		
Science:	Spanish and Mandarin		

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

## B. Programming and Scheduling Information--Continued

9. 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.

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

Targeted interventions for ELLs in ELA, math, and other content areas—In order to prepare ELLs for the ELA Regents Examination we

offer Regents prep classes during the day and in our pm school program. The ESI teachers and content area teachers meet on a monthly basis to discuss and implement various strategies to assist this subgroup. Additionally, we offer Intensive ELA tutoring through our Writing Center. We offer tutoring with licensed teachers throughout the school in all content area classes. We offer individual guidance sessions with students to review transcripts and select courses that need to be taken to meet the graduation requirement. Multilingual phone messages are made. During the ELA Regents bilingual word-for-word dictionaries are distributed. We have a collection of bilingual dictionaries for exam use in all of the languages represented in our school. For mathematics courses are differentiated, ELLs who exhibit a weakness in this area can complete the course of study in three semesters. Our Inquiry Team meets weekly to research and evaluate the needs of ELLs and ELL-SWDs in both ELA and mathematics. A newly designed course has been created to meet the needs of ELLs and the Living Environment curriculum. This course called "Human Biology" prepares ELLs in the 9th grade to take the Living Environment Regents in the 10th grade. An Earth Science class for Chinese speaking ELLs has been developed. A Global History course taught with TESOL strategies for 9th grade ELLs who scored at the beginning and intermediate level on the NYSESLAT exam has been established. Intensive tutoring is offered in all of the content-areas listed above. For all content-area Regents exams we offer students the translated versions of the exams when available to be used in conjunction with the English version.

In math teacher have the student for 1 full year, to develop consistency. The teachers are also trained in differentiated instruction and strategies for teaching ELL's. Students work in small groups during class and the curriculum is adjusted for ELL's with more focus on developing vocabulary. Students textbooks include free internet tutoring on each chapter and it is available in Spanish.

Majority of the student tutor speak Chinese.

SOCIAL STUDIES ELL Program Initiatives

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

Strategies:

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

Initiative #2: Improving Reading Comprehension Skills:

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

Tiered Questions after each document:

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

Initiative #3: Improving English Comprehension Strategies:

- Pair Work: Students are placed in pairs of one student who is strong in English and one student who is weak in English.

As they read the documents/do the activities, the student stronger in English, helps the student weaker in the language.

-- Pairs are determined based on classwork, homeworks, exams, and consultations with Mr. Perez and Ms. Giberga (their cycle 1 teacher)

- Progression to English Documents and Participation
- Using the pairs to help facilitate this progression
- Using the recently received Spanish-English Dictionaries to help the students.
- With dictionaries and pair work, slowly encourage the students to participate and write in English.

Initiative #4: Vocabulary Building Strategies:

- Create social studies word lists in both English and Spanish (example: a sheet for words that describe civilizations/society)
- Flashcard Words: With their unit review sheet students, turn the main regents/skills words and their definitions into flashcards – on one side the word and on the other side the definition
- Flashcard Word Quizzes: To help continue to build vocabulary as well as prepare them for Regents multiple choice questions, at the end of every week, students are given a flashcard quiz (5-10 regents questions), where they get to use their flashcards.

- This helps:
- 1) Build confidence/raise grades
  - 2) Get a grasp of regents questions and the language of the regents with a safety net.
  - 3) Test vocabulary and skills with regents style questions

Initiative #5: Essay Preparation Strategies:

- Work on paragraph writing
  - Work on sentence building
  - Work on format of different parts of essay
  - Spend extra days on essay writing and skills
  - Essay Packet: A four-page essay packet is given to the students (in English and Spanish) with Essay Writing Exercises which break up all 3 parts of the essay as well as a “how-to” write an essay guide.
- Students complete the packet over the course of the essay writing lessons. They are allowed to use the packet when they write the essay in class This:
- 1) Encourages students to complete the exercises
  - 2) helps students write better essays
  - 3) helps students remember the information in the essay for the long term
  - 4) Builds confidence/raises grades

In Bilingual chemistry Spanish we now offer 2 extra bands a week from last year ( as compared to Living environment) to increase skills and vocabulary. We also offer one extra band a week for additional tutoring specifically (only) of bilingual chemistry. We are now offering bilingual Spanish Human Bio to ninth graders to help them increase skills and vocabulary instead of just putting them into Living Environment.

we purchased Spanish editions of Earth Science books for the bilingual students and gave them an additional period of help. Specific interventions for targeted ELA and ELL students include the following foundational skills and identified deficiencies:

READING

- Summarizing key elements of a passage
- Distinguishing between a simile or metaphor and literal language
- Determining the author's purpose
- Making inferences based on information
- Identifying details that support a key concept
- Drawing conclusions from passage details
- Comparing and contrasting two texts with similar themes

WRITING

- Spelling
- Parts of speech
- Punctuation
- Capitalization
- Subject-verb agreement
- Complete Sentences
- Types of sentences
- Paragraph writing
- Narrative writing

Informational writing

Persuasive writing

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Ells are making progress and continue to accumulate credits. Data reveals that the ELLs are still struggling with Regents in ELA and Mathematics. Edward R. Murrow continues to have a high number of students who achieve proficiency on the NYSESLAT exam. For students who do not score proficient progress is noted in ESL level advancement. Bilingual dictionaries are provided for student use in all content area classes.
11. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming year, after school and Saturday ESL academies will be considered. Self-contained special education ESL classes are also being considered. We are currently seeking to hire a dual certified ESL and Special Education teacher.
12. What programs/services for ELLs will be discontinued and why?  
Self-contained thruple period ESL Literacy classes have been discontinued due to lack of funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs can participate in all school programs. On course selection day ELLs are apprised of all offerings. At Murrow, an ESL academy is offered at the school. Additionally, an ESL summer program is provided.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Textbooks, workbooks, adapted readers, novels in native languages and graded readers are used to support ELLs. Additionally, Achieve 3000 is used.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In the transitional bilingual program, native language is offered for 220 minutes a week in both Mandarin and Spanish. For ELLs in the ESL program model, native language is offered in Mandarin, Spanish and Russian. We also provide native language glossaries for students in content area and ESL classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All required service support and resources are age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Before the beginning of the school year, newly enrolled ELLs are invited to participate in a Bridge Program to facilitate the transition to Edward R. Murrow High School. Student orientations are held to introduce newly enrolled ELLs to the school and parent orientation sessions are held on the first day of school in the evening with translation services available.
18. What language electives are offered to ELLs?  
ELLs are offered the following language electives: Chinese, French, Italian, Russian, and Spanish
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At the current time Edward R. Murrow High School does not offer a dual language program.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Weekly professional development periods have been established for ELL personnel to meet with colleagues to look at student work, establish congruence in various classes, share best practices, and attend differentiated instruction workshops.

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

2. Teachers of ELLs are invited to participate in all available OELL and CFN405 trainings that support ELLs in engaging in the Common Core Learning Standards.

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

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

## D. Parental Involvement

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

## E. 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.

Edward R. Murrow High School provided a number of clubs for ELLs. ELLs are invited to participate in Fuerz Latina, Soccer Club and Cricket Club. These co-curricular activities support the socio-emotional well being of ELLs.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Allen Barge	Principal		11/14/13
Angela Gramegna	Assistant Principal		11/14/13
Rosie DeInnocentiis	Parent Coordinator		11/14/13
RoseMary Iervasi	ESL Teacher		11/14/13
Celeste Kurland	Parent		11/14/13
Nora Diaz Guevara/NLA	Teacher/Subject Area		11/14/13
Joanne Papamichael/ESL	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Margarita Safyan	Guidance Counselor		11/14/13
Chris Groll	Network Leader		11/14/13
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: **4** Network: **405**

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

**Part A: Needs Assessment Findings**

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

Edward R. Murrow uses the following documents/reports to assess our school's written and oral interpretation needs:

Home Language Survey

Blue Cards which indicate parents language preference for oral and written communication

RAPL report from ATS provides us with all of the languages spoken by the parents of students in our building and the language in which they wish to receive written school communication.

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.

Based on the above data, we found that the following languages are present at Edward R. Murrow and have requested that information be sent home in their language:

Albanian	16	Arabic	21	Auracanian	1	Armenian	2
Bengali	37	Cham	1	Chinese	632	English	2532
French	4	Georgian	4	Greek	1	Haitian Creole	42
Hebrew	3	Hungarian	1	Ibo	1	Italian	3
Japanese	1	Korean	3	Macedonian	1	Polish	9
Punjabi	3	Russian	163	Serbo-Croatian	2	Slovak	1
Spanish	412	Tibetan	1	Turkish	5	Turkman	1
Ukrainian	9	Urdu	52	Uzbek	8	Vietnamese	6

This information is shared with the principal and his cabinet. The principal also shares this information with the Parent Coordinator, PTA, School Leadership Team and staff.

## Part B: Strategies and Activities

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

Edward R. Murrow High School uses the DOE website to obtain all DOE letters and memos in the various languages available.

For in-house school letters, staff is available to translate all communication sent home in the various languages to parents determined to be in need of language assistance service. Since translation is done in-house there is a 24 hour turn around time for documents. Translation funds are used to pay for these services.

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

We hire native speakers from our staff to serve as translators during all school meetings and open school evenings.

When we do not have a staff member, we use the translation unit of the DOE.

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

- Edward R. Murrow High School provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
- We obtain translated versions of this document, from the following site:  
<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.
- At the primary entrance to Edward R. Murrow High School, conspicuously posted is a sign in each of the prominent languages represented in our school which states that interpretation services are available. We obtained these signs from the following websites:  
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
- Edward R. Murrow's school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers.
- At Edward R. Murrow High School we do not have parents of more than 10% of the children that speak a primary language that is neither English nor a covered language but if numbers change and this should happen, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to Chancellor's Regulation A-663 and shall post and provide such forms in accordance with this regulation.

## 2013-14 Comprehensive Education Plan (CEP)

### 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Edward R. Murrow High School	DBN: 21K525
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 4
# 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: Rationale:

Rationale: As we move into a technologically advanced world, English language Learners need to have computer literacy skills to keep up with school work including but not limited to assignments, presentations, and research papers. Youngsters are interested in pursuing careers in the business world and need to be college and career ready to enter the business world. Many of our English Language Learners have not been exposed to the variety of programs that are available in computers. They come to the United States without the background knowledge and familiarity of computers and business that most American students have been exposed to in schools starting at the elementary school level. In an effort to assist these youngsters acquire these skills, Edward R. Murrow High School will create business classes for ELLs.

Edward R. Murrow High School has an eleven period school day. This multi-session day will enable the English language learners to take this class in addition to their required math, science, lab, history, art or music, native or second language, physical education plus two or three periods of ELA and ESL. In addition to the mandatory classes mentioned and the mandated units of service as per CR part 154, targeted English language learners will have an additional class, created especially to meet their needs and prepare them for college and careers. This class is designed to scaffold tasks so that ELLs will have the required repertoire of skills to be successful in higher education. The class focuses on building technology literacy through teaching skills and allows for multiple entry points for our ELLs who are at varied levels. The common core technology skills that are built upon include but are not limited to logging in to a computer, setting up personal computer accounts, logging into web-based tools, typing skills building speed up to typing 25 words per minute, understanding file paths, navigate a browser, evaluate websites for accuracy and relevancy, proper netiquette, learning and creating blogs, collaborating with peers on digital projects, begin to solve real world problems through the lens of technology, learn a system for bookmarking and saving sites, independently use a drawing program, complete graphic organizers using software, create and edit photos and videos, compose short stories using web based tools, compose long stories using publishing and word processing software, know how to build a webpage or wiki including video, citations, and images, understanding copyright and follow rules and guidelines, cite sources, and learn how to handle cyber-bullies. Building these skills in English language learners will increase their academic vocabulary and social use of English and accelerate English language acquisition.

These classes will be offered to 9th and 10th grade ELLs during an extended day that the students will participate in. Classes which meet for 220 minutes weekly (Monday through Friday - from September 2013 to June 2014) of instructional time will be scheduled each semester. The classes will be taught in

### Part B: Direct Instruction Supplemental Program Information

English. Classes will be taught by licensed business education teachers. ESL teacher will rotate among the classes. Students will use state-of-the-art equipment. They will be required to print samples of their work to keep in a portfolio which will be assessed to monitor progress. Additionally, students will be assigned a final project which will require youngsters to apply all of the skills and strategies that were acquired during the computer/technology class.

In addition to the supplemental business class for ELL students, we are providing push-in guidance sessions for our ELL students during their ESL classes. Our three guidance counselors, one Chinese speaking, one Spanish speaking, and one Russian speaking will be holding weekly guidance seminars to assist these students in becoming successful high school students. These sessions will include teaching students how to be organized, creating time management calendars to help them stay on task, as well as study skills. These guidance counselors will also be able to determine whether or not further guidance intervention might be needed. These sessions will afford the guidance counselors the opportunity to observe these students in a classroom setting. Therefore, being able to accurately report to parents information about their child's progress.

Title III funds will purchase materials that will support the technology program such as: printing costs including ink, paper, and printers necessary for the computer/technology class for ELLs.

### 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:

Edward R. Murrow High School goal for the 2013-2014 is increasing student engagement, improve questioning, improve students' writing and enhancing vocabulary. Through immigrant funding Murrow hopes to participate in a workshop series that will build an understanding of the cultural, linguistic and instructional needs of immigrant students. The professional development will build on information through hands-on activities, multimedia, case study reviews and small group discussion.

Select NLA teacher will participate in PD in common core alignment which covers the following:

- Explores instructional strategies and activities to enhance students' performance in both written and spoken communication.
- Discusses ideas and tools designed to help students improve the organization of their essays and oral presentations, including appropriate transitions in their written and spoken work.
- Offers suggestions for helping students integrate information from print, visual, and audio

## Part C: Professional Development

sources to support their written opinions.

- Models strategies for strengthening students' cultural comparisons.

Classroom-ready resources, including templates, graphic organizers, activities, and homework assignments will be shared.

Participants will learn:

- How to make interdisciplinary connections among the themes and essential questions.
- The transformational impact of culture and how to make cultural comparisons.
- How to move away from the four-skills approach and focus on promoting fluency and accuracy across the three modes of communication: interpretive, interpersonal, and presentational.
- How to use formative assessments to evaluate progress and identify areas in need of improvement within a course.

A teacher will participate in: the four session Algebra Institute for Secondary Teachers of SIFE

This four-session institute is designed to help secondary algebra teachers working with English Language Learners (ELLs) understand the Common Core Standards for Mathematical Practice (SMPs) and how they relate to the development of understanding on Common Core critical areas in Algebra. Participants will first develop an understanding of the practices so that they know what these mathematical habits of thinking look like in action. Participants will learn effective strategies to help English learners both access the mathematics content and develop academic language through the content.

A team of teachers will participate in:

An initiative which is meant to build the capacity of teachers to support English Language Learners to graduate high school college ready - The Hochman Project. The Hochman Project promotes a set of research-based strategies for writing instruction that target the precise skill deficits that hundreds of students face which interfere with academic progress.

These strategies collectively comprise an expository writing program developed by Judith C. Hochman. It's a set of strategies that when implemented as intended develop the foundational structures of complex thinking and expression that most students lack.

The strategies of this program include: having students write sentences across content areas using the conjunctions but, because and so and their synonyms however, since and therefore. These simple strategies target precisely those hinges of thinking that allow students to state complex relationships between ideas; and that form the basis of more elaborated arguments. Each selected strategy is high-leverage in that it develops and tests content knowledge, written expression, oral expression, and reading comprehension all at once!

Participants will be taught how to diagnose and address these learning gaps. These strategies hold the key for enabling all students to reach their academic potential.

### 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:

Edward R. Murrow High School will hold a series of parent leadership classes—translations in Chinese and Spanish will be available. These workshops will empower parents to become leaders in their own families, schools, and communities. These sessions will help parents become informed of school events, learn how to make contacts with school personnel, become familiar with Common Core and college and career readiness, understand graduation requirements, introduce them to community resources that can be of assistance and meet other parents. Parent of immigrant students will receive individual, personalized phone calls inviting them to participate in the workshops and explaining the workshops' subject matter. They will be informed that a parent liaison, who speaks their native language, will be available for them at the workshop to translate the contents and to answer any questions. Some of the topics that will be covered are:

- Getting involved in your child's education - goal setting and What your child need to move to the next grade and graduate from H.S.
- Computers - ARIS, Skedula - How is my child doing?
- Exams - what my child needs to do to get a high school diploma
- College Planning- The College Application Process, Financial Aide and College and Career Readiness

### Part E: Budget

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

Allocation Amount: \$43332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	42,476.00	Part of teachers' and guidance counselors salaries and fringe benefits. Balance of additional personnel salary and fringe will be paid from different funding sources.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>		All purchased services will be provided at no cost to this program.

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

Allocation Amount: \$43332

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	856.00	Printing costs including ink, paper, and printers necessary for the computer/technology class for ELLs.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	43,332.00	