



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS  
**DBN (i.e. 01M001):** 06M463  
**Principal:** DR. RONNI MICHELEN  
**Principal Email:** [RMICHEL@SCHOOLS.NYC.GOV](mailto:RMICHEL@SCHOOLS.NYC.GOV)  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** MALIKA BIBBS

**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
Dr. Ronni Michelen	*Principal or Designee	
Jorge Gonzalez Mendez	*UFT Chapter Leader or Designee	
Maria Mendez	*PA/PTA President or Designated Co-President	
Linda Carbonell	DC 37 Representative, if applicable	
Magnolia Mendez, Miguel Toribio	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Katy Stapleton	Member/ Teacher	
Bienvenida Galvez	Member/ Assistant Principal	
Emel Topbas-Mejia	Member/ Assistant Principal	
Mr. Rodriguez	Member/ Parent	
Mr. Cardoza	Member/ Parent	
Janira Rodriguez	Member/ Parent	
Matilde Tamarez	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>X</b>	<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
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

To use Advance (the Danielson Framework) as a tool for enhancing our culture of professional growth where shifts in instructional practice occur efficiently and productively in order to elevate student learning. This will be reflected in 65% of teachers receiving effective or highly effective ratings in engaging students in learning (3C) and 50% of teachers receiving effective or highly effective ratings in assessment in instruction (3D) in their overall evaluation.

### 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.

The need for this goal arose from three areas: First, the 2013 School Quality Review recommended that we enhance assessment practices across grades and subjects in order to promote higher order thinking and active student engagement in a consistent manner. Second, the majority of teachers identified these two components as professional goals for this year. Third, the 2012-2013 Progress Report indicated that credit accumulation decreased for students in the second 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.

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

1. Use the Danielson Framework to identify patterns, trends, and gaps in components 3C and 3D in informal and formal observations. Assistant Principals will utilize the data collected from these observations to design a professional development program to address these needs. To inform this work, a PD Committee comprised of teachers will be created to develop a focused professional development program that includes hands-on workshops and opportunities to view videos of different instructional strategies in order to develop practice in these areas.
2. Staff members will attend professional development workshops offered by the network, the Department of Education, and the school. Workshops will focus on research based strategies for using formative assessment approaches and engaging students in learning.
3. Assistant Principals will conduct formal and informal observations of practice and meet with teachers for coaching and feedback sessions on a frequent basis.
4. Teachers will meet in Professional Learning Communities to look at student work and make instructional and curricular adjustments that reflect engagement, formative assessment strategies, and elevate student learning.
5. Instructional walkthroughs and peer visitations will be conducted to engage in reflective professional conversations around components 3C and 3D.

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

1. Assistant Principals, Principal, Teacher Leaders, and Network staff.
2. Assistant Principals, Network staff, and Teacher Leaders.
3. Assistant Principals, Principal, Network staff, and staff.
4. All staff members, Assistant Principals, and Principal.
5. All staff members, Assistant Principals, and Principal.

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

1. On-going monitoring of specified components of each teacher based on classroom assessments. This includes an initial planning conference where teachers established goals, a mid-year assessment conference with teachers to review Advance ratings, and an end of year conference to review final ratings for the year.
2. Classroom visits and student work products.
3. In January 2014, 55% of teachers will earn effective and highly effective ratings on components 3C in informal and formal evaluation reports. By April 2014, 65% of teachers will earn effective and highly effective ratings on components 3C in informal and formal evaluation reports. In January 2014, 40% of teachers will earn effective and highly effective ratings on components 3E in informal and formal evaluation reports. By April 2014, 50% of teachers will earn effective and highly effective ratings on components 3E in informal and formal evaluation reports. The majority of teachers will participate in peer visitations by March 2014, as evidenced in notes from inter-visitations.
4. Agendas, notes, and student work from PLCs.
5. By January 2013, 50% of staff members will engage in instructional walkthroughs and peer visitations. By June 2014, 100% of staff members will engage in instructional walkthroughs and peer visitations.

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

1. September 2013 – April 2014

2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

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

1. Network Talent Coach, cabinet meetings on a weekly basis, monthly network meetings for principals and assistant principals, and a PD Committee, coaching sessions with assistant principals.
2. Citywide instructional monies will be utilized to support PD planning and workshops, common planning time five days a week, PD Committee, and network support.
3. Assistant principals will organize instructional walkthroughs and review findings at content area and PLC meetings.
4. Professional learning communities meet twice a week by grade level during common meeting time. Teacher leaders facilitate the PLC sessions and are trained by the Assistant Principals and Principal for conducting cycles of inquiry.
5. Instructional walkthroughs and peer visitations will be conducted during the school day.

**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).

N/A

**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	XX	Title IA	Title IIA	Title III	Set Aside	X	Grants
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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, 60% of students taking the English Regents examination will pass with a 65 and above.

**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.

The 2013 Progress Report results and Regents scholarship data from 2012-2013 identify this as a need. In addition, mock Regents and baseline assessments reveal this is an area of need for our students.

**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**

1. Students who previously failed the English Regents exam are programmed for a Writing for College class in addition to their core English class. Senior ESL students are programmed for an advanced ESL support class and/or Writing for College Course in addition to their core English class.
2. Saturday English Regents Preparation Academy is offered each semester.
3. Regents data and assessment data are analyzed to identify gaps in skills required for the English Regents exam. This informs instructional approaches and curricular modifications.
4. Teachers preparing students for the English Regents exam meet on a monthly basis with the Assistant Principal to review student assessment data and make instructional modifications to address gaps in skills.

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

1. Assistant Principal of English and Guidance Counselors.
2. Assistant Principal of English, Guidance Counselors, and English Regents Prep instructor.
3. Assistant Principal of English and English/ESL teachers.

4. Assistant Principal of English and English/ESL teachers.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Monitor programming of students at the beginning of the term to ensure all students are programmed appropriately.</li> <li>2. Monitor attendance at weekly Saturday Regents prep sessions, letters and communication home with families of students, assess growth of students on a weekly basis by meeting with the English Regents Prep instructor.</li> <li>3. Monitor positive trends with the interim assessments using the students original English Regents score as a baseline in each category of the exam. A mock Regents exam will be administered to monitor growth at the mid-point of the semester as well identifying gaps and planning accordingly.</li> <li>4. Teacher will meet on a monthly basis to analyze student data from interim assessments evaluate the effectiveness and impact of modifications in instructional and curricular approaches.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 – October 2013</li> <li>2. November 2013 – June 2014</li> <li>3. September 2013 – June 2014</li> <li>4. September 2013 – June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Writing for College classes are programmed for the school day.</li> <li>2. Title III funds are used to fund the Saturday English Regents preparation program.</li> <li>3. The English Team meets during the school day to make curricular modifications in response to analysis of student data.</li> <li>4. Meetings with students take place during the school day.</li> </ol>

**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 Parent Coordinator will facilitate presentations at monthly Parent Association meetings, letters sent home to parents with Saturday Regents Academy and After-School Tutoring program information, and frequent phone calls to the parents of students who need to sit for the English Regents examination this year. The Guidance Counselors and AP of English follow up with parents on students' progress and participation in Regents preparation programs. In addition, parents will have access to Skedula/Pupilpath so they can view their child's grades and progress. The Parent Coordinator's Newsletter and Principal's Newsletter is sent on a regular basis providing parents with information regarding the ELA regents and supports for students.

**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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</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.
To enhance collaborative structures where teachers set student learning goals and regularly analyze how students are assessed, teacher teams will engage in analyzing key artifacts such as assessment data and student work to make instructional and curricular adjustments in teaching. As a result, 65% of teachers will receive an effective or highly effective rating in designing coherent instruction (1E).

**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.
As articulated in the Citywide Instructional Expectations (CIE), we want to address the goal of creating systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments. This need was also identified as a recommendation in our 2013 School Quality Review results. In addition, teacher survey results from 2012-2013 revealed that they wanted to take a stronger leadership role in the facilitation of Professional Learning Communities at our school.

## ***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**

1. Establish Professional Learning Communities (PLCs) using Circular-6 professional periods.
2. Identify and train teacher leaders to serve as PLC facilitators. Training sessions will focus on facilitation practices, looking at student work approaches, and the inquiry cycle.
3. PLCs meet twice per week to engage in inquiry based work to analyze key artifacts (assessment data and student work) to make instructional and curricular adjustments in teaching.
4. Informal and formal evaluations will be conducted on a frequent basis to assess practices in designing coherent instruction (1E).
5. Teachers will reflect upon practices in designing coherent instruction in feedback sessions with Assistant Principals and the Principal.
6. Each PLC includes a member of the Instructional Leadership Team who were trained in the process of creating, assessing, and providing feedback for Common Core aligned performance tasks and units of study.

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

1. Assistant Principals and the Principal
2. Assistant Principals and the Principal
3. Teachers and teacher leaders
4. Assistant Principals and the Principal
5. Teachers, Assistant Principals, and the Principal
6. Instructional lead teachers

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

1. PLC structure.
2. Agendas, attendance sheets for PLC facilitator training sessions, and training materials.
3. Agendas, attendance sheets, and key artifacts (including: student work, lesson plans, rubrics, units of study) for PLC sessions.
4. Initial planning conference, mid-year conference, and final conference to review and reflect upon evaluation ratings in 1E.
5. Initial planning conference, mid-year conference, and final conference to review and reflect upon evaluation ratings in 1E.
6. The inquiry cycle will take place in frequent cycles during the school year. Each inquiry cycle will culminate in a reflection of the impact of the work as student work is assessed for improvement in response to the instructional strategies utilized.

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

1. September 2013
2. October 2013-June 2014
3. October 2013-June 2014
4. October 2013-June 2014
5. October 2013-June 2014
6. October 2013-June 2014

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

1. Cabinet meetings on a weekly basis.
2. Citywide instructional monies will be utilized to support PD planning and workshops, common planning time, PD Committee, and network support.
3. Assistant principals will serve as coaches for PLC teams.
4. Network Talent Coach will provide training for calibration of Danielson rubric in component 1E.
5. Network Talent Coach will provide training for facilitating feedback sessions in component 1E.
6. PD monies are utilized to facilitate training sessions for Instructional Lead Teachers and an Assistant Principal who is trained as a Common Core Fellow will facilitate these training sessions.

## ***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).

N/A

**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>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.
To implement a shared instructional focus on the use of evidence to support arguments in discussion and in writing across the disciplines, so that all students receive a rigorous educational experience that fully prepares them for college and career readiness as evidenced by 100% of students engaged in a minimum of four Common Core aligned units of study in each subject area by June 2014.

**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.
As outlined in the Citywide Instructional Expectations (CIE), we wanted to address the goal of schools identifying an instructional focus as a tool to improve classroom practice across the school. In undertaking this goal, we analyzed baseline assessment results for the NYCDOE ELA Performance Task administered in September 2013. Baseline results revealed that the majority of students require greater support in the use of evidence to support arguments both in discussions and in writing.

**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>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Identify and train teacher leaders to serve as instructional lead teachers. Instructional lead teachers were trained in the process of assessing and providing feedback for Common Core aligned units of study and performance tasks. They will continue this work in providing staff members with feedback this year.</li> <li>2. Create an instructional focus using data and the Citywide Instructional Expectations as a guide with the faculty.</li> <li>3. Provide Common Core support in the form of professional development workshops during the school day (Common Core Lunch and Learn sessions, Friday PD sessions, and subject area team meetings).</li> <li>4. Assistant Principals will assess and provide feedback in revising Common Core aligned units of study.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Instructional lead teachers, Assistant Principals</li> <li>2. Teachers</li> <li>3. Teachers, Assistant Principals, and PD Committee</li> <li>4. Network Achievement Coach, Assistant Principals, and teacher leaders</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Feedback provided for units of study</li> <li>2. Instructional focus</li> <li>3. PD calendar of Common Core workshops</li> <li>4. Common Core aligned units of study</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013-June 2014</li> <li>2. September 2013-October 2013</li> <li>3. September 2013-June 2014</li> <li>4. September 2013-June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. PD monies will be utilized to provide training for instructiona lead teachers</li> <li>2. Faculty meetings during and after school</li> </ol>

3. PD sessions will take place during the school day and in PLC sessions
4. Assistant Principals will utilize Network support to provide feedback for Common Core aligned units of study

**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 instructional focus will be shared with parents at monthly Parent Association meetings. In addition, parents will receive Common Core information and resources at Parent Association meetings facilitated by the Parent Coordinator, monthly workshops based on needs-assessment, School Leadership Team meetings, and the Principal's and Parent Coordinator's newsletter are distributed on a regular basis. College and Financial Aid Workshops and Fairs are also provided to parents and students.

**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	X	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.

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

1.

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

1.

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

1.

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

1.

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

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**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<p><b>ELA</b></p>	<p>1. In order for our students to receive a comprehensive English course of study, our 9<sup>th</sup> and 11<sup>th</sup> graders are programmed for a core English class and a writing class (Introduction to Writing; Writing for College). The literature classes utilize the workshop model and the writing classes emphasize the writing process in alignment with the Common Core Standards.</p> <p>2. Twelfth grade students who have not passed the ELA Regents with a 65 or above are programmed into a Regents Preparation class during the school day.</p> <p>3. Beginner level English Language Learners attend a speaking class twice a week.</p> <p>4. Students who need to recover English credits are programmed for the Achieve Academy Program.</p> <p>5. Tutoring is available in our Saturday program and after-school for English and the English Regents examination.</p>	<p>1. Whole group instruction and use of collaborative groupings in both the core English classes and the writing classes.</p> <p>2. Whole group and small group instruction is utilized in the English Regents prep classes.</p> <p>3. A range of whole group, small group, and one-on-one approaches are used in the ESL speaking classes.</p> <p>4. Achieve Academy classes are facilitated in a whole group fashion after school.</p> <p>5. Tutoring is facilitated using a range of whole group, small group, and one-on-one sessions.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. Classes take place during the school day, five days per week.</p> <p>3. The speaking ESL class is offered twice per week (two periods per week).</p> <p>4. The Achieve Academy Program meets after-school, three days a week, from 3PM until 5:30PM. Each cycle is comprised of 23 sessions.</p> <p>5. The Regents tutoring program meets for six Saturdays each semester (9AM-12PM). The after-school tutoring program will meet two days a week after school.</p>

<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Tutoring is available in our after-school program for math and Math Regents preparation.</li> <li>2. Students who need to recover math credits are programmed for the Achieve Academy Program.</li> <li>3. Students who require additional supports in math are programmed for a 4-term sequence of Algebra and/or Geometry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutoring is facilitated using a range of whole group, small group, and one-on-one sessions.</li> <li>2. Achieve Academy classes are facilitated in a whole group fashion after school.</li> <li>3. The 4-term sequence utilizes a range of whole-group and collaborative approaches to facilitate learning experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. The after-school tutoring program meets three days a week after school.</li> <li>2. The Achieve Academy Program meets after-school, three days a week, from 3PM until 5:30PM. Each cycle is comprised of 23 sessions.</li> <li>3. The course meets during the school day, five days per week.</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Students who do not complete the NYS Lab requirement for the Living Environment Regents examination are provided with opportunities to make up labs in our Saturday program.</li> <li>2. Students who need to recover science credits are programmed for the Achieve Academy Program.</li> <li>3. After school science tutoring.</li> <li>4. Science labs are embedded in the</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group tutoring is available in our Saturday program.</li> <li>2. Achieve Academy is facilitated in a whole group fashion after school.</li> <li>3. Tutoring is offered in small-group, one-on-one, and/or whole group sessions.</li> <li>4. Whole group instruction during the school day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Every Saturday, November 2013-June 2014.</li> <li>2. The Achieve Academy Program meets after-school, three days a week, from 3PM until 5:30PM. Each cycle is comprised of 23 sessions.</li> <li>3. Tutoring is offered four days a week after school from 3PM-4:30PM (Living Environment and Earth Science).</li> <li>4. The geology course meets five</li> </ol>

	<p>science course.</p> <p>5. Students who did not pass the Earth Science Regents are programmed for a Geology class.</p>		<p>days per week.</p>
<p><b>Social Studies</b></p>	<p>1. In order to support students' abilities in our Social Studies program, our 10<sup>th</sup> graders are programmed for a core Global History class and a writing class (Turning Points in History). The writing classes emphasize the writing process in alignment with the Common Core Standards.</p> <p>2. Twelfth grade students who have not passed the US History Regents are programmed into a Regents Preparation class during the school day.</p> <p>3. Students who need to recover Social Studies credits are programmed for the Achieve Academy Program.</p>	<p>1. Whole group instruction and use of collaborative groupings in both the core global history classes and the writing classes.</p> <p>2. Whole group and small group instruction is utilized in the US History Regents prep classes.</p> <p>3. Achieve Academy classes are facilitated in a whole group fashion after school.</p> <p>4. Tutoring is facilitated using a range of whole group, small group, and one-on-one sessions.</p> <p>5. The core classes and support classes are facilitated using a range of approaches, including whole</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. Classes take place during the school day, five days per week.</p> <p>3. The Achieve Academy Program meets after-school, three days a week, from 3PM until 5:30PM. Each cycle is comprised of 23 sessions.</p> <p>4. The Regents tutoring program meets two periods per week in a lunch and learn setting for US History support. The after-school tutoring program meets three days a week after school.</p> <p>5. Both classes take place during the school day, five days per week.</p>

	<p>4. Tutoring is available in our Saturday program and after-school for Social Studies and both Social Studies Regents examination.</p> <p>5. ESL students are programmed for a core Global History class and a Global History support class in both 9<sup>th</sup> grade and 10<sup>th</sup> grades.</p>	<p>group and small group instruction.</p>	
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>1. Student records are reviewed and students are identified for services. Referrals are made on an as-needed basis. Counselors meet in case conferences including representation from teachers, deans, parents, administrators and students to design an intervention plan. In addition, counselors visit all classes to make students aware of graduation requirements and available opportunities for assistance. In certain cases, students are referred to ERSSA for an assessment and evaluation for special services: IEP and intervention services for students not currently in special education.</p> <p>2. The School Psychologist assesses students based on the needs of students. Our school has a partnership with NY Presbyterian Hospital that provides students with full time psychologists and psychiatrists.</p>	<p>1. Services include one-on-one, small group, and case conferences.</p> <p>2. Counseling services are delivered in both small group counseling sessions and one-on-one sessions.</p>	<p>1. These services are provided to students during the school day.</p> <p>2. Counseling sessions vary based on students' needs as per their IEP. Many sessions take place on a weekly basis.</p>

	<p>The Social Worker offers preventative services; conferencing; placement services; and additional support services.</p> <p>Lastly, services are available for physical, mental, and emotional needs of all students. Students in need are referred to our school based clinic for these services.</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>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.
<ul style="list-style-type: none"> <li>• Teachers and administration interview teachers and require prospective applicants to facilitate a demonstration of a lesson.</li> <li>• Administrators and teacher leaders review candidates and make selections based on the needs of the school.</li> <li>• Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs and observations.</li> <li>• The Network Achievement Coach provides support and professional development to new teachers.</li> <li>• Differentiated opportunities include network workshops, conferences, and courses are offered for professional growth.</li> <li>• Teachers of Advanced Placement classes attend AP workshops offered by the College Board.</li> <li>• Experienced teachers are selected as Instructional Leads to build teacher capacity and provide professional development.</li> <li>• Teachers meet in grade level Professional Learning Communities to share responsibility for meeting the needs of a manageable cohort of students. In addition, collaboration among faculty promotes teacher leadership and a collective commitment to the instructional goals of the school.</li> <li>• Sharing of practice and walkthroughs are encouraged so that more experienced teachers are recognized for their expertise and teachers can learn from each other.</li> <li>• Teachers meet in subject area team meetings to engage in professional conversations about curriculum and instruction.</li> <li>• School-wide professional development along with subject specific professional development will be devoted to the Common Core Standards and the Danielson Framework.</li> <li>• Network Achievement Coaches will work with the principal, assistant principal, and teachers to achieve this goal.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Identify and train teacher leaders to serve as instructional lead teachers. Instructional lead teachers were trained in the process of assessing and providing feedback for Common Core aligned units of study and performance tasks. They will continue this work in providing staff members with feedback this year.</li> <li>• Create an instructional focus using data and the Citywide Instructional Expectations as a guide with the faculty.</li> <li>• Provide Common Core support in the form of professional development workshops during the school day (Common Core Lunch and Learn sessions, Friday PD sessions, and subject area team meetings).</li> <li>• Assistant Principals will assess and provide feedback in revising Common Core aligned units of study.</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• We partner with Catholic Charities, Middlebury College, Isabella Geriatric Center, College Now, Kaplan, PSAL, Health Corps, Simon &amp; Schuster, MCC Theater, the Office of English Language Learners (College Bound Program) and additional DOE offices.</li> <li>• SIFE funds will be used for technology support, tutoring programs and a Regents Preparation Academy with specialized attention on ELLs.</li> <li>• Professional development and educational consultants will be funded with Title I.</li> </ul>

- Achieve Now Academy will be funded with Tax Levy.
- STVP funds will be used for technological hardware and software.
- The salaries and per-session opportunities (such as those with ISA, Educational Consultants, and CFN404) for the Instructional leads, Assistant Principals, and teachers to provide AIS will be funded with Tax Levy and Title I.
- Purchasing professional development programs and educational consultants to assist leadership team will be funded through Title I. Purchasing technology, technology support, and instructional resources will be funded with Tax Levy. Per session for tutoring for English Language Learners, Achieve 3000 Reading Program, a Regents Preparation Academy, as well as curriculum support and resources will be funded through SIFE and Title III.

**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.

MOSL Committee, Inquiry Teams, and Subject Area Teams.

**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)**

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;
- 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. This

includes college readiness workshops and Common Core workshops. 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; Common Core curriculum; Regents readiness; 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;
- utilize Skedula/Pupilpath as a vehicle for communication with parents regarding students' academic progress.

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area in the Parent Coordinator's office; instructional materials for 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;
- commit to being a dedicated learner and thinker
- 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;
-

**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>6</b>	Borough <b>Manhattan</b>	School Number <b>463</b>
School Name <b>High School for Media and Communications</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>Dr. Ronni Michelen</b>	Assistant Principal <b>Emel Topbas-Mejia</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Diane Wohland</b>	Guidance Counselor <b>Elizabeth Payero</b>
Teacher/Subject Area <b>Jorge Gonzalez</b>	Parent <b>Matilde Tamarez</b>
Teacher/Subject Area <b>Marilyn Ramirez</b>	Parent Coordinator <b>Dersa Gonzalez</b>
Related Service Provider <b>N/A</b>	Other <b>Enrique Pantoja (Teacher)</b>
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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>536</b>	Total number of ELLs	<b>177</b>	ELLs as share of total student population (%)	<b>33.02%</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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class	0	0	0	0	0	0	0	0	0	67	46	34	30	177
SELECT ONE														0
<b>Total</b>	<b>0</b>	<b>67</b>	<b>46</b>	<b>34</b>	<b>30</b>	<b>177</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	13
SIFE	39	ELLs receiving service 4-6 years	44	Long-Term (completed 6+ years)	56

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	77	19	1	44	14	2	56	6	10	177
Total	77	19	1	44	14	2	56	6	10	177

Number of ELLs who have an alternate placement paraprofessional: 2

### 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														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	65	44	33	30	172
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	67	46	34	30	177

## 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)										23	15	12	3	53

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)										18	18	6	13	55
Advanced (A)										13	9	14	4	40
Total	0	0	0	0	0	0	0	0	0	54	42	32	20	148

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA	52		0	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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.

We use the NYSESLAT and English Regents results as an assessment of literacy skills to guide us in our instructional design and delivery of instruction. In addition, this year we are using the NYC Performance Assessment in English to assess the literacy skills of our advanced level ELL students. Data collected from these sources of information reveal that our ELL students need support in their reading and writing skills, especially in the writing of argument based responses. As a result, students receive intensive reading and writing instruction in their ESL classes and additional support classes.

In order to identify the literacy skills of our SIFE ELL students in their native language of Spanish, two teachers were trained in the use of the City College/NYCDOE ALLD tool. We utilize this assessment tool to develop a stronger understanding of our students' early literacy skills in this sub-group.

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

In analyzing the data patterns across proficiency levels and grades on the NYSESLAT exam, it is revealed that we have a larger percentage of students in the beginner and intermediate levels in grades 9 and 10. Out of 177 students, 74 students (42%) fit this category. It is also observed that grade 12 students include the smallest percentage of ELL students (11%) demonstrating that students move towards the proficient level by grade 12. In addition, looking the four modalities on the RLAT report reveals that our students continue to demonstrate stronger abilities in the listening and speaking categories while requiring more support in the reading and writing modalities.

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](#))

After analyzing the NYSESLAT modality results, it is clear that students across all grade levels generally score higher on the listening/speaking portion of the NYSESLAT exam and lower on the reading/writing portion of the exam. As a result, ESL teachers and content area teachers continue to reinforce reading/writing skills as they plan Common Core aligned units of study and lesson plans for their classes. In order to address this, teachers reinforce literacy skills in reading and writing through direct instruction (for example, mini-lessons) and strategic learning activities in class. We also provide students with strategic lessons to support language acquisition, effective study habits, note taking skills, and Regents preparation in our tutoring program. This tutoring program is funded by Title III monies.

4. For each program, answer the following:

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

Analysis of current ELL students' Regents scores in English, Math, Social Studies, and Living Environment reveals that ELL students struggle the most with the English Regents exam and the history Regents exam. Currently, 18 out of 20 12th grade ELL students need to take the English Regents. When students sit for Regents exams in their native language in Living Environment and history, they do perform stronger. Last year, 65% of students who took the Global Regents in their native language passed with a 65 and above.

School leaders and teacher teams review the results of Regents results and NYSESLAT exam in team meetings in order to drive instruction and programming decisions. Results are discussed and analyzed during department team meetings and shared with Professional Learning Communities. As a result, teachers design and implement interventions and strategies that will better support students as they prepare to take exams in the future. Results are also shared with students on an individual basis so that students can work towards mastering these standards. In addition, school leaders utilize the results of these assessments to program students as they design a strategic master schedule and purchase additional programs of support. This year, we utilized SIFE grant monies to purchase a consultant from TEQ to coach ESL and content area teachers in the use of technology as an instructional tool in the classroom.

We are learning that our ELL students continue to require support in gaining academic proficiency through academic vocabulary, reading, and writing. In addition, our SIFE students who continue to struggle with literacy skills in their native language require additional

supports during the school day to sharpen their native language skills.

5. 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](#).)  
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our school ensures that our students' second language development is an area of focus for content area teachers as they design instruction. To support this, content area teachers receive professional development in the form of workshops from the ESL Department. We also take advantage of professional development workshops offered by the Office of ELLs and TESOL. All content area teachers are aware of the NYSESLAT levels of our ELL students and receive support from the Assistant Principal of English for instructional support.
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?Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We will evaluate the success of our ELL program by analyzing a variety of data sources, including, but not limited to, the following: students' marking period grades, scholarship reports, Regents examination reports that provide an itemized analysis, teachers' anecdotal observations, tutoring attendance records, Regents examination results, NYSESLAT examination results, and parent surveys. School leaders and teacher teams will regularly utilize these sources of data to revisit and revise our Language Allocation Policy in response to the needs of our ELL population and subgroups.

## 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](#).)  
When parents enroll their child at the High School for Media and Communications, a Guidance Counselor and an Assistant Principal conduct the initial intake procedures. The intake procedures include the administration of the Home Language Identification Survey, the informal interview in English and the students' native language, and, if applicable, the Language Assessment Battery-Revised. Currently, Ms. Payero is our bilingual Guidance Counselor whose native language is Spanish. Translation services are available during the intake process. Once potential ELL students are identified, they are administered the revised Language Assessment Battery (LAB-R) within ten days of enrollment by Ms. Wohland or Ms. Ceriano, licensed ESL teachers. Parents are then informed of their child's eligibility for ELL services.

Each spring, current ELL students are measured for their language acquisition and proficiency in English skills using the New York State English as a Second Language Achievement Test (NYSESLAT). The test measures students' abilities in four modalities: listening, speaking, reading, and writing. The NYSESLAT is administered and assessed by our current ESL teaching staff: MS. Topbas, Ms. Ceriano, MS. Ramirez, and Ms. Wohland. Each member of the ESL Department is trained in assessing the NYSESLAT and are members of our school's NYSESLAT scoring team for the speaking and writing components of the

examination. NYSESLAT results are then shared and analyzed during ESL common meetings and LAP meetings to discuss student achievement levels, identify patterns of growth, re-visit the current ESL curriculum and share best practices for differentiating instruction for our ELL students. The data collected from the NYSESLAT results informs programming students for the following year and guides the development of future instructional programs.

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

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

3. 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](#)].)

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

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.

Once a student is identified as an ELL student, the following procedures are implemented in order to provide the student with a sound instructional program. The Assistant Principal, Guidance Counselor, and Administrative Team look at the student’s biographical records, BESIS history, and NYSESLAT/LAB-R scores in order to program him/her accordingly in an effort to maintain continuity of services for the student. MS. Topbas, AP, regularly accesses the RADP, RLER, and HISE report functions on ATS to identify students who may possibly be ELL students. For newly admitted ELL students, the ESL Coordinator confers with the parent using the Program Selection form and the results of the LAB-R to program the student accordingly. Many parents feel that there is an urgent need for their children to merge into the monolingual mainstream English setting. Hence, they feel that total immersion is in their best interest upon enrollment and select the Freestanding ESL program. The reason for this may be that this is a High School and parents are very concerned with college admission. Additionally, because this is a high school, the parent also consults with the student for his or her opinions regarding their program placement. We discuss the student’s concern as well as the parents concerns. We try our best to give the parents and students their requests if we have the resources available.

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.

Ensuring that all ELL students sit for each of the four sections of the NYSESLAT exam is of utmost priority to us each spring. In order to ensure that we fulfill this goal, we have set up the following system. We have set up of NYSESLAT testing team comprised of the Assistant Principal, two ESL teachers, and a bilingual Special Education teacher. This four person team administers the speaking component of the exam first within a three day window. Students who require make up exams in this modality are given one at a later time. Next, the team administers the three remaining components of the exam in the ESL classes on specific testing days. Again, students who miss a section of the exam are provided with a make up day and administered the exam at a later time. Throughout this process, the testing team documents carefully which sections of the exam students have completed and which sections still need to be completed in an Excel spreadsheet. This ensures that students have taken the four sections of the exam in the testing window provided by NYSED.

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

## 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])?

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

The program models for the delivery of instruction are homogeneous groupings based on NYSESLAT level and heterogeneous based on grade level. The ESL curriculum and delivery of instruction are aligned with the Common Core State Standards. All ESL courses utilize the framework of the balanced literacy approach which requires that all students receive explicit instruction in sharpening their reading, writing, listening, and speaking abilities in a structured setting. Students engage daily routines and rituals such as independent reading, independent writing, read aloud/think alouds, and collaborative activities. Advanced students receive ELA instruction by certified ELA teachers in heterogeneous English classes. Our ELA classes are based almost exclusively on building the skills of literary appreciation, literary interpretation, and the writing process.

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

Beginner ELL Students:

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

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

Intermediate ELL Students:

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

Advanced ELL Students:

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

-45 minutes per day: ELA instruction with certified ELA teacher

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

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

organizers, quickwrite assignments, PowerPoint presentations and collaborative small group activities in order to comprehend and demonstrate their understanding of content material.

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

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

ELL students are evaluated in their native language throughout the year in content area classes taught by a teacher who is fluent in the students' native language and in our Spanish language classes.

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

The ESL curriculum is grounded in the development of reading, writing, listening, and speaking skills. These four modalities, also present in the Common Core State Standards, serve as a guide for our ESL curriculum.

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

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

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

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

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

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

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?

The teachers of ELL-SWD students differentiate instruction accordingly in order to provide students with multiple entry points so that they can access the curriculum. One major way we approach this goal is leveling the reading materials for students so that student can develop their reading skills using challenging texts based on their individual reading levels. Reading levels are obtained from the Special Education department.

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?

The Special Education department works closely with the ESL teachers to ensure that there is flexibility in supporting the academic and language needs of our ELL-SWD students. The Special Education department checks in regularly with ESL teachers and provides them with support in accessing instructional materials so that students can meet the standards of the curriculum.

### 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:				
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

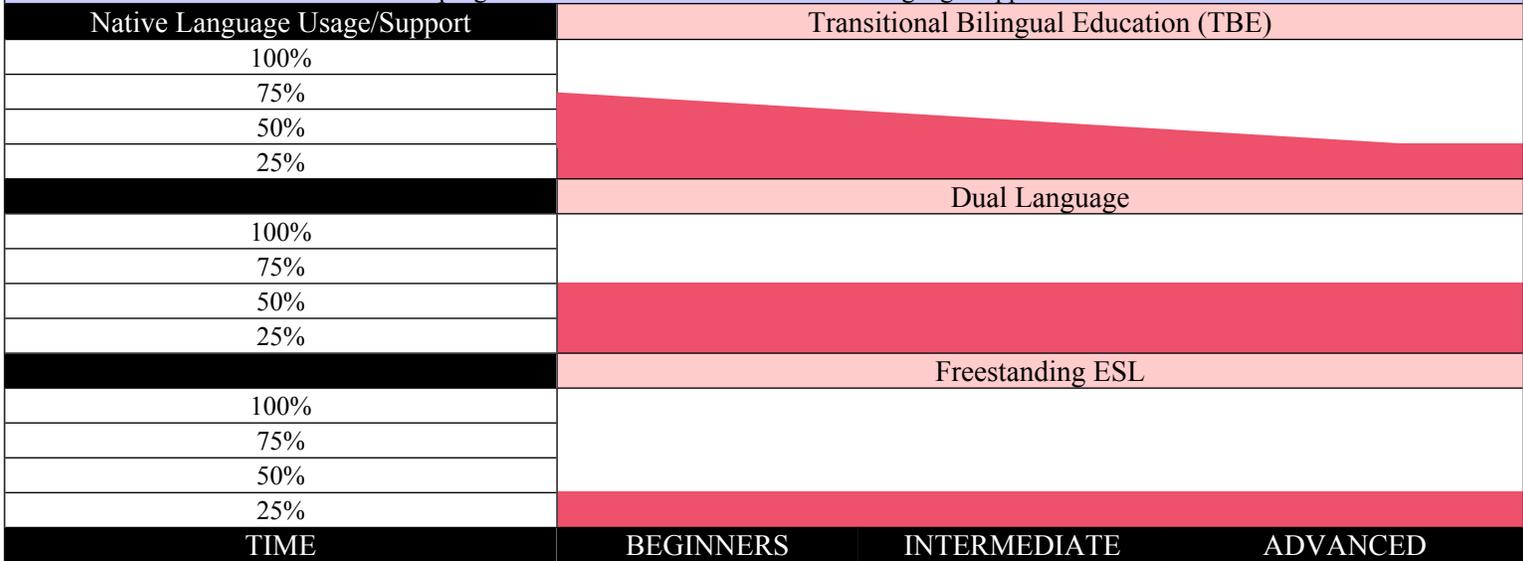
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is effective in that we are able to move students from one NYSESLAT level to the next within two years. This has been something we are extremely proud of. We do need to continue strengthening our beginner ELL programs with newcomer students since this is now a large percentage of our ELL population.

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

We are currently in the process of identifying ESL Programs we can utilize with our beginner level ELL students using technology. WE have used Achieve 3000 in the past but did not see the gains we had hoped to see. As a result, we are researching new programs we can implement to further support the language acquisition of our ELL students.

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

We no longer use the Achieve 3000 reading program because it did not result in the gains we had hoped for with our students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
18. What language electives are offered to ELLs?
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)?

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

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

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

2.

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

3.

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

## 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.

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

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

2.

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

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

3.

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

4.

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

### **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.

Paste response to question here:

## **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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 06M463 School Name: HS for Media and Communications

Cluster: 04 Network: Malika Bibbs

**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.

In order to ensure that our parent community is provided with appropriate and timely information in a language they can understand, we utilize the RHLA report and BESIS information in order to have accurate data about our students' home language needs. In response, we translate all written and telephone communications in the native languages of our parent community. We ensure that our Parent Coordinator and Guidance Counselors are fluent in Spanish, the dominant home language of our students, in order to provide appropriate translation and interpretation services at school at all times.

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.

We have found that the dominant home language of our students is Spanish. As such, we ensure that all materials are translated into Spanish in order to keep the lines of communication open with the parent community. These findings are reported to the school community through the School Leadership Team and Parent Association meetings.

## 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.

All written documents are presented to parents in their native language at our school. When distributing documents from the NYCDOE site, we always utilize the translated versions of the documents for our parents who speak languages other than English. In addition, all written forms of communication produced by the school are translated into Spanish with the support of the Assistant Principal of Guidance and the Parent Coordinator. When required, we utilize the support of outside vendors to provide written translation services for languages other than Spanish.

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

Our Parent Coordinator is always available on site in order to provide oral interpretation services for our Spanish speaking parents. She serves as a translator for all parents who require this support. We also have two Guidance Counselors who speak Spanish who can also provide oral interpretation services for parents. In addition, all mass phone calls made home using the School Messenger are translated into the parents' preferred language choice. When required, we utilize the support of outside vendors to provide oral interpretation services for languages other than Spanish.

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>.

We are diligent in communicating the availability of translation and interpretation services at our school with the larger school community. To support this goal, we communicate this message with parents at all Parent Association meetings, there are signs posted in all offices and hallways in our school to communicate this message, and phone calls are made home in the students' native language.

## 2012-13 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: H.S. for Media and Communicati	DBN: 06M463
Cluster Leader: Chris Groll	Network Leader: Malika Bibbs
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input 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: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The High School for Media and Communications currently has 171 ELL students enrolled in our school. All students receive ESL instruction in a free-standing ESL program model during the school day with the use of sheltered ESL classes. Our ELL student population is comprised of 49 advanced level students, 80 intermediate level students, and 42 beginner level students. The majority of our students demonstrate a struggle with reading and writing as demonstrated on their NYSESLAT examination and Regents examination results. 115 students scored in the range of 3-20 on the reading section of the 2012 NYSESLAT. This is an area of great need and one that we want to focus on through our Title III program.

We want to dedicate our Title III program to support and strengthen the literacy skills of our intermediate and beginner level ESL students in the reading and writing section of the NYSESLAT examination. In turn, students will perform better on Regents examinations in history, math, science, and English. We will target the 142 students who make up this category and represent students from all grade levels and years of service. This program will take place after school and on Saturdays.

Proposed Supplemental Instructional Activity #1: Tutoring Center and Homework Supports

We will create a Tutoring Center, known as the Learning Center, in our after-school program to provide support for the 80 students who scored at the intermediate level on the NYSESLAT exam. The program will meet for 45 sessions, with each session lasting 90 minutes. The program will be supervised by the Assistant Principal of the English Department, Ms. Topbas, and will be taught by two teachers. One teacher has a Living Environment certification with a pending bilingual extension. The second teacher has an ESL certification.

In order to further develop students' English language skills, the Learning Center will provide one-to-one peer tutoring services in English, small group tutoring for content area classes, Regents preparation, and college entrance test preparation. Supports will also be provided for writing the college essay in preparation for completing college applications. The ESL licensed teacher will provide individualized and small group direct instruction for students while the content area teacher provides content driven support and instruction for students. Students who tested proficient will be recruited and trained by the two teachers and the Assistant Principal of the English Department to provide peer tutorials for their peers in this setting.

To support the implementation of this program, we will purchase Regents review books, NYSESLAT review books, reference materials, and workbooks for students to utilize in the Learning Center. The instructor will also use the Achieve 3000 reading program, Getting Reading for the NYSESLAT, and

## Part B: Direct Instruction Supplemental Program Information

Longman's Keystone program texts to provide individualized and small group instruction in language acquisition and reading skills.

### Proposed Supplemental Instructional Activity #3: Saturday Academy

In order to support the needs of our beginner ELL students, we will design and implement a Saturday Academy program for the 42 beginner level students in our school. This program will meet for 12 sessions, with each session lasting 4 hours. The program will be supervised by Mrs. Topbas-Mejia, Assistant Principal for English, and will be taught by two teachers. One teacher has a content area certification (math) and the second teacher has an ESL certification.

This Saturday Academy will focus on academic language support in the content areas of math, social studies, and science. In addition, it will support Regents readiness and preparation. Upon reviewing and analyzing Regents exam data, we have discovered that our ELL students have difficulty mastering the Regents material due to the academic vocabulary of the curriculum and their limited writing skills. In order to address this observation, the ESL teacher will utilize research based ESL teaching strategies to support students' acquisition of the academic vocabulary and writing skills required in science, social studies, and mathematics.

To support the implementation of this program, the two teachers will utilize the text, Longman Keystone: Building Bridges, to address the content area reading and vocabulary skills. In addition, the Saturday program will utilize the Longman study dictionaries, Longman picture dictionaries, content area textbooks, texts written in Spanish, and the Achieve 3000 reading program.

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

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

## Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Professional development is continuous and ongoing throughout the school year. All training acquired through formal university coursework, off-site conferences, and scholarly literature will be disseminated to the ESL Department and the content area teachers through faculty and ESL team meetings. Our ESL teachers meet formally once a month with the Assistant Principal of ESL to discuss methodology, student progress, and coordinate unit planning. ESL teachers participate in Professional Learning Communities in order to share ESL methodology and ESL data with other teachers. These PLC meetings take place twice per week from October until June.

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

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

We will create an ESL Study Group/Inquiry Team that represents a cross-section of the different disciplines in our school. This study group will be comprised of 4 teachers and they will take an inquiry approach in order to focus on our ELL population and instructional practices that best support our students' needs. They will meet on a weekly basis for a total of ten meetings beginning in December 2012 until June 2013 Each meeting will last one hour in order to engage in looking at student work activities, read scholarly articles, and read a common professional text "Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners" by Douglas Fisher, Nancy Frey and Carol Rothenberg (\$23.95, ASCD) and/or "Literacy Instruction for English Language Learners: A Teacher's Guide to Research Based Practices" by Nancy Cloud (\$25.00, Heinemann).

### Part D: Parental Engagement Activities

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

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

## Part D: Parental Engagement Activities

- how parents will be notified of these activities

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

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

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

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

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

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

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

**Part D: Parental Engagement Activities**

[language.](#)

**Part E: Budget**

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

Allocation Amount: \$18624

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>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
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>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>\$18,624.00</u></b>	<b><u>\$18,624.200</u></b>