

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

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

**02M432**

**School Name:**

**MURRAY HILL ACADEMY**

**Principal:**

**ANITA MANNINEN-FELIX**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: 9-12 School Number (DBN): 02M432  
School Type: Hybrid High School/Transfer Grades Served: 9-12  
School Address: 111 East 33<sup>rd</sup> Street, 8<sup>th</sup> Floor  
Phone Number: 212 696 0195 Fax: 212 696 2498  
School Contact Person: Anita Manninen-Felix Email Address: Amannin3@schools.nyc.gov  
Principal: Anita Manninen-Felix  
UFT Chapter Leader: Adam Ward  
Parents' Association President: Mariela Olsen  
SLT Chairperson: Adam Ward  
Student Representative(s): Ben Olsen

**District Information**

District: 2 Superintendent: Lashawn Robinson  
Superintendent's Office Address: 131 Livingston Street Brooklyn, NY 11201  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 917-822-2881 Fax: 718-778-7385

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Vivian Orlen  
Network Number: 106 Network Leader: Chris Groll

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anita Manninen-Felix	*Principal or Designee	
Adam Ward	*UFT Chapter Leader or Designee	
Mariela Olsen	*PA/PTA President or Designated Co-President	
Mohammed Islam	DC 37 Representative, if applicable	
Ben Olsen, Thomas Amankwah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Espinal	Member/Parent Representative	
Lorraine Harte	Member/Parent Representative	
Jennifer Wray	Member/Parent Representative	
Esther Shraga	Member/ CSA Representative	
Thupten Thokmey	Member/Parent Representative	
Corey Hollis	Member/ UFT Representative	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission statement declares: "We believe that every child can fulfill their potential one successful step at a time. We believe that through personalized academic plans, students' academic needs are addressed as we seek to cultivate the strengths of each student within an interactive and safe learning community. Each student is provided with a strong core curriculum supported by educational possibilities that are barrier free and differentiated to include a variety of learning experiences. We believe that 21st century skills developed within the context of academic achievement will lead students to become successful and productive citizens." Murray Hill Academy was created as we were looking for answers to the following questions: "Why can't we create a school where students don't fall through the cracks, where opportunities to catch up and recover are the norm? What if we created a school model that would welcome repeating ninth graders and "list notice" incoming ninth graders to a learning environment where the barriers of failure were removed, and replaced with a learning-focused culture where all students can succeed?"

We created Murray Hill Academy to address the needs of all 9<sup>th</sup> grade students including those who have fallen behind as well as list notice students. It was critical to create the learning conditions and opportunities for all students to have a successful high school experience. According to the New York City Department of Education (NYCDOE), 48% of all entering freshmen will eventually become over age and under credited. Struggling students are left with few options. If they have enough credits or are old enough, they can go into alternative programs, or they stay in their current schools failing resulting in too many who drop out. Traditional assumptions made about list notice students that they are ready to do high school work are disproved by the large number of 9<sup>th</sup> graders who do not matriculate into 10<sup>th</sup> grade on time.

### Strategic Goals

Our school is founded on the six strategic goals that we have based our work since the school opened in 2010:

#### **1. Strategic Goal #1: To continually improve student progress and achievement according to our mission.**

- To Recognize that "all children can learn, they learn at different rates and different ways towards same standards" as per the MHA's core value via:
  - Curriculum development and alignment = Viable curricula
  - Instructional support and professional development for the teaching staff
  - Assessment coordination and development
  - Monitoring student progress
  - Instruction aligned with Student Support Services

#### **2. Strategic Goal #2: Literacy across curriculum:**

- Content area teachers are responsible for developing students' ability to understand and apply content knowledge and skills, while at the same time sharing responsibility for students' literacy across content areas.

#### **3. Strategic Goal #3: Consistent high-quality Tier I instruction:**

- responsiveness to individual students' needs
- Daily high-quality classroom instruction should be the priority for keeping students from initially entering or re-entering Tiers II and III. Thirty minutes of intervention can't make up for poor classroom instruction during the other five to six hours of the school day..."
- Tier I is not all whole-class instruction; it should match student needs through differentiation and small-group instruction

- Implementation of instructional protocols in the classroom

**4. Strategic Goal #4: Use of appropriate assessments in the classroom:**

- Do students know and understand the learning objective/target?
- Are students asking themselves, *Where am I going? Where am I now? How can I close the gap?*
- What's the evidence that students have learned?

**5. Strategic Goal #5: Ongoing collective analysis of student learning:**

- Teacher teams taking collective responsibility for student learning (the PLC process) and collaborating on these key steps:
- Deciding on the knowledge, skills, and dispositions that all students need to acquire in a curriculum unit, and how long it will last;
- Deciding which assessments will be used to check on students' knowledge and skills as the unit is taught and a common assessment when the unit concludes all aligned with state/Common Core standards and released assessment items.
- Planning how assessment evidence will be used to improve instructional practices, help struggling students, and enrich the learning experience of students who are successful. The key here is looking together at assessment data to see which classroom strategies worked best and which need improvement.

**6. Strategic Goal #6: Individualized teacher support and supervision:**

- Teachers develop and grow when they get close-in, personalized, differentiated support based on how their students are learning and progressing academically, socially and emotionally
- Schoolwide PD sessions should flow from data and insights from classrooms
- On-site professional development so teachers can have assistance with implementing strategies and concepts in their own rooms, with their own students, and using their own materials

**Our partnerships** have been created understanding the "whole child" approach in mind:

- Social and Emotional Support:
  - the SIG grant has allowed us to work with the *Good Shepherd Services* now for the fourth year. The two Advocate Counselors work with the At-risk students meeting with them weekly.
  - Every student meets biweekly (or more often based on needs) with a support staff member (Guidance Counselor, Social Worker, Good Shepherd Advocate Counselor, Attendance Teacher)
  - Active collaboration with the Bellevue Clinic on our Campus
  - Peer Mediation
  - Students Against Destructive Decisions- club
  - GSA Club
- College And Career Readiness:
  - Dedicated College and Career Advisor
  - Collaboration with *CollegeBoard*
  - The use and analysis of *ReadiStep* and *PSAT* results
  - Grade Team Advisors meet with their students weekly for academic support and goal setting
  - College Now -Program
  - PENCIL
  - Co-Op Tech -Program
  - *iZone/iLearn*
  - *Gilder Lehrman Institute*
  - Mouse Squad
  - National Honor Society
  - *Cent's Ability*
  - International Collaboration with the Finnish High School
  - NASA
  - NY Educational Theater Festival
  - NYPD Explorers
- Mentoring/Student Leadership building:

- *Big Brothers and Big Sisters* (Weil, Gotshal & Manges)
- *PENCIL*
- *Chris Canty Foundation*
- NYC Mentoring
- Program Student Government
- Hands On Learning Experiences/Individualized Tutoring:
  - STARS (includes tutoring, Regents' and SAT preparation)
  - *American Museum of Natural Arts*
  - Green Team
  - Street Soldiers volunteering group
  - Student School Service (students mentor younger classmen and volunteer in the classrooms as one on one support)
  - Paw Print Newspaper
  - Yearbook
- Creative Outlets:
  - Educational Video Center
  - Visual Arts Club
  - BEATS poetry and music club
  - After school piano classes
  - Student Activities Club (COSA)
- Physical Activity:
  - Boys' and Girls' Bowling; Boys' Basketball/JV; Girls' Basketball; Boys' Baseball - Varsity/JV; Girls' Softball – Varsity; Boys' Volleyball – Varsity; Girls' Volleyball – Varsity;
  - After School Sports Club
- Teacher/Leadership Instructional Support:
  - *High Schools That Work*
  - *Transfer School Common Core Institute* support by *reDesign* and *Eskolta*
  - *New Teacher Center* trained mentors in school
  - *Metamorphosis* professional development

**School strengths, accomplishments, and challenges:**

- One of our strengths in 2013-14 school year was the yearly credit accumulation across grades:

<b>Metrics</b>	<b>Value</b>	<b>Number of Students</b>
<a href="#"><u>Credit Accumulation, 0.00 - 11.00 Credits</u></a>	<b>9.27</b>	94
<a href="#"><u>Credit Accumulation, 11.01 - 22.00 Credits</u></a>	<b>11.49</b>	91
<a href="#"><u>Credit Accumulation, 22.01 - 33.00 Credits</u></a>	<b>10.58</b>	48
<a href="#"><u>Credit Accumulation, 33.01 - 38.00 Credits</u></a>	<b>12.55</b>	27

This is due to support and scaffolds we offer our students inside and outside of the classroom, including individualized goal setting, after school tutoring, emphasis on strong team teaching and planning.

- Our June 2014 4-year graduation rate was 80% (excluding students in YABC, GED and Dropout), and 66% (including students in YABC, GED and Dropout). 96% of our 2014 June 2014 4-year graduates were enrolled in the secondary education, including Baruch (Macaulay), University at Buffalo, Fordham University, Hunter College, Howard University, Drexel University, Temple University, SUNY Delhi, SUNY Binghamton, Brooklyn College, etc.
- Our Students With Disabilities (SWD) June 2014 4-year graduation rate was 80% (excluding students in YABC, GED and Dropout) and 64% (including students in YABC, GED and Dropout). This is phenomenal compared to the NYCDOE's SWD graduation rate of which average for the last five years has been 27.8%.

**Our challenge** is to meet all the needs of our learners, who come to us with level 1 and 2 in ELA (89%), and level 1 and 2 in Math (87%). In addition, our special education population is currently 25% with student specific

needs. We take our learners into consideration when planning in teams for interventions inside and outside of the classroom, and when planning how to best scaffold, support and create entry points in the lessons. Administration and the staff take our student population into consideration when programming for classes and creating team teaching classes, not only for ICT classes. We design our professional development around the student, school and teacher needs and interests.

**Most growth previous year:**

We have diversified our disciplinary approaches and styles over the past 4 years, and we have significantly reduced the frequency with which students are removed from the classroom/school setting. Over time, we have:

- supported our staff and students through professional development opportunities and case conferencing across subject areas and grade levels.
- remained consistent with mandatory parent involvement pre and post suspension, thereby increasing our in-person contact with the families of students who struggle with healthy decision-making.
- established protocols around peer mediations (peer-to-peer and peer-to-staff) and a clear ladder of referral/escalation (identifying a difficult situation before it results in risky behaviors) which involves speaking directly to the student and moves towards involving parents, guidance staff, dean, and ultimately administration.
- better utilized class removals and social-emotional supports to proactively intervene, rather than respond after an incident has transpired.
- implemented circle processes where the student voice is encouraged and supported by trained staff.
- assigned the Dean to the student entrance every morning to set a welcoming and inviting tone to all students (breakdown the stigma of the role of the dean) and establish a culture whereby students have contact with adults on staff beyond their scheduled teachers and administration.

At Murray Hill Academy, every student is assigned to meet with a member of the support staff (social work or guidance) on a weekly or bi-monthly schedule. These sessions focus on students' social, emotional, and academic strengths and challenges. Each Grade Team also has a representative on their grade team who is the designated support staff liaison. This teacher is responsible to work closely with the support staff to disseminate information/best practices/needs to the grade team to better aid in the student's success within and beyond the classroom. Support staff and teaching staff also use Skedula as a resource for sharing anecdotal information. The constant communication and exchange of ideas and strategies have allowed us to better meet our students' most basic needs around safety and respect, creating an environment where learning can thrive and students can flourish.

An analysis of our student population as it relates to Level 1 – 5 Infractions shows significant improvement as highlighted below:

- Over the 4 school years being tracked (2010/11 thru 2013/14) the student population grew 158% from 120 to 310 students. Despite the population growth of 158% from the start of the tracked periods, 2010/11 to the current period 2013/14 we experienced an increase in level 1 – 5 incidents of only 34%.
- Over the earliest 3 school years tracked, there were an average of 103 Level 1 – 5 incidents per year but in the most recent year the number of incidents was only 83.
- On a per student basis, we have dropped from a high of .82 incidents per student in the 2011/2012 school year, to a low in the most recent school year of just .27 incidents per student --which is a decline of .55 points.

**This year we have two key areas of focus and prioritization:**

- **Schoolwide alignment of learning objectives, tasks and assessments with Common Core Learning Standards, This includes schoolwide PD, across content areas, and one-on- one support.**

Our CCLS implementation has progressed from year to year as directed by NYCDOE (a task, a unit, a subject). This year we are in the process of refining the curriculum units to more effectively align the learning objectives, tasks and assessments to CCLS. Content focus is in math to support unit and lesson planning processes and practices to progress towards fuller CCLS alignment.

At MHA we form teacher teams to assist with our alignment of assessments to the curricula. At the beginning of each unit teachers utilize pre-assessments to help guide their instructional practice and to both narrow (or broaden) the scope of instruction and then to differentiate instruction. This allows a teacher to gain critical insights into how their work might be received, understood, and completed. Since planning is an ongoing process, this then may take the form of revising the unit, the assessments, and even which standards are most appropriate to align with instructions.

The units themselves are aligned to the CCLS standards with a benchmark task (s) in mind to ensure that instruction is rigorous in accordance with the vision of instruction at MHA (rigorous, individualized, and continually assessed).

The benchmark task is designed to focus the instruction towards a common meeting point for students, but to also elevate instruction to a level that is challenging students to continually reach above their comfort zones. In subject departments teachers then come together to review progress towards the completion of the benchmark task, as well as sharing best practices in the classroom that facilitate students growth towards more rigorous CCLS aligned work.

The teacher teams then will create tasks towards the completion of the benchmark assessment, but along the way create interim assessments in the form of in class work, conferences, quizzes, homework, projects, labs, etc. This work is collected and analyzed individually and as teams to ensure that instruction has accomplished the goal of supporting student progress with individual and shared skills. Towards the end of the cycle this data is collected to document how many students have accomplished meeting the standards assessed by the benchmark task. However, even students that have not met the standards may have shown growth and will be appropriately encouraged (growth mindset).

This will lead to reflection on the part of each teacher to reassess the lessons executed during the unit and either reteach the skills as a class, small groups or individually, with extension assignments, work during STARS (afternoon tutoring) or independent work options and tutoring.

Part of this process is for teachers to assess instruction as it happens, before after and during instruction. This can include such practices as shared out relevant entrance activities (do now), class share out of homework problems, real time assessment of problems/work provided during class, desk side conferences, pair work, group share outs, etc.

Teachers plan for possible student misconceptions and should have alternative pathways and questioning developed before instruction begins. This allows teachers to make adjustments to the lesson as it progresses. By checking for understanding during the lesson (student response to teacher questions, student questions, class activities, exit activities and summaries) teachers are better able to assess in the moment student learning to further fine tune the lesson.

Students are part of this process as well, as they are encouraged and given the opportunity to self-assess through the use of end of lesson/unit reflections, goal setting, and task sheets that recognize academic behavior, as well as acquisition of key skills that are being demonstrated throughout the lesson and unit.

- **Instructional Focus (Academic Behaviors and Mind Maps):**

As a result of learning about our first graduating cohort, we realized there was a need for an overarching view of expectations for student growth in several areas. We are now engaged in a process of creating a blueprint for success for each grade level. Our grade focus is in the 9<sup>th</sup> grade for in depth work with the grade team on supporting students transitioning to high school (for example, developing sustaining work habits).

The Academic Behaviors is a school wide initiative with the assistance of Eskolta, to help create a vision of the MHA graduate using backward design to engineer the plan for the skills and attitudes necessary to produce a college and career ready, 21<sup>st</sup> century ready citizen. We began by envisioning this student and the skillsets needed from 9<sup>th</sup> to 12<sup>th</sup> grade to accomplish this vision. Each grade team had their students create a Mission Statement for their team.

We decided to strategically choose work and study habits as our first school wide initiative and how this would progress from year to year in the school. We are currently in the planning phase, but have taken the first step of creating rubrics for each student cohort/grade around study habits. We are working with Eskolta to create and refine these rubrics. In addition, in order to foster organizational skills as students enter our community, we have purchased and plan to distribute academic planners for the upcoming year to our students.

An important part of our Instructional focus is the use of the Mind Maps. Teachers were trained in using them in August 2014. This was a concrete way of launching this initiative and giving students and teachers a means of making their thinking visible. It will be evidenced by the exposure of each map to students in their classrooms, utilized in a variety of ways (from entrance work, to class work, to assessments). The staff has met to discuss the progress of using these maps in the classroom during common planning periods, and have created a common folder to collect artifacts of student work in GoogleDocs. This project is ongoing and will continue to be refined as staff and students gain more confidence in using each map.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2012-13 Quality Review data stated as an area for need: “Deepen the level of instruction so that lessons consistently include multiple entry points, for all students to be challenged and engaged in order to extend their learning. (1.2)” In addition, for 2014-15 school year, the percentage based on the NYS Math 8<sup>th</sup> Grade assessment of level 1 and 2 incoming students in Mathematics is 87%. In ELA, the percentage of level 1 and 2 incoming students is 89%. As a result this goal was developed to have students experience Common Core-aligned rigorous and responsive learning experiences and instruction across subjects and for meeting the NYC DOE’s Instructional Expectations for 2014-2015.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the Murray Hill Academy staff will have reflected on previously produced CCLS ELA, Math, Science and Social Studies curricula, and collaboratively refined the units and lessons in order to have purposefully aligned learning objectives, tasks and assessments according to the Citywide Instructional Expectations for 2014-15. The progress will be monitored every trimester by administration, departments, and cabinet.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly subject area team meetings to collaboratively plan, assess, review and refine curriculum	Subject area teams with Support Staff	September - June	Department Heads
Inquiry cycle once per cycle in departments for looking at student work from benchmark assessments to refine curriculum	Subject area teams with Support Staff	September - June	Department Heads  Common Core Literacy Coach

			All Staff
Professional Development: <ul style="list-style-type: none"> <li>○ Common core PD for representatives from each department through NYC DOE and turnkey trainings for the departments</li> <li>○ Subject specific PD in and out of school building</li> <li>○ All school PD on unit development and inter-departmental sharing by HSTW</li> <li>○ Literacy PD by <i>PhonicsBlitz</i> (low level readers)</li> <li>○ Year-long job-embedded coaching in Math through the <i>Transfer School Common Core Institute</i> and <i>reDesign</i></li> <li>○ Achieve3000 PD for teachers of Special Education and ELL students receive Tier 1 and Tier 2 Interventions using Achieve3000, a research based online program with embedded assessments that focuses on developing students' fluency, vocabulary, comprehension and writing.</li> <li>○ Intervisitations</li> </ul>	Teachers	September - June	Cabinet Common Core Literacy Coach Highly Qualified Teachers PD organizers
Post observation conversations and feedback on CCSS, unit and lesson alignment	Teachers	October - May	Principal, Assistant Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common planning time during school day
- After school planning time at the per session rate based on budget availability
- Professional Development by reDesign, HSTW, and out of school subject specific Professional Development

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark will be February 9, 2015.

- By the beginning of each Term (September, December, March), departments will have identified benchmark tasks for each course for each term based on the taught units and lessons (learning objectives, tasks and assessments).
- By two weeks after the end of each cycle, departments will have implemented and graded the benchmark tasks, and produced a written analysis of resulting student work.

**Part 6b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 9<sup>th</sup> grade Academic Behaviors survey results, our entering 9<sup>th</sup> graders need support in developing academic behaviors, including work habits and a sense of belonging. This goal was chosen to have students experience responsive learning experiences and instruction across subject areas. This is a priority area for supporting student academic and personal behaviors, college and career readiness, and for improving student performance based on the NYC DOE Instructional Expectations for 2014-2015.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the Murray Hill Academy staff will have implemented instructional strategies and protocols in their classrooms that support academic mind sets (academic readiness, non-cognitive, and social-emotional qualities) in students according to the Citywide Instructional Expectations for 2014-15. The goal is to deepen students’ learning and further their self-reflection and engagement in the learning process as evidenced by student reporting on their learning process and staff observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly grade team meetings to collaboratively plan and assess Academic Behaviors progress with the support staff	Subject area teams with Support Staff	September - June	Department Heads Eskolta Coach
Inquiry cycle once per cycle in departments for looking at student work from benchmark assessments to refine curriculum and mindfully include Academic Behavior components to everyday learning.	Subject area teams with Support Staff	September - June	Department Heads Common Core Literacy Coach All Staff
Professional Development: <ul style="list-style-type: none"> <li>○ Thinking Maps PD</li> <li>○ PD on Special Education and ELL best practices and how to support struggling students</li> <li>○ Eskolta Academic Behaviors PD</li> </ul>	Teachers	August - June	Cabinet Eskolta Coach Common Core Literacy Coach Highly Qualified

<ul style="list-style-type: none"> <li>○ Common Core PD for representatives from each department through NYC DOE and turnkey trainings for the departments</li> <li>○ All school PD on unit development and inter-departmental sharing by HSTW</li> <li>○ Year-long job-embedded coaching in Math through the <i>Transfer School Common Core Institute</i> and <i>reDesign</i></li> <li>○ Intervisitations</li> </ul>			Teachers PD organizers
Post observation conversations and feedback on Academic Behaviors, CCSS, unit and lesson alignment	Teachers	October - May	Principal Assistant Principal
Positive community membership, trust, and communication will be encouraged by the learning community via assemblies and family communication (i.e. newsletter)	Families Learning Community	ongoing	Grade teams Journalism class Principal SLT PTA

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common planning time during school day
- After school planning time at the per session rate based on budget availability
- Professional Development by reDesign, HSTW, out of school subject specific PD

#### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark date will be February 9, 2015.

The benchmarks that will indicate school progress toward meeting this specified goal will be:

- All the grade teams have their own mission statements
- Grade teams have grade specific behavioral expectations
- Grade teams have conducted Grade Team assemblies around the Academic Behaviors

**Part 6b.** Complete in **February 2015**.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Quality Review 2012-13, MHA needs to improve in “deepening the level of instruction so that lessons consistently include multiple entry points, for all students to be challenged and engaged in order to extend their learning. (1.2) this goal was created to refine and develop systems and structures that foster collaborative professional learning in support of our identified areas for teacher and student growth. This is a priority area for supporting collaborative professional learning, and for improving student performance based on the NYC DOE Instructional Expectations for 2014-2015.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the teacher teams will have engaged in professional inquiry cycles to look for gaps and growth in benchmark assessment tasks and related student work. This collaboration and analysis of the student work will inform strategic instructional adjustments in classroom practice and support student learning progress as evidenced by team meeting minutes and administrative observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<i>HSTW</i> and internal staff development on strategies for closing the learning gap, supporting Special Education and ELL students, and looking at student work	Teachers Support Staff	September – June	HSTW, CFN106, reDesign, teacher teams
Push-in support by <i>reDesign</i> coach in math, including modeling, planning, observation, and feedback in CCLS	Math teachers	October – May	reDesign Coach Principal
Development of schoolwide Benchmark task analysis protocol and steps	Departments	September - June	Department Heads Common core Literacy Coach Principal
Classroom observations and feedback	teachers	Ongoing	Supervision
Positive community membership, trust, and communication will be encouraged by the learning community via assemblies and	Families Learning	Ongoing	Grade teams Journalism class

family communication (i.e. newsletter)	Community		Principal SLT PTA
--	-----------	--	-------------------------

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Whole staff development at least bi-monthly HSTW Coach and internal staff
- Push in support by the reDesign Coach

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
---	-----------------	---	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

A midpoint benchmark date will be February 9, 2014.

By this date we have started the monthly meetings and professional development with HSTW and the push in work into math classes with the reDesign Coach. The schoolwide Benchmark task analysis protocol and steps have been developed and the first term has been analyzed. The analysis of student work will be used to modify units and lesson to better meet the needs of our learners.

**Part 6b.** Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013-14 PPR feedback, MHA staff needs to “Enhance coherence of instructional practices to strategically provide all students with entry points for meaningful academic engagement and opportunities to extend their learning.” (1.2) We have chosen this to be a priority area for providing all our students high quality Common Core aligned instruction across subject areas in order to meet the needs of diverse learners. The second reason for this goal is to regularly and collaboratively look for areas for teacher strength and growth in teacher practice in order to create systems for support.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the teachers will have made progress towards individual goal setting and reflection through participating in targeted professional learning opportunities based on identified areas for growth in observation feedback. The work will be monitored by the principal and evidenced by individual reflection of teacher practice and pedagogical development, observation feedback, and inter-visitation protocol by teacher teams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Danielson Framework training and DOK training during the first week of September by <i>HSTW</i>	Teachers	Early September	Principal <i>HSTW</i>
Teacher Self-Assessment based on the Danielson’s Framework for Teaching	Teachers	September-October	Principal
Individual Growth Plan protocol during initial conferences	Whole Staff	September – October	Principal
Post Observation meeting conversations based on the Danielson’s Framework taking into consideration how teachers are supporting Special Education students and ELLs in their classes	Teachers	Ongoing	Principal Assistant Principal

Informal and formal observation Next Steps based on the Danielson's Framework	Teachers	Ongoing	Principal Assistant Principal
Protocol for reflecting on progress towards goals at midyear and end-of-year	Whole Staff	Ongoing	Principal
Job embedded staff development for the supervision and the whole staff	Teacher and supervision	October and November	NYCDOE Talent Coach
Positive community membership, trust, and communication will be encouraged by the learning community via assemblies and family communication (i.e. newsletter)	Families Learning Community	Ongoing	Grade teams Journalism class Principal SLT PTA

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• <i>HSTW</i> coach funded by <i>SIG</i> grant</li> <li>• One Job embedded Talent Coach funded by the Network</li> <li>• Materials for the PD sessions: copies, paper, markers, etc.</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
A mid-point benchmark will be February 9, 2015. <ul style="list-style-type: none"> <li>• By that date, our teachers have created their Individual Growth Plans and Self Assessments. In addition, they have participated in meaningful PD around teacher practice and received feedback from the supervision.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Currently we are using the following strategies for increased parental involvement:

- Parent workshops on varying topics, for example, financial aid for students
- Parent meetings with teachers and staff to discuss college and career readiness, academic progress and behavior
- Parents are invited to join students to visit colleges
- Parents access students’ data through Skedula which is an online grading, attendance and student progress system for student information
- We host a “back to school” and curriculum night in addition to two yearly parent teacher conferences. During these events the parents are informed about the CCSS shifts in the curriculum and instructional strategies that we use at MHA.
- PTA organizes theme nights, for example, international food night and movie night
- We have a student and family handbook translated in the languages that parents request
- Parents are trained how to use ARIS, Skedula, and internet by the school staff
- Frequent phone or email communication with parents regarding their children’s academic and behavioral progress
- Invitation of parents to school functions and to visit the school during the day to see our everyday functions.
- School website with access to school information 24/7

Our need is to increase parent participation in students’ college and career awareness and preparedness process.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 90% of the 11<sup>th</sup> and 12<sup>th</sup> grade Murray Hill Academy students will have personal learning plans that include post-secondary transition planning and college and career awareness for all student groups and families as active partners in the process.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Collaboration of Grade Teams and the Support Staff to establish teacher advisors for upperclassman, and to support the development of academic and post-secondary plans	Students in Grade Teams	September -June	Grade Team teachers (Support Staff)
Assignment of guidance counselor, college advisor and grade team members to work with upperclassman with scheduled weekly appointment times	Students in Grade Teams	September -June	Support Staff College and Career Advisor (Grade Team members)
College and career planning incorporated in 9-12 grade curriculum with support of Guidance Counselor and College and Career Advisor	Students and families	September -June	College and Career Advisor Guidance Counselor Transition Coordinator
Curriculum Night and College Night for families	Families and students	October-May	Support Staff College and Career Advisor Grade Team members
Series of college and career readiness workshops for students and families at each grade level and for differing needs including Special Education and ELL students (for example: ACCESS VR Information, SAT workshop, Interview skills workshop, etc.)	Students and families	October-May	Support Staff College and Career Advisor Grade Team members PTA Outside Partners
12 <sup>th</sup> Grade Team and COSA Assemblies	12 <sup>th</sup> grade students and families	September – June	12 <sup>th</sup> Grade Team teachers College and Career Advisor Support Staff PTA
SAT prep classes during school day	11 <sup>th</sup> and 12 <sup>th</sup> graders	September - June	Teachers
Co-Op Tech certification courses and College Now courses for upperclassmen	11 <sup>th</sup> and 12 <sup>th</sup> graders	September - June	College and Career Advisor Guidance Counselor
In school and outside mentors to students	MHA students (upper classmen targeted)	September - June	Support Staff Outside Organizations
We will administer <i>ReadiStep</i> and <i>PSAT</i> to 9 <sup>th</sup> and 10 graders with appropriate follow up regarding their results.	9 <sup>th</sup> and 10 <sup>th</sup> graders	September - February	College and Career Advisor Guidance Counselor
We implement <i>Progress Towards Graduation</i> program to the whole school and informed families regarding the results	All Students Families	September - June	College and Career Advisor Guidance Counselor Grade Team members

Positive community membership, trust, and communication will be encouraged by the learning community via assemblies and family communication (i.e. newsletter)	Families Learning Community	Ongoing	Grade teams Journalism class Principal SLT PTA
--	-----------------------------------	---------	--

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• During family and college nights: <ul style="list-style-type: none"> <li>○ Teachers will be compensated for a three hour session at the per-session rate.</li> <li>○ Support staff will be compensated for a three hour session at the per-session rate</li> </ul> </li> <li>• College visits during the school day</li> <li>• 12<sup>th</sup> Grade Team and COSA Assemblies</li> <li>• Two teachers teaching each one period of SAT prep</li> <li>• Students have classes at MHA for half a day in the morning and go to Co-Op Tech for the afternoon, or vice versa.</li> <li>• Outside mentors volunteer through NYC Mentoring Program or Big Brothers/Big Sisters, etc.</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.</p> <p>Our mid-point benchmark will be Monday, February 9th.</p> <p>To monitor our progress, we will achieve these benchmarks by the mid-point:</p> <ul style="list-style-type: none"> <li>• Students have been assigned their Support Staff and Grade Team Advisors</li> <li>• We will have conducted at least a college information night and a curriculum night for parents.</li> <li>• Our Guidance Counselor has provided 9-11 grade classes with college and career readiness classes as a part of her program</li> <li>• We have administered <i>ReadiStep</i> and <i>PSAT</i> to 9<sup>th</sup> and 10 graders with appropriate follow up regarding their results.</li> <li>• We have implemented <i>Progress Towards Graduation</i> program to the whole school and informed families regarding the results</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Entering Math and ELA state assessment levels (level 1 and low 2); Baseline Exams (not meeting standard); Student progress in the subject (not meeting standard); Regents' data (not passing); Benchmark assessment data (not meeting standard); Term grades (not passing); IEP goals (not meeting the goals); NYSESLAT levels; Attendance data (below 70%)	Leveled texts with scaffolded supports; Reading and skill development strategies; Graphic organizers; Questioning strategies; Achieve3000 used during the day; Speech Teacher Push-In in ELA classes; ICT classes; Aventa Learning self-paced study programs; Independent study class in a lab setting with one-on-one teacher instructional support; Literacy class	Whole class, small group and one on one instruction; Team teaching (non ICT)	Before school; During the school day; After school; Saturdays
<b>Mathematics</b>	Entering Math and ELA state assessment levels (level 1 and low 2); Baseline Exams (not meeting standard); Student progress in the subject (not meeting standard); Regents' data (not passing); Benchmark assessment data (not meeting standard); Term grades (not passing); IEP goals (not meeting the goals); NYSESLAT	Scaffolded supports; Strategic Learner/Reader strategies; Graphic organizers; Questioning strategies; ICT classes; Aventa Learning self-paced study programs; Independent study class in a lab setting with one-on-one teacher instructional support.	Whole class, small group and one on one instruction	Before school; During the school day; After school; Saturdays

	levels (tested not Proficient); Attendance data (below 70%)			
<b>Science</b>	Entering state assessment levels (level 1 and low 2); Baseline Exams (not meeting standard); Student progress in the subject (not meeting standard); Regents' data (not passing); Benchmark assessment data (not meeting standard); Term grades (not passing); IEP goals (not meeting the goals); NYSESLAT levels (tested not Proficient); Attendance data (below 70%)	Leveled texts with scaffolded supports; Strategic Learner/Reader strategies; Graphic organizers; Questioning strategies; ICT classes; Aventa self-paced study programs; Independent study class in a lab setting with one-on-one teacher instructional support.	Whole class, small group and one on one instruction	Before school; During the school day; After school; Saturdays
<b>Social Studies</b>	Entering state assessment levels (level 1 and low 2); Baseline Exams (not meeting standard); Student progress in the subject (not meeting standard); Regents' data (not passing); Benchmark assessment data (not meeting standard); Term grades (not passing); IEP goals (not meeting the goals); NYSESLAT levels (tested not Proficient); Attendance data (below 70%)	Leveled texts with scaffolded supports; Strategic Learner/Reader strategies; Graphic organizers; Questioning strategies; ICT classes; Aventa Learning self-paced study programs; Independent study class in a lab setting with one-on-one teacher instructional support.	Whole class, small group and one on one instruction	Before school; During the school day; After school; Saturdays
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Entering state assessment levels (level 1 and low 2); Baseline Exams (not meeting standard); Student progress in the	Attendance Teacher to provide services to improve attendance  Coordination of Services provided	Whole class, small group, and one on one and counseling; School wide assemblies and workshops	Before school; During the school day; After school

	<p>subject (not meeting standard); Regents' data (not passing); Benchmark assessment data (not meeting standard); Term grades (not passing); IEP goals (not meeting the goals); NYSESLAT levels (tested not Proficient); Attendance data (below 70%); behavioral progress and anecdotes provided by the support staff; social and emotional needs provided by the school staff</p>	<p>by other agencies and organizations (Big Sisters Big Brothers, Good Shepherd Services, Mentoring Program, etc.)</p> <p>Guidance Counselor: College and career awareness and counseling including college trips and career days; Parent outreach and counseling; Referrals and follow-up to other agencies; Test taking strategies</p> <p>Psychologist: Group counseling based on the student needs and interests; Parent outreach and family counseling; Referrals and follow-up to other agencies;</p> <p>Social Worker: Mandated Counseling Services; Group counseling based on the student needs and interests; Parent outreach and family counseling; Referrals and follow-up to other agencies; Good Shepherd organizational services</p> <p>Health Related Services: Parent outreach and family counseling; Referrals and follow-up to other</p>		
--	--	---	--	--

		agencies; Medical care provided by Bellevue School Based Health Clinic, SAPIS Counselor providing group and individual counseling for drug, alcohol and AIDS prevention		
--	--	---	--	--

## Section 7: Title I Program Information

**Directions:**

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
----------	---------------------------------	--	---	--	--------------------

**Part 2: All Title I Schools**

**2a. 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.

We use the following strategies to attract highly qualified teachers:

- We participate in Teacher Hiring Fairs
- Our teachers get laptops, the latest technology and online curriculum in their classrooms for individual instructional use.
- The supervision uses proactive and differentiated supervision for the staff (formal and informal observations, peer observation and intervisitations)
- Teachers have New Teacher Mentoring and individualized coaching from our support organizations
- Our teachers participate in professional development at school and offsite. The professional development is targeted to individual teacher's needs as well as our students' and organizational needs. Teachers have opportunities to share experiences with and learn from colleagues in our Network, with iZone360 and iLearn schools, as well as, nationally with *High Schools That Work* and *Eskolta* teachers.
- We believe in capacity building within our staff. We encourage everyone to take on leadership roles ranging from running a student club to becoming a lead teacher of a subject area, an Instructional Lead, or to continue their education and advance in their careers.

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

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

Murray Hill Academy's professional development program includes trainings and workshops based on individual teacher needs and interests as well as student and school needs. For example:

- Teachers are surveyed regarding their planning, instructional and assessment, and classroom management needs before the school year starts.
- Technology and software training including; Achieve3000, Aventa, TI-83, SmartBoard, Skedula
- Common Core State Standards and unit planning by NYCDOE, *High Schools That Work* (HSTW), reDesign and CFN106
- The Danielson's Framework for Teaching, Bloom's Taxonomy and Webb's DOK
- High Level Questioning in the Classroom

- Scantron Performance Computerized Assessment; Acuity and ARIS
- Curriculum Development and Alignment
- Career Choices curriculum for college and career awareness (*Academic Choices*)
- Differentiated Instruction for ELL Students (*HSTW*)
- Guidance Counselor PD (NYCDOE)

**2b. 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).

Murray Hill Academy’s professional development program includes trainings and workshops based on individual teacher needs and interests as well as student and school needs. For example:

- Technology and software training including; Achieve3000, Aventa, TI-83, SmartBoard, Skedula
- Common Core State Standards and unit planning by NYCDOE, *High Schools That Work* (HSTW), *reDesign* and CFN106
- The Danielson’s Framework for Teaching, Bloom’s Taxonomy and Webb’s DOK
- High Level Questioning in the Classroom
- Scantron Performance Computerized Assessment; Acuity and ARIS
- Curriculum Development and Alignment
- Career Choices curriculum for college and career awareness (*Academic Choices*)
- Differentiated Instruction for ELL Students (*HSTW*)
- Guidance Counselor PD (NYCDOE)

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

N/A

**4b. 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.

The common understanding is that teachers need to know about their students' progress and difficulties with learning so that they can adapt their own work to meet the needs of all students in their classes. We believe that a collaborative inquiry process is a key lever in improving student achievement (Instructional Inquiry Cycle with multiple teams: *Look at student work/data - Look at teacher work - Engage external resources - Set goals and take action - Monitor and track progress*). We create a yearly Assessment Plan in order to chart the work of department and grade teams, as well as the whole school community. The plan includes:

- Subject baseline exams
- Student assessment supports
- Benchmark tasks
- Data Days (Student goal setting, MOSL targets, Grade Team goals) and guiding questions
- Summative Assessment Framework
- Formative Assessment Framework
- MOSL selections
- Grade Team Smart Goals

We use Benchmark assessments in each subject to periodically (every term) measure student proficiency and progress across subject areas on a set of skills that align to CCLS grade-level standards. These assessments provide a lens for identifying some of the skills and concepts from the grade and subject that may need to be reinforced in upcoming units if students are to meet the Common Core expectations for each grade/subject.

At MHA we form teacher teams to assist with our alignment of assessments to the curricula. At the beginning of each unit teachers utilize pre-assessments to help guide their instructional practice and to both narrow (or broaden) the scope of instruction and then to differentiate instruction. This allows a teacher to gain critical insights into how their work might be received, understood, and completed. Since planning is an ongoing process, this then may take the form of revising the unit, the assessments, and even which standards are most appropriate to align with instructions.

The units themselves are aligned to the CCLS standards with a benchmark task (s) in mind to ensure that instruction is rigorous in accordance with the vision of instruction at MHA (rigorous, individualized, and continually assessed).

The benchmark task is designed to focus the instruction towards a common meeting point for students, but to also elevate instruction to a level that is challenging students to continually reach above their comfort zones. In subject departments teachers then come together to review progress towards the completion of the benchmark task, as well as sharing best practices in the classroom that facilitate students growth towards more rigorous CCLS aligned work.

The teacher teams then will create tasks towards the completion of the benchmark assessment, but along the way create interim assessments in the form of in class work, conferences, quizzes, homework, projects, labs, etc. This work is collected and analyzed individually and as teams to ensure that instruction has accomplished the goal of supporting student progress with individual and shared skills. Towards the end of the cycle this data is collected to document how many students have accomplished meeting the standards assessed by the benchmark task. However, even students that have not met the standards may have shown growth and will be appropriately encouraged (growth mindset).

This will lead to reflection on the part of each teacher to reassess the lessons executed during the unit and either reteach the skills as a class, small groups or individually, with extension assignments, work during STARS (afternoon tutoring) or independent work options and tutoring.

Part of this process is for teachers to assess instruction as it happens, before after and during instruction. This can include such practices as shared out relevant entrance activities (do now), class share out of homework problems, real time assessment of problems/work provided during class, desk side conferences, pair work,

group share outs, etc.

Teachers plan for possible student misconceptions and should have alternative pathways and questioning developed before instruction begins. This allows teachers to make adjustments to the lesson as it progresses. By checking for understanding during the lesson (student response to teacher questions, student questions, class activities, exit activities and summaries) teachers are better able to assess in the moment student learning to further fine tune the lesson.

Students are part of this process as well, as they are encouraged and given the opportunity to self-assess through the use of end of lesson/unit reflections, goal setting, and task sheets that recognize academic behavior, as well as acquisition of key skills that are being demonstrated throughout the lesson and unit.

Our teacher teams and the support staff meet weekly together during the common planning time to improve the achievement of individual students in a form of case conferencing. In addition, we do the following:

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

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$161, 340	x	7-30
Title I School Improvement 1003(a)	Federal	\$449, 999	x	7-30
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2, 323, 295	x	7-30

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **MURRAY HILL ACADEMY** **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MURRAY HILL ACADEMY**, 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 the school and the families. The 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 the school community.

**MURRAY HILL ACADEMY** 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 the school community;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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

**MURRAY HILL ACADEMY**  
**School-Parent Compact (SPC) Template**

**MURRAY HILL ACADEMY**, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 [i](#).

## Part I: School ELL Profile

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

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>432</b>
School Name <b>MURRAY HILL ACADEMY</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Anita Manninen-Felix</b>	Assistant Principal <b>Susanna Tenny</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Erin Gaffey</b>	Guidance Counselor <b>Varinia Rodriguez</b>
Teacher/Subject Area <b>Marisa Russo</b>	Parent <b>Luz Delgado</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Jovana DeLeon</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	324	Total number of ELLs	25	ELLs as share of total student population (%)	7.72%
--	-----	----------------------	----	---	-------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										1	1	1	1	4
Discrete ESL class										2	2	2	2	8
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	3	12

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	10

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10		2	5		4	10		4	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>25</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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>	<b>0</b>													

\*EP=English proficient student

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

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

**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										6	9	3	1	19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											4			4
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>25</b>								

## 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)										1				1
Intermediate(I)										5	9	1		15
Advanced (A)										1	4	3	1	9
Total	<b>0</b>	<b>7</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>25</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	9	0	3	0
Integrated Algebra	16	0	4	0
Geometry	6	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	31	0	7	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	3	0	0	0
Living Environment	9	0	6	0
Physics	0	0	0	0
Global History and	4	0	1	0
Geography	0	0	0	0
US History and	5	0	1	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other <u>ret global</u>	1	0	1	0
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our English as a Secondary Language -mission is to provide every ELL student equal access to the English Curriculum and to ensure all students succeed in all content areas. As a high school we use Achieve 3000 and Scantron EdPerformance to gain insight into our students' reading, writing and comprehension levels. Based on this data, teachers plan instruction taking into consideration students'

specific needs and strengths in order to personalize the instruction. It also helps teachers to set a baseline for each student in order to measure growth. We use Scantron Ed Performance to assess early literacy levels, and supplement this exam for students who do not score higher than 2<sup>nd</sup> grade level with individual conferencing. The ESL class focuses on areas of struggle identified through these assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The largest number of ELLs are in the 10<sup>th</sup> grade: 6 Advanced and 2 Intermediate. Of all 19 ELLs, 6 tested Proficient in listening, 14 Proficient in speaking, 13 Proficient in writing, and 7 Proficient in reading. ELLs are making steady gains on the assessment by moving to the next level of proficiency in order to become more language proficient. After the 2013 NYSESLAT exam, one Beginner ELL student improved to Intermediate and 10 students improved from Intermediate to Advanced. No students were eligible for the the LAB-R.
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 [AMAQ tool](#))  
Our ESL Coordinator in charge of the collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs. Teachers use the Learning Standards for English as a Second Language by The New York State Education Department (NYSED) as a guide in planning coherent instruction. Additionally, as reading/writing scores were in need of most improvement, ELLs spend one period a day in an ESL class for explicit instruction in reading and writing. The ESL teacher provides lessons in language forms and functions as well as morphology, syntax, and phonology to support students' development in academic language proficiency.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - a) The largest number of ELLs are in the 10<sup>th</sup> grade: 6 Advanced and 2 Intermediate. ELLs are offered tests in English and in their native language. Students have preferred to take the tests in English. We've noticed that ELLs are in need of development in the area of cognitive academic language proficiency, such as content-specific vocabulary, in order to make gains on their exams..
  - b. We use Performance Series Computer Adaptive Assessments that are designed to provide precise information about individual student's strengths and areas for improvement. The test is given online and adapts to the students' answers. When a student gets a question right the next question gets harder. When he or she get a question wrong, the next question gets easier. The purpose of the performance series assessment is to provide detailed information about which strands of knowledge students know and do not know. This test is helpful for students performing above or below grade level. Teacher use this data to inform and differentiate instruction. In addition, it is used to create learning supports for individual students. Additionally, we use Achieve3000 in ESL class, which challenges students with rigorous material based on their individual reading levels while giving them the opportunity to compose meaningful written responses. The ESL teacher also utilizes Achieve3000 for periodic formative assessments.
  - c. We have notices from our periodic assessments that our ELLs struggle most with reading and writing with appropriate academic vocabulary. Students are provided with bilingual dictionaries and have access to computers to use google translate.
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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We have instituted a Spanish native language arts class. Content teachers emphasize using cognates as a strategy for building vocabulary. In addition, our teachers use research based strategies to promote students' second language development: Cooperative learning, leveled texts and books, communicative activities, balanced literacy, integrative learning environments, guided reading, test taking strategies, teaching of the writing process, meta-cognitive learning, graphic organizers, access to books, rich print environment, and collaborative teaching. In addition, Achieve3000 provides teachers with lexile and language based differentiation tools to focus on vocabulary development, activating background knowledge and teaching reading strategies.
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?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ESL program has succeeded if our students:

1. improve in English language proficiency as measured by progress on the NYSESLAT
2. Succeed academically in their content classes as evidenced by content area pass rates and develop confidence, and a positive identity with their cultural heritage and the community .

We monitor progress in English language development through analysis of benchmark assessments from the ESL class, which is completed formally in the English department once per cycle. We monitor student progress in their classes through observations by the ESL coordinator, and through monitoring of ESL students' course grades and anecdotal, which occurs formally in grade teams once per cycle.

## 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 the parents of first-time admits come into the school to register their child, the school secretary, Ms. Scott, informs the ESL Coordinator, Ms. Gaffey, that a Home Language Survey (HLIS) must be completed. The ESL Coordinator conducts the process of administering the HLIS in the parent's preferred language. If the responses indicate a home language situation in which student may not be proficient in English and therefore will benefit from ESL services, she will elect to conduct an in-person oral interview at the school. There are several staff members, such as Ms. Maldonado, our attendance teacher, Ms. Rodriguez, our guidance counselor, and Ms. Russo, our Spanish teacher, who can accommodate Spanish-speaking parents throughout the interview; otherwise, we use DOE phone translation services to accommodate parents during the interview. As per the DOE Assessment Memorandum #2, 2011 - 2012, eligibility for the LAB-R is determined by the responses to the HLIS survey and an informal interview. Ms. Gaffey conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Ms. Gaffey determines if the student is eligible for LAB-R testing and, in addition, if it is appropriate to administer the SIFE oral interview. Then she completes the school staff related sections of that document and signs it.

The LAB-R is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for all parts of the test are recorded by a licensed Spanish teacher, Ms. Russo. The ESL Coordinator plays the recording for students as they take the Spanish LAB. Both the Spanish LAB and LAB-R are hand scored and these scores are kept on file. Since mid-October 2011, if the student is entitled to services, the parent is given an orientation session immediately after the LAB-R is hand scored. As part of the orientation, he or she watches the informational video in the preferred language and receives the Guide for Parents of English Language Learners, again in the preferred language. If the parents require interpretation into another language, the school staff support Ms. Gaffey. If a staff member is not able to interpret for Ms. Gaffey, we will contact the NYCDOE interpretation services. As part of the orientation, Ms. Gaffey informs parents of their rights and responsibilities as parents of ELLs. In addition, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement. Every spring, the NYSESLAT exam is administered to all ELLs in the school. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by both phone messenger and written communication (via direct mail). Both the phone messenger and the letters are in the home language. School-wide make-up tests are conducted by licensed ESL teacher for students who missed the classroom administration of the testing.

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.  
Our ESL Coordinator sends an entitlement letter, parent survey and placement letter to all students who score below proficiency on LAB-R on the same day that the LAB-R is scored, and invites the parents in to view the video, go over the guide for parents of English Language Learners and discuss options. She follows up with all ESL parents, using staff or DOE translation services.
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 [\[see tool kit\]](#).)

Our ESL Coordinator sends an entitlement letter, parent survey and placement letter to all students who score below proficiency on LAB-R on the same day that the LAB-R is scored, and invites the parents in to view the video, go over the guide for parents of English Language Learners and discuss options. S/he follows up with all parents, using staff or DOE translation services. Our school secretary mails home continued entitlement letters to all students who scored below proficiency on the NYSESLAT, with the contact information of the ESL Coordinator. The ESL Coordinator follows up by phone with the families of all ESL students. The ESL Coordinator maintains records of all entitlement letters in our ESL binder.

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.  
If a parent is confused about the program options, we make sure that a staff member communicates with the parent in the preferred language. If the situation arises where no staff member is able to communicate with a parent who wants additional information, we would contact the DOE's interpretation hotline. Parents are always informed that they have the right to choose any of the three program options, regardless of whether or not it is currently being offered in the school. Parents who choose Free-standing ESL program can be accommodated immediately. Parents who request DL or TBE in a language other than Spanish are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the city which offers the program they selected. After the Parent Selection form is completed, the ESL Coordinator generates the placement letter in the parent's preferred language and delivers it by hand.
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.  
Every spring the NYSESLAT exam is administered to all ELLs in the school. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by both phone messenger and written communication (via direct mail). Both the phone messenger and the letters are in the home language. ESL teacher administers the speaking test to the students and alerts the ESL Coordinator if a student has not been tested during the first two weeks of the testing period. The other three sections of the exam, Listening, Reading, and Writing, are administered by the ESL teacher in the ESL classroom. School-wide make-up tests are conducted by ESL teacher for students who missed the classroom administration of these sections. Prior to the exam administration, the ESL Coordinator norms the English department teachers using anchor texts and sound bites for the speaking portion. She administers the speaking portion of the exam in a separate, quiet classroom with a normed English teacher as the grader. It is assured that the teacher grading each exam (in all four modalities) is not the current instructor for that student. As the ESL Coordinator, Ms. Gaffey makes sure that all ELLs are tested in speaking during the first two weeks of the testing period.
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.   
We have not had students who were required to take the LAB-R in the past. No family of an ESL student has requested a change in the child's current program.

# 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])?
    - 1a. Based on the needs of our ELL students we use both the Push-in and self-contained models for ESL instruction. The self-contained class is "ungraded", comprised of all ELL students in grade levels 9-12, and is heterogeneous, containing 4 Intermediate ELLs and 17 Advanced ELLs. Instruction is provided by Ms. Gaffey, an ELA teacher with several years of experience working with ELLs and newcomers and is currently in an ITI ESL certification program, as well as Ms. Parra-Innocent, a Special Education teacher with a bilingual extension. During push-in sessions in content area classes, ELL students are supported in several ways, such as vocabulary development and language structures and functions specific to the needs of the content-area classroom in order to improve writing; graphic organizers and reading strategy support to improve reading, accountable talk with the push-in ESL teacher and classmates in order to improve speaking, and various listening supports.
    - 1b. 2013-14 school year will be our fourth year and we will have 9 - 12 grade students. They are grouped based on students' instructional needs and strengths homogeneously or heterogeneously using purposeful and flexible grouping. Because of our small numbers, teachers know the specific needs of our students and can group them within the class and differentiate assignments and instruction accordingly.
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)?
    - 2a. ESL minutes are delivered in the following manner: all ELLs receive 260 minutes a week of explicit language instruction in a self-contained classroom for ESL class one period per day. Four Intermediate students receive a total of 364 minutes a week of instruction through an additional 104 minutes per week of push-in support by Ms. Gaffey in their Earth Science classes.
    - 2b Students are grouped heterogeneously in their content classes, and homogeneously by proficiency level in their ESL classes.
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.
  3. Our program model comprises stand-alone ESL classes as well as push-in to content classes, and common planning across the curriculum.

ESL instruction is delivered in English. In the content areas, the teacher works and plans with her co-teacher and adapts the lesson given so that it is more accessible to the ESL students. She scaffolds the instruction, makes modifications where needed to accommodate the student's level, she will explain the vocabulary (front loading), modify the pacing and suggest strategies to successfully complete assignments. The focus is on literacy as well as language acquisition skills. Differentiation is a critical component for content area instruction, not only in the English class but in mathematics, social studies, and science. Again, scaffolding, pacing, instructional modifications and vocabulary play a key role in rolling out new concepts and most particularly in word problems. Additional strategies are:

    - note taking from a supplementary text, using the Cornell model for note taking,
    - summarizing and strengthening academic language in the content areas,
    - paraphrasing when writing paragraphs and cloze exercises.

Technology is blended into classroom instruction, as an additional instructional tool and resource throughout all of their classes. By having access to the internet and on-line resources our ELL students are able to develop their skills to the fullest and not denied an opportunity to be prepared for the career and college demands of the 21st Century.

In mathematics, the focus is on decoding word problems in mathematics, defining the mathematical vocabulary used. They create word walls to support this process. Instruction is differentiated as are assignments, homework and tests. There is peer tutoring in class and afterschool tutoring in mathematics is available. In science we also have word walls to build content vocabulary. There is differentiated instruction to accommodate the various reading levels. There is peer tutoring during class and labs as well as after

school tutoring. There are numerous charts and posters that students use as a reference for completing labs and classwork assignments. In social studies, there are word wall, time lines, charts and posters that support the content area and language acquisition. Teachers and the ELL coordinator meet during common planning to case conference, suggest strategies and monitor student growth. Paste response to question here:

In the ESL stand-alone class, the teacher utilizes Achieve 3000, a research-based technology program on a biweekly basis. On other days, she teaches a curriculum aligned to the NYS Standards as well as areas of focus connected to supporting the content areas. The delivery model fosters quality interactions.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
4. If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. Students are tested annually with the NYSESLAT to measure growth. For students who are literate in their native language, they can take the NYS Regents Examinations in their native language or use the native language version side by side with the English version and those exams can be graded by teachers proficient in those languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are given a baseline assessment by the ESL teacher in their ESL self-contained class in all four modalities in the beginning of the year. Each baseline contains assessments that are aligned specifically with skills outlined in the NYS ESL Standards. ESL students also take an Achieve3000 baseline and several formative assessments using the program. Additionally, all ELL students took the ELA Performance Task and Performance Series reading assessment in September. Students are further assessed formatively through weekly vocabulary quizzes, daily dialogue journals, daily homework assignments, daily informal speaking assessments, bi-weekly listening practice sessions, portfolios, and monthly projects and/or essays based in writing and literacy.
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).

6a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents' exams. In order to address their academic needs we will offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. In addition, we select for them age and interest appropriate materials. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students. These students are all assigned a counselor to support academic behaviors.

Within content classes, teachers plan supports with the ESL teacher and the ICT special education teacher. Individual support is provided in after-school and Saturday tutoring as well as the 37.5 minute AIS period before school. All SIFE students are mandated to attend 37.5 minute tutoring.

6b. ELL students that have been in the US for less than three years must pass the NYS ELA regents' exams as well as the NYSESLAT assessment. They are provided accelerated instruction, more tutorials, and before school, after school, and Saturday tutoring. They will also use online programs with teacher support, such as Achieve 3000 and Reading Horizons. Within content classes, teachers plan supports with the ESL teacher and the ICT special education teacher. Individual support is provided in after-school and Saturday tutoring as well as the 37.5 minute AIS period before school. All ELL students are mandated to attend 37.5 minute tutoring.

6c. ELL students that have been receiving services for 4-6 years are at risk of becoming long term ELLs. These are given more electives focusing on the literacy as well as content, interest and appropriate reading levels. That can be accomplished by offering electives such as Computer Literacy and Career Exploration which are language intensive with hands-on approach. Within content classes, teachers plan supports with the ESL teacher and the ICT special education teacher. Individual support is provided in after-school and Saturday tutoring as well as the 37.5 minute AIS period before school. All SIFE students are mandated to attend 37.5 minute tutoring.

6d. Long Term ELL students with more than six year of service are more likely to drop out of high school according to national statistics. Therefore, in addition to increased support for language acquisition and credit accumulation, they are also engaged in goal setting and post secondary planning. We also provide all the students with IEPs appropriate special education services so that they can get the support that they need.

6e. Transitional support will be provided on a student by student basis taking into consideration their individual needs. They will receive the support of the ESL teacher and the Reading Specialist, as well as the support of the whole faculty and their peers. Teachers will scaffold their work and use timely assessment in order to offer interventions and enrichments as needed. For ELLs who

test out, they still get extended time on class and state exams, for two years and the use of dictionaries and glossaries and tutoring. Former ELLs are provided the appropriate testing modifications. They are also supported via counseling, after school groups, tutoring and mentoring.

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?

7. Our instructional strategies and grade level materials for ELL-SWDs follows the recommendations of the individual student's IEP. These can include speech and hearing therapy as well as counseling services for the required times and group size as mandated. In addition all testing modifications are followed including additional time, separate location, a reader and/or writer as well as extended time and the use of a dictionary and/or glossary. Specific IEP recommendations related to English language supports and targeted skills are followed. All of our ELL students who have been identified as special needs students are all in integrated collaborative team teaching classes (ICT) with a special education teacher and the licensed content area teacher. The teachers plan lessons that are scaffolded, allow for differentiated instruction and build time into the lesson to allow for small group and individual student supports. There will be tutoring to support students who need more time on task, preparation for passing the NYSESLAT exam. The focus of both instruction and tutoring to is to prepare and tutor students to pass NYS Regents Exams. We also will use technology as a tool to support differentiated instruction and individualized learning goals. Our teachers use differentiated content area texts such as prentice Hall mathematics. In addition, teachers have developed classroom libraries with age-appropriate high-interest texts at varying reading levels. Achieve3000 also provides individual students with grade-level appropriate material based on previous assessment.

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?

8. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our school psychologist work with our special education staff to follow all appropriate procedures to develop and appropriate IEP. Our flexibly schedulin model allows us to tailor the students' ICT classes to content areas in which the IEP team has recommended. All of these students are in ICT classes which have two teachers, the content area specialist and the special education teacher who accomodates the students needs and his/her learning style. Technology, laps tops and on-line programs such as Achieve 3000 and Reading Horizons are used to differentiate and support instruction according to each students language acquisition needs. Our Special Education Coordinator works closely with the ESL teacher to determine how ESL instruction can support content area needs as well as individual student needs. In addition, we have programmed in Independent Study classes during the day, that can be used for any additional pull out or push in services such speech, hearing, counseling, and Achieve 3000, Reading Horizons and extended time to complete tests, essays, reports and lab reports.

### 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:				
Math:				
Science:				

### 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

--	--	--	--	--

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

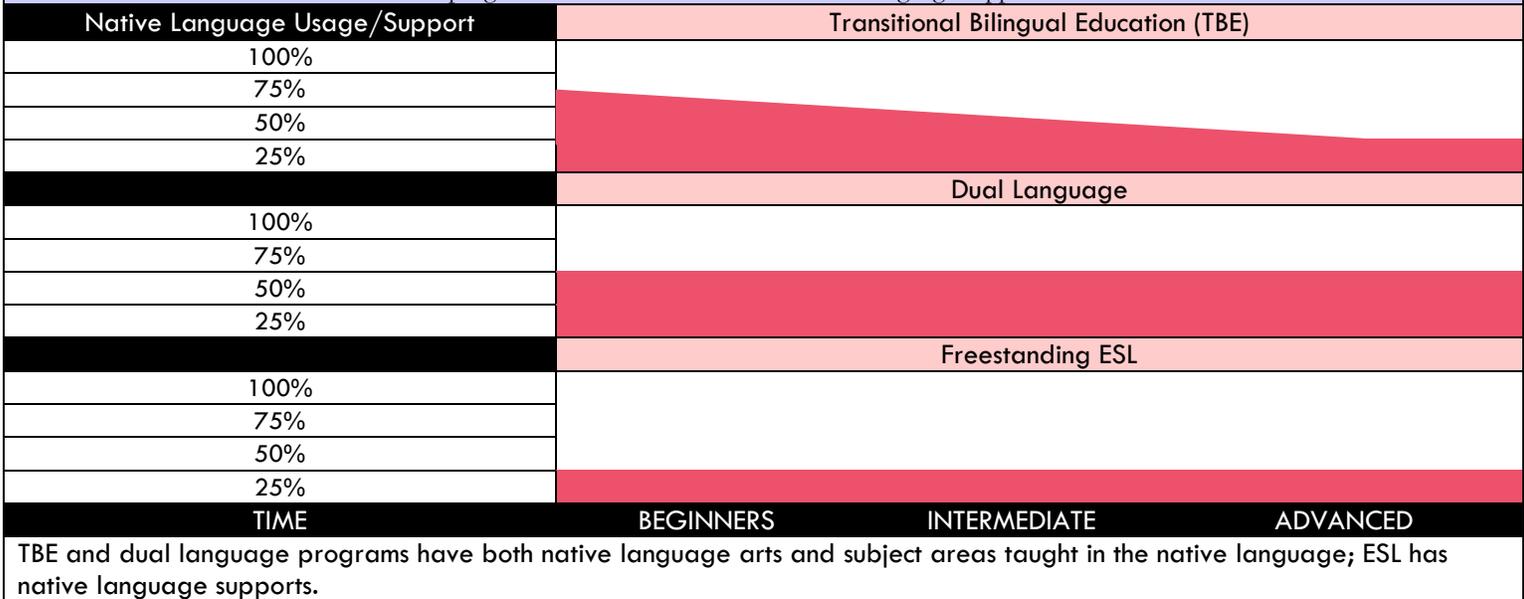
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



## 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.

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

-In math, ELL students practice organization of ideas and concepts through a visual, teacher-modeled "interactive notebook".

-In science, ELL students learn scientific concepts through near-daily use of manipulatives, such as two small, clear buckets filled with pom-poms to demonstrate the molecular differences in density.

-In ELA, ELL students participate in meaningful peer academic talk and student to student collaboration through work on collaborative posters to interpret ideas, make claims, and present supporting evidence.

-In social studies, ELL students practice scaffolded self and peer-editing processes on DBQ essays to revise their work and improve their grammar.

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

We monitor progress in English language development through analysis of benchmark assessments from the ESL class, which is completed formally in the English department once per cycle. We monitor student progress in their classes through observations by the ESL coordinator, and through monitoring of ESL students' course grades and anecdotal, which occurs formally in grade teams once per cycle. These analysis reflect student progress in course pass rate and in participation in class.

In regards to language development, we have made steady progress with our ELL students.

Murray Hill Academy ELL student progress from 2010 to present:

2010-11

- We had 13 ELL students, of which 7 had also IEPs.
- 92 % of LEP students, earned ten or more credits by June 29, 2011.
- NYSESLAT results 2011: 77 % improvement in students' individual scores
  - o 3 students tested Proficient (13%)
  - o 7 students went up a level
  - o 3 stayed on the same level

2011-12

- We had 15 ELL students, of which 6 had also IEPs.
- 71 % of LEP students, earned ten or more credits by June 29, 2012.
- NYSESLAT results 2012: 63 % improvement in students' individual scores
  - o 6 students tested Proficient (40%)
  - o 4 students went up a level
  - o 5 stayed on the same level

2012-13

- We had 20 ELL students, of which 9 had also IEPs.
- 70 % of LEP students, earned ten or more credits by June 29, 2013.
- NYSESLAT results 2013: Not available

2013-14

- We have 25 ELL students, of which 10 have also IEPs.

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

Analysis of last year's data reflected significant progress on the NYSESLAT, and that students struggle to pass content area Regents. To support students' ability to master course content we will maintain our model of push-in support to content classes as well as stand-alone ESL class support academic discourse as well as the NYS standards tested by the NYSESLAT.

The majority of our ESL students have Spanish as a native language, and are not fully literate in Spanish. We are planning to

increase the Native Language support with the help of our Spanish Teacher, Ms. Russo, in order to enable these students to build on their assets and graduate bilingual and bilerate.

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

At this time we are not discontinuing any specific programs or services for ELLs.

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

We recruit ELLS for our extracurricular activities through a multipronged approach including their counselor, their grade team liaison, and school-wide announcements and posters. These extracurricular activities are crucial to cupporting social language growth, and we strongly encourage ELLs to participate. As a result of this outreach, our ELLs participate in extracurriculars at a higher rate than population overall. Our ELLs are involved in the Theater, Arts and Music classes, and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. All ELL and ELL-SWDs are programmed for and have access to same core and elective classes as everyone else. We believe in creating a rich high school learning experience. In addition, we offer a wide variety of clubs that are open to all students. Clubs are advertised in hall posters and discussed in ESL and content area classes. Approximately 75% of our ELL students are in after school, weekend and morning clubs. These programs are funded out of our general budget. We currently have partnerships with many organizations in order to support our students' academic as well as social and emotional well being. These partnerships include Good Shepherd Services, Opening Act, ESR, PENCIL, NYC Mentoring Program and HSTW. The diversity of the school population is celebrated at the school.

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

To support our ELLs, the school provides alternate texts in English and Social Studies. Alternate textbooks are available for Social Studies, with grade appropriate language, and more accessible for our ELL students. The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. Bilingual dictionaries are available. We incorporate technology into the curriculum (Reading Horizons, Achieve 3000, Aventa, K-12) as a blended learning environment that combines face to face instruction with online curriculum. the majority of our curriculum is teacher-created and aligned to common core. We have regular common-planning time in which all curriculum is coplanned by content teachers, special education teachers and ESL specialists. Students have access to bilingual dictionaries.

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

Native language support is provided by staff members who speak the language, a buddy system, translations, translated materials, dictionaries, glossaries and on-line translation programs. Bilingual dictionaries are available, as in on-line translation software.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required support and resources correspond to the ages and grade levels of our ELLs who are 9 - 12 graders. All materials used are age and grade appropriate. Our ELLs are all in regents level content area classes that are not remedial classes. The ESL classes support English language acquisition at the level required to prepare for and pass the NYSESLAT exam and NYS Regents Exams. Teachers have acquired classroom libraries of high-interest, age-appropriate texts at a variety of reading levels. We plan interdisciplinary and content-specific projects that incorporate choice and are relevant to our students' interest.

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.

Over the summer, we offer an orientation to new students with teachers, administration and older students. When new students arrive during the year, they are connected with a counselor who supports their transition to the school. They are also matched with a student mentor from the national honors society.

18. What language electives are offered to ELLs?

The main language elective is Spanish. We will take into consideration if a student has a strong interest in another language elective and is interested in completing a blended learning course via Aventa. The languages choices are: Spanish, French, German, Latin and Chinese.

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)?

N/A

### 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. and 2. We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106, our ESL Coordinator, High Schools That Work, and the NYCDOE. Our network person will provide Jose P. PD to the entire staff both teachers and support staff during January 2014 in our Wednesday staff development times. HSTW continues its work with teachers in all content areas to differentiate instruction and product for ELL learners while maintaining content rigor. Staff members are encouraged to participate in NYCDOE PD that they feel will support them in the work they do. There is ongoing PD among staff members because they are all teachers of ELL students. Our ESL teacher will attend professional development on Quality Teaching of English Learners (QTEL), and will turnkey this training to the staff. They can do this during our half-day weekly PD or common planning period. Our guidance counselors and administration participate in these staff-wide PDs, as well as in common planning time with grade teams to collaborate around these students. In addition, we have guidance meetings at least once a month, which include training on working with ELLs from a guidance perspective.

3. As ELLs transition from level to level they still need to be supported to meet requirements for graduation. In order to accomplish this, our teachers need to learn focused ESL strategies, not just from staff and network members but also in collaboration with, our administrator and outside consultants such as Opening Act, PENCIL, and HSTW. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate. We support these ELLs in college and career readiness through a push-in program, Career Choices which uses a college and career curriculum, provided by the guidance counselor and the support staff. Every student meets with their advisor weekly to discuss social emotional and academic topics.

4. On Wednesdays we have early dismissal and teachers have PD from 1:30pm – 2:58pm as well as daily common planning time/PD time from 12:28pm – 1:08pm. As a result we are able to schedule dedicated blocks of PD and will schedule the mandated 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. The PD facilitator will be a CFN 106 ESL specialist, along with Ms. Shraga, the Assistant Principal, and our ESL coordinator, who will be there to support this training. A record of sign-in sheets, agendas and supporting materials is maintained in the assistant principals' office.

## 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?
  1. We have a Parent Teacher Association and a School Leadership Team. We believe in active parent involvement which will be encouraged continuously through newsletters, phone calls, emails, and family evenings. We organize activities based on the parental feedback and needs surveys. The school offers an information session on June, and an orientation in August. We plan to survey ELL parents to see what their needs are, and encourage our ELL parents to join our PTA. We partner with community organizations and our Attendance Teacher/Family Relations coordinator, Maria Maldonado, is actively involved in these outreach efforts. We invite parents to school assemblies, open houses, orientation and open school nights. We have staff members who can translate Spanish and ASL for parents and we make arrangements with DOE Translation and Interpretation unit when needed.
  - 2 We will use the information gathered from parental feedback to guide us in offering workshops to support our parents' needs. for example, we are offering a workshop on the college application process that we offer separately to parents in each grade level. We are developing partnerships with organizations, such as Good Shepherds, to complement outreach done by our teachers.
3. We evaluate the needs of parents through a number of ways: direct contact at open school nights, PTA meetings, info sessions and orientation, at school functions and celebrations. Our Attendance Teacher/Family Relations coordinator, Maria Maldonado, is actively involved in these outreach efforts.
4. Our parental involvement activities address the needs of the parents by providing translators at school events, and sending home mailings in Spanish and English. Our on-line information system SKEDULA will also be available in Spanish.

## 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.

Murray Hill Academy ELL student progress from 2010 to present:

2010-11

- We had 13 ELL students, of which 7 had also IEPs.
- 92 % of LEP students, earned ten or more credits by June 29, 2011.
- NYSESLAT results 2011: 77 % improvement in students' individual scores
  - o 3 students tested Proficient (13%)
  - o 7 students went up a level
  - o 3 stayed on the same level

2011-12

- We had 15 ELL students, of which 6 had also IEPs.
- 71 % of LEP students, earned ten or more credits by June 29, 2012.
- NYSESLAT results 2012: 63 % improvement in students' individual scores
  - o 6 students tested Proficient (40%)
  - o 4 students went up a level
  - o 5 stayed on the same level

2012-13

- We had 20 ELL students, of which 9 had also IEPs.
- 70 % of LEP students, earned ten or more credits by June 29, 2013.
- NYSESLAT results 2013: Not available

2013-14

- We have 25 ELL students, of which 10 have also IEPs.

## **Part VI: LAP Assurances**

**School Name:** Murray Hill Academy

**School DBN:** 02M432

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita Manninen-Felix	Principal		1/1/01
Susanna Tenny	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Luz Delgado	Parent		1/1/01
Erin Gaffey	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Varinia Rodriguez	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: 02M432 School Name: Murray Hill Academy

Cluster: 01 Network: CFN106

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

### **Part A: Needs Assessment Findings**

---

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

In August we conducted a survey during Student and Parent Orientation, and examined the home language data in ATS. We retrieved data that suggested that a significant portion, 40% of our parent population reads in another language other than English. On ATS, the RHLA Report lists the home languages broken down by grade level and home language. Murray Hill Academy has students with 20 languages listed as primary home languages: 193 English, 95 Spanish, 4 American Sign Language, 1 Afrikaans, 1 Amharic, 1 Amoy, 3 arabic, 2 Bengali, 5 Cantonese, 1 Chinese, 4 French, 1 Irish Gaelic, 1 Lao, 1 Korean, 2 Mandarin, 1 Niger-Congo, 2 Polish, 4 Tibetan, 1 Twi, and 1 Ukrainian. On ATS, the RAPL Report gives us a list of students and their parents and the spoken and written native languages. We use these reports to determine what languages we need to translate documents into. In addition, counselors and social workers are actively in touch with families and via formal and informal conversations, we can ascertain which parents require translators for future interviews and to have school documents and notices translated into the appropriate languages. When parents fill out the blue emergency cards, they also give us the name and phone number of a contact person who speaks and understands English, in a case of an emergency and if the parent cannot understand spoken English.

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

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

## Part B: Strategies and Activities

---

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

The school translates information about the school's academic programs, activities and college and career readiness, including tutoring, graduation requirements, etc. The school translates written information to parents about students' progress and achievement. The school translates NCLB mandated communications not available from the central board. The school translates the Student Handbook and all mandated letters and forms. The parents will receive a translated Bill of Parents Rights and Responsibilities.

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

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

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

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