

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**  
**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**School Name:** HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS

**DBN (i.e. 01M001):** 06M463

**Principal:** DR. RONNI MICHELEN

**Principal Email:** [RMICHEL@SCHOOLS.NYC.GOV](mailto:RMICHEL@SCHOOLS.NYC.GOV)

**Superintendent:** FRED WALSH

**Network Leader:** MALIKA BIBBS

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Ronni Michelen	*Principal	
Katy Stapleton	*UFT Chapter Leader	
Guillermo Rodriguez	*PA/PTA President	
Linda Carbonell	DC 37 Representative	
Tatyana Kennedy	Student Representative	
Eddie Silverio	CBO Representative, Catholic Charities	
Bienvenida Galvez	Member/ Assistant Principal	
Nuria Gracia	Member/ Parent	
Matilde Tejada	Member/ Parent	
Priamo Bencosme	Member/ Parent	
Melissa Olivar	Member/ Student	
Josauris Camacho	Member/ Student	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

To use Advance (the Danielson Framework) as a tool for enhancing our culture of professional growth where shifts in instructional practice occur to elevate student learning with an emphasis on making student thinking visible in the classroom. This will be reflected in 65% of teachers receiving effective or highly effective ratings in engaging students in learning (3C) in their overall evaluation by June 2015.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The need for this goal arose from a range of sources: First, our current Advance dashboard indicates this area as a need. Second, the 2013-14 School Quality Review recommended that we enhance discussion and critical thinking practices across grades and subjects in order to promote higher order thinking and active student engagement in a consistent manner. Third, the majority of teachers identified this component as a professional goal for the 2014-2015 school year.

### **Instructional Strategies/Activities**

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

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

1. Use the Danielson Framework to identify patterns, trends, and gaps in component 3C in informal and formal observations. Assistant Principals will routinely utilize the data collected from these observations to design a professional learning program to address these needs. To inform this work, a Professional Learning Committee comprised of teachers will be created to develop a focused professional development program that includes hands-on workshops, sharing best practice and opportunities to view videos of different instructional strategies in order to develop practice in these areas.
2. Staff members will attend professional development workshops offered by the network, the Department of Education, and the school. Workshops will focus on research based strategies for using formative assessment approaches and engaging students in learning.
3. Assistant Principals will conduct formal and informal observations of practice and meet with teachers for coaching and feedback sessions on a frequent basis.
4. The Professional Learning Committee will advise and reflect on professional learning for the school to support teacher growth and share best practices.
5. Instructional walkthroughs and peer visitations will be conducted to engage in reflective professional conversations around component 3C with a focus on making thinking visible.
6. The Guidance Department will monitor, assess, and provide interventions and action plans for students who are not accumulating a minimum of 10 credits per year.

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

1. Assistant Principals, Principal, Teacher Leaders, and Network staff.
2. Assistant Principals, Network staff, and Teacher Leaders.
3. Assistant Principals, Principal, Network staff, and staff.
4. All staff members, Assistant Principals, and Principal.
5. All staff members, Assistant Principals, and Principal.
6. Assistant Principal of Guidance, Guidance Counselors and Parent Coordinator.

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

1. On-going monitoring of specified components of each teacher based on classroom assessments. This includes an initial planning conference where teachers established goals, a mid-year assessment conference with teachers to review Advance ratings, and a summative conference to review final ratings for the year.
2. Classroom visits and student work products.
3. In February 2015, 55% of teachers will earn effective and highly effective ratings in component 3C in informal and formal evaluation reports. By April 2015, 65% of teachers will earn effective and highly effective ratings on component in 3C in informal and formal evaluation reports. The majority of teachers will participate in peer visitations by March 2015, as evidenced in notes from inter-visitations.
4. Agendas, planning tools, and teacher reflections from Fall and Spring Professional Learning Series.
5. Calendar of peer visitations and instructional walkthrough notes.
6. Target groups identified by guidance will be monitored by Assistant Principal Guidance and Guidance Counselors to assess progress and make necessary shifts in practice for guidance.

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

1. September 2014 – April 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

- 4. September 2014 – June 2015
- 5. September 2014 – June 2015
- 6. September 2014 – June 2015

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

- 1. Network Talent Coach, cabinet meetings, monthly network meetings for principals and assistant principals, and a Professional Learning Committee, coaching sessions with Assistant Principals.
- 2. Citywide instructional monies will be utilized to support professional learning planning and workshops, common planning time five days a week, Professional Learning Committee, and Network support.
- 3. Assistant Principals will utilize Advance dashboard and utilize Common Planning Inquiry Thursdays.
- 4. Professional Learning Committee meets on a weekly basis to review teacher reflections and plan necessary professional learning sessions based on this data.
- 5. Peer visitations will be conducted during the school day and reflected on during common planning time.
- 6. Guidance Counselors will work under the leadership of Assistant Principal Guidance.

**Strategies to Increase Parental Involvement**

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

N/A

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, a minimum of 65% of students taking the English Regents examination will pass with a 65 and above.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on data from the January, June, and August 2014 ELA Regents, MOSL Baseline Assessments, and the 2013-2014 School Quality Snapshot revealed that 59% of our students who sat for the English Regents in 2014 passed with a 65 and above.

### **Instructional Strategies/Activities**

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

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

1. All junior level students and students who previously failed the English Regents exam are programmed for a Turning Points in US History class in addition to their core English class. Senior ESL students are programmed for an advanced ESL support class and/or Turning Point in US History in addition to their core English class.
2. The English Department routinely evaluates student writing in the form of interim and mid-year assessments to inform practice and curriculum modifications. This takes place during English Common Planning sessions. The end result is a clear scope and sequence of Regents readiness by skills in the English curriculum.
3. Eleventh and twelfth grade English teachers preparing students for the English Regents exam meet on a monthly basis with the Assistant Principal of English to review student assessment data and make instructional modifications to address gaps in skills.
4. The majority of students take a three year writing sequence to strengthen and develop their writing skills with an emphasis on meaning, development and analysis of evidence, organization, language use, and conventions. This three year program includes a 9<sup>th</sup> and 10<sup>th</sup> grade AVID program that builds a foundation of writing, reading, and college readiness skills. Afterwards, all students take Turning Points in US History in the 11<sup>th</sup> grade.
5. After School English Regents Preparation Academy is offered each semester to provide strategic support using small group/individualized instruction.

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

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

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

1. 95%-100% of juniors and seniors taking the English Regents exam will be programmed for Turning Points in US History by October 2014.
2. At least 65% of juniors and seniors will take a baseline English assessment in October 2014. At least 80 % of juniors and seniors will take subsequent interim assessments in English from December 2014 until June 2015. These assessments will be analyzed for trends and student growth.
3. Teachers will meet on a monthly basis to analyze student data from interim assessments and evaluate the effectiveness and impact of modifications in instructional and curricular approaches. By January 2015, the eleventh and twelfth grade English teachers will have a clear scope and sequence of English Regents readiness reflected in their curriculum maps.
4. In October 2014, at least 75% of freshmen will be enrolled in a 9<sup>th</sup> grade Writing class, at least 85% of sophomores will be enrolled in a 10<sup>th</sup> grade Turning Points in Global History class, and at least 85% of juniors will be enrolled in an 11<sup>th</sup> grade Turning Points in US History course. Students will use writing portfolios to reflect upon their development as critical readers and writers in January 2015 and in May 2015.
5. At least 50% of seniors and 35% of juniors sitting for the January English Regents will attend weekly English Regents preparation sessions on a consistent basis by January 2015. At least 85% of juniors and seniors sitting for the June English Regents exam will attend weekly English Regents preparation sessions on a consistent basis by May 2015.

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

1. September 2014 – October 2014
2. October 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. December 2014 – June 2015

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

1. Turning Points in US History classes are programmed for the school day. Guidance Counselors will ensure that students are programmed correctly.
2. The Assistant Principal of English and the English teachers will oversee the administration of interim assessments in English (including the baseline and end of year assessments). The English Team will meet for a common planning session on a daily basis to make curricular modifications in response to analysis of student data from these assessments. The team will use Atlas learning from student work protocols to analyze student data.
3. The Assistant Principal of English will meet with 11<sup>th</sup> and 12<sup>th</sup> grade English/ESL teachers on a monthly basis to facilitate learning from student work sessions and curriculum writing sessions using protocols from Atlas and the National School Reform Faculty.
4. Guidance Counselors will communicate with the Assistant Principal of English and Assistant Principal of Guidance regarding programming updates of students.
5. Title III funds are used to fund the after-school small group English Regents preparation program.

**Strategies to Increase Parental Involvement**

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

We will hold an annual Title I Parent Curriculum Conference to review the expectations of the various Regents courses, emphasizing the English Regents course and exam. At Parent Association meetings, we will devote time to sharing and reviewing the expectations of the Regents exams and share strategies parents can use at home to support their children. We can communicate these strategies with the parent community via the Principal and Parent Coordinator newsletters. We will translate all critical school documents and provide interpretation during meetings and events as needed; translation service information is posted in the school in the appropriate language. In addition, the Parent Coordinator will host workshops for parents during the school day focused on study skills and strategies that can be used for success on the English Regents exam. The Guidance Counselors will also 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. Teachers will provide written and verbal progress reports to keep parents informed of their children's progress. Lastly, we will offer English language classes for parents on Saturdays to support their literacy needs.

**Budget and Resource Alignment**

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

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

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### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

To implement a shared instructional focus on analyzing evidence to support thinking in discussion and in writing across the disciplines, reflecting rigor of the Common Core State Standards. By June 2015, a minimum of 65% of students who take the MOSL argument assessment will move up one point in trait 3 (Command of Evidence) from their baseline assessment.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In reviewing the ELA MOSL baseline assessments and English Regents exams from 2014, it was identified that all students are not proficient in analyzing and using evidence to support their thinking fluently in writing. As a result, we selected the instructional focus above to reflect this need in our students and to provide coherence across grades and content areas as we continue to promote college and career readiness.

#### **Instructional Strategies/Activities**

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

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

1. Common planning teams meet by department on a daily basis to design coherent instruction that will support the school's instructional focus with all of our students.
2. Common planning teams engage in learning from student work sessions and lesson/unit plan reviews on a weekly basis to assist in the implementation and monitoring for success of the school's instructional focus. This includes the design and administration of interim assessments.
3. Final exams, baseline, performance tasks and Regents assessments will be used as assessment tools to monitor progress and inform practice.
4. Teachers will reflect upon practices in designing coherent instruction and student progress towards the instructional focus.
5. Assistant Principals and teachers will analyze student work products to inform department and teacher practice.
6. Implementation of our Media Writing Program for grades 9, 10 and 11 will reinforce and focus on this skill.

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

1. Assistant Principals, Teachers, and Principal.
2. Assistant Principals, Teachers, Common Planning Teams.
3. Assistant Principals, Common Planning Teams.
4. Teachers, Assistant Principals.
5. Teachers, Assistant Principals.
6. Teachers, Assistant Principals.

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

1. Teachers will receive feedback for all units of study from Assistant Principals or peers in their respective departments to measure Common Core alignment and the school's instructional focus.
2. Looking at Student Work Protocol, agendas, rubrics, units of study, lesson plans. This includes looking at interim assessment data in February 2015.
3. Exams and item analysis for finals, Regents, student work.
4. Initial planning conferences, mid-year conference, and summative conferences to review and reflect on evaluation in designing coherent instruction.
5. Revisions of work product, Common Core performance tasks.
6. Review of performance tasks, mock Regents and Regents data.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. September 2014 – June 2015

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

1. Common planning teams will share student work and unit plans to identify gaps, best practice, and implement strategies
2. Faculty meetings, coaching meetings, common planning meetings.
3. Professional learning sessions during the school day.

4. Assistant Principals will utilize Network support to provide feedback for Common Core aligned units of study.
5. Assistant Principals and teachers will utilize Learning from Student Work protocols and review and monitor data from mid-year and final assessments.
6. Learning from student work protocols, writing curriculum, and teacher reflections of units will support this work.

***Strategies to Increase Parental Involvement***

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

N/A

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #4

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

### Annual Goal #4

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

By June 2015, we will increase our graduation rate by 2% to promote college and career readiness for all students through increased individual attention to students and families, the promotion of high-expectations and college-level behaviors and a greater emphasis on student independence.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Using data from the 2014-15 School Quality Guide, college and career readiness data identified this as a need.

### Instructional Strategies/Activities

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

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

1. Working in partnership with the DOE, United Way, Children's Aid Society and Catholic Charities to promote a Community School model.
2. The Parent Coordinator will coordinate Parent Association meetings, parent workshops and communicate with parents via a newsletter, mailings and phone calls in alignment with The Chancellor's 4 Pillars: A Vision for All NYC Schools (Pillar 3: Engage Parents and Families in Every Aspect of School Life) and the NYCDOE Capacity Framework.
3. Guidance Counselors will monitor progress towards graduation, track progress, implement interventions and communicate with families.
4. Student achievement celebrations, holiday celebrations, college visits, guest speakers, college fairs, and career day will be used as opportunities to acknowledge students' academic achievements and promote motivation.
5. The Dean's and Guidance offices will use restorative justice to promote a college-readiness culture with the creation of a School Support Team.
6. The Parent Coordinator will serve as a liaison to establish and strengthen partnerships with organizations (Tribeca, Columbia University, Columbia-Presbyterian Hospital, Isabella, Alianza Dominicana, Catholic Charities, City College, MCC Theater) in order to provide parents with information about community resources and support a culture of success.

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

1. Principal and Community School Partnership Personnel.
2. Parent Coordinator and Parent Association President.
3. Assistant Principal of Guidance, Guidance Counselors, PupilPath, after school regents tutoring, and credit accumulation academy.
4. Assistant Principal of Guidance, Guidance Counselors, PupilPath, after school regents tutoring, and credit accumulation academy.
5. Guidance Office, Dean's Office, Parent Coordinator, and Principal.
6. Principal, School Leadership Team, Community School Leadership Team, and Partnership Participants.

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

1. On-going meetings with Community School Leadership team to assess progress and identify gaps.
2. Agendas and materials from monthly meetings, copies of newsletter, and the 2015 Learning Environment Survey.
3. Guidance Counselors will keep a credit accumulation tracker for assigned cohorts and will meet on a monthly basis to assess progress.
4. Student reflections, guest responses, and surveys will be used to measure progress and impact.
5. Review OORS on a monthly basis to review data and trends.
6. Parent Coordinator will maintain all records of work and conduct parent surveys for feedback.

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

1. February 2015 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. September 2014 – June 2015

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

1. Community School Initiative Guidelines.
2. Parent Coordinator, Parent Association Meetings, SLT Meetings, and Saturday workshops for Parents.
3. Guidance Counselors, PupilPath, Regents preparation, and credit bearing programs.

- 4. Same as above.
- 5. Student Support Team and Town Hall agendas and minutes.
- 6. Partner contributions, events, and reflections.

***Strategies to Increase Parental Involvement***

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

The Parent Coordinator will serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. We will encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee. The Parent Coordinator will communicate school initiatives with the parent community using newsletters, letters, and phone calls home. The Guidance Counselors will facilitate workshops and meetings with parents regarding college readiness and strategies they can use to support their children at home. The Guidance Counselors will also 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. Parent Association meetings will reinforce these workshops and meetings. In addition, teachers will provide written and verbal progress reports to keep parents informed of their children's progress. We will translate all critical school documents and provide interpretation during meetings and events as needed; translation service information is posted in the school in the appropriate language.

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

Parent Association Meetings, parent newsletters, community school leadership tea will foster conversations and provide information and updates

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. 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>
<p>ELA</p>	<p>1. In order to ensure that all of our students are proficient in writing, we offer a three-year writing sequence for all students that is humanities based. The three-year sequence includes: a 9<sup>th</sup> Grade “Writing” class, a 10<sup>th</sup> Grade “Turning Points in Global History” course, and an 11<sup>th</sup> Grade “Turning Points in US History” course. When programs permit, 12<sup>th</sup> grade students take a fourth-year writing course called “Writing for College” to support college readiness skills in writing and research. The writing classes emphasize the writing process using the Writing Workshop model and are in alignment with the Common Core Standards.</p> <p>2. Twelfth grade students who have not passed the English Language Arts Regents with a 65 or above are programmed into a writing class during the school day according to their grade level.</p> <p>3. Beginner level English Language Learners take a speaking class twice a week to develop their speaking language skills.</p> <p>4. Tutoring is available in our after-</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>2. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>3. A range of whole group, small group, and one-on-one approaches are used in the ESL speaking classes.</p> <p>4. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>5. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. Classes take place during the school day, five days per week.</p> <p>3. The speaking ESL class is offered twice per week (two periods per week).</p> <p>4. The after-school Regents tutoring program meets every Wednesday from 3:00PM to 5:00PM beginning in December 2014 until June 2015.</p> <p>5. Tutorology takes place in the 9<sup>th</sup> and 10<sup>th</sup> grade AVID classes twice per week for a total of 90 minutes per week.</p>

	<p>school program for English and the English Regents examination.</p> <p>5. Students in AVID receive tutoring during tutorology.</p>		
<b>Mathematics</b>	<p>1. Common Core Algebra is a 4-term course for all 9<sup>th</sup> and 10<sup>th</sup> grade students.</p> <p>2. Tutoring is available in our after-school program for mathematics and the math Regents examinations.</p> <p>3. Students in AVID receive tutoring during tutorology.</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the Common Core Algebra classes.</p> <p>2. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>3. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. The after-school Regents tutoring program meets once per week from 3:00PM to 5:00PM beginning in December 2014 until June 2015.</p> <p>3. Tutorology takes place in the 9<sup>th</sup> and 10<sup>th</sup> grade AVID classes twice per week for a total of 90 minutes per week.</p>
<b>Science</b>	<p>1. Tutoring is available in our after-school program for mathematics and the math Regents examinations.</p> <p>2. Students in AVID receive tutoring during tutorology.</p>	<p>1. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>2. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. The after-school Regents tutoring program meets once per week from 3:00PM to 5:00PM beginning in December 2014 until June 2015.</p> <p>2. Tutoring takes places in small group settings in the AVID classes.</p>
<b>Social Studies</b>	<p>1. In order to ensure that all of our students are proficient in writing, we offer a three-year writing sequence for all students that is humanities based. The three-year sequence includes: a 9<sup>th</sup> Grade "Writing" class, a 10<sup>th</sup> Grade "Turning Points in Global History" course, and an 11<sup>th</sup> Grade "Turning Points in US History" course. When programs permit, 12<sup>th</sup> grade students take a fourth-year</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>2. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>3. The core classes and support classes are facilitated using a range of approaches, including whole group and small group instruction</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. The after-school Regents tutoring program meets once per week from 3:00PM to 5:00PM beginning in December 2014 until June 2015.</p> <p>3. Both classes take place during the school day, five days per week.</p> <p>4. Tutoring takes places in small</p>

	<p>writing course called “Writing for College” to support college readiness skills in writing and research. The writing classes emphasize the writing process using the Writing Workshop model and are in alignment with the Common Core Standards.</p> <p>2. Tutoring is available in our after-school program for Social Studies and the Social Studies Regents examinations.</p> <p>3. ESL students are programmed for a core Global History class and a Global History support class in both 9<sup>th</sup> grade and 10<sup>th</sup> grades with an instructor who speaks the students’ native language.</p> <p>4. Students in AVID receive tutoring during tutorology.</p>	<p>using texts written in English and the students’ native languages.</p> <p>4. Tutoring takes places in small group settings in the AVID classes.</p>	<p>group settings in the AVID classes.</p>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p>1. Student records are reviewed and students are identified for academic intervention services. Referrals are made on an as-needed basis.</p> <p>Counselors meet in case conferences including representation from teachers, deans, parents, administrators and students to design an intervention plan. In addition, Counselors visit all classes to make students are aware of graduation requirements and available opportunities for assistance.</p> <p>In certain cases, students are referred to ERSSA for an</p>	<p>1. Services include one-on-one, small group, and case conferences.</p> <p>2. Counseling services are delivered in both small group counseling sessions and one-on-one sessions.</p>	<p>1. These services are provided to students during the school day.</p> <p>2. Counseling sessions vary based on students’ needs as per their IEP. Many sessions take place on a weekly basis.</p>

assessment and evaluation for special services: IEP and intervention services for students not currently in special education.

2. The School Psychologist assesses students based on the needs of students. Our school has a partnership with New York Presbyterian Hospital that provides students with full time psychologists and psychiatrists.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

- Administrators and teacher leaders review candidate resumes and make selections based on the needs of the school.
- Teachers and administration interview potential candidates and require prospective applicants to facilitate a demonstration of a lesson.
- Potential candidates along with teachers observe the candidate during the lesson. A follow-up conversation occurs where the teacher shares lesson plan, resources, discusses purpose and teachers and administration ask follow-up questions using the Danielson Framework as a guide.
- A rubric is utilized to assess the potential candidate and determine if he/she is a good fit for our school.
- Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs, coaching and observations using the Danielson Framework as a guide.
- A coaching model is utilized to provide feedback to all teachers as well as offer assistance in planning and meeting professional goals.
- The Network Achievement Coach along with our Talent Coach provides support and professional development to teachers.
- Differentiated opportunities include Network workshops, conferences and courses offered for professional growth.
- Teachers of Advanced Placement classes attend AP workshops offered by the College Board.
- Experienced teachers can submit curriculum for a potential elective to be offered. Elective proposals are reviewed and discussed for potential implementation.
- Experienced teachers are selected as Instructional Leads to build teacher capacity and provide professional development. Our Professional Development Committee reflects this vision.
- Teachers meet during common planning (Professional Activity) to plan units of study and review student work using protocols. This offers new faculty members an opportunity to collaborate and learn from peers. In addition, collaboration among faculty promotes teacher leadership, retention strength and a collective commitment to the instructional goals of the school.
- Sharing of practice and instructional rounds are encouraged so that more experienced teachers are recognized for their expertise and teachers can learn from one another.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum, instruction and student achievement.
- School-Wide professional learning along with subject specific professional learning is devoted to the Common Core Standards and the Danielson Framework so all teachers are effective and highly effective.

**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).

- Identify and train teacher leaders to serve as instructional lead teachers. Instructional lead teachers were trained in the process of assessing and providing feedback for Common Core aligned units of study and performance tasks. They will continue this work in providing staff members with feedback this year.
- A school-wide instructional focus that reflects Common Core State Standards and college-readiness is implemented in all classrooms and student success is assessed on an on-going basis.
- Common Core support in the form of professional development workshops during the school day, during coaching and at session at Common Planning.
- Assistant Principals assess and provide feedback in revising Common Core aligned units of study.

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

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

- We partner with Catholic Charities, Middlebury College, Isabella Geriatric Center, College Now, Kaplan, PSAL, Health Corps, Simon & Schuster, MCC Theatre, Tribeca Film Festival, The Office of English Language Learners (College Bound Program) and additional DOE offices.
- SIFE funds will be used for technology support, tutoring programs and a Regents Preparation Academy with Specialized attention on ELLs.
- The needs of student in temporary housing area assessed and funding is used to provide resources to assist them in success at school and home.
- Professional Learning and educational coaches are funded with Title 1.
- A credit accumulation academy will be offered in the spring semester for all students.
- STVP Funds will be used for technological hardware and software.
- The salaries and per session opportunities (such as those with ISA, Educational Consultants and CFN404) for the instructional Lead, Assistant Principals and teachers to provide AIS will be funded with Tax Levy and Title 1.
- Purchasing professional development programs and educational consultants to assist leadership team will be funded through Title 1. Purchasing technology support and instructional resources will be funded with Tax Levy. Per Session for tutoring for English Language Learners, Achieve 3000 Reading Program, a Regents Preparation Academy as well as curriculum support and resources will be funded through SIFE and Title III.

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. High School for Media and Communications 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., English classes, literacy, math and use of technology;
- holding required School Leadership Teams to foster decision-making and supporting all stakeholders
- host monthly parent association meetings, coffee with principal, parent workshops, Saturday English classes, pupil path workshops
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- providing monthly newsletter from both the principal and parent coordinator
- calling homes, sending letters and hosting meeting with families to update student progress towards graduation

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**The High School for Media and Communications**, 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**

*The school will provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:*

- Communicating with parents regarding Common Core State Standards, graduation requirements, and curriculum;
- using academic learning time strategically;
- 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;

*The school will 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;
- in addition to report cards, 6 progress reports will be distributed to students and families over the course of the school year;
- 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;
- Principal newsletters and Parent Coordinator newsletters will be distributed to parents on a monthly basis;
- 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 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;
- identify barriers to gain greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial ethnic minority background in order to ensure participation in their child's education.

*This school will 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;
- using PupilPath/Skedula as a means of communicating with teachers via E-mail;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Parent Association meetings, parent workshops, celebratory events, and School Leadership Team meetings;

*This school will 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 including alternate 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;
- 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 serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School Leadership Team;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete all of my assignments to the highest standard possible 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;
- to maintain an 80 and above average in all of my classes;
- to apply to and enroll in a college in senior year.

**DBN: 06M463**

### **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 (SCEP) 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	\$317,974.14	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$21,292.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,942,909.00	X	See action plan

**<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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HS for Media and Communication	DBN: 06M463
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Proposed Supplemental Instructional Activity #1: After-School Academy (Small Group Tutoring and Regents Preparation)

Overview of Instructional Program: In reviewing the academic progress of our ELL students, we have identified that many senior ELL students are in need of Regents examinations in English and/or Social Studies (both Global History and US History) in order to graduate. In addition, analysis of first marking period grades reveals that our ELL students need further support in core classes such as math, science, and in English. The After-School Academy will provide students with small group tutoring sessions and a Regents Success Academy where ELL students can further strengthen their English language skills and prepare for success on necessary Regents examinations. Both programs will assist students in meeting the requirements for graduation. The program will target a minimum of 80 students with a focus on our newcomer and long-term ELL students in grades 10-12. Classes will be facilitated in a whole group fashion with a teacher to student ration of 1:15 in order to ensure that every student receives focused support.

Schedule and Staffing:

The After-School Academy will take place after school on Tuesdays, Wednesdays, and Thursdays from 3PM until 5PM from December 2nd until June 11th. This will include a total of 69 sessions for a total of 138 hours. The program will be staffed by three teachers:

- One Living Environment teacher with a pending bilingual extension
- One ESL teacher
- One content area teacher in math or history

The program will be supervised by Ms. Topbas-Mejia, the Assistant Principal of the English/ESL/Math Departments. The supervisor per-session will be at no charge to Title III funds.

Materials & Resources: We will purchase Regents review books for English and Social Studies, NYSESLAT

### Part B: Direct Instruction Supplemental Program Information

review books, reference materials, and English in Action and Easy True Stories workbooks for students to utilize in the After-School Academy. The instructor will use these resources to facilitate focused learning sessions to build students' capacities in reading, writing, speaking, and listening in English. In addition, technology will be utilized in the form of iPads and iMacs to support the English acquisition process through the use of programs such as iPhoto and iMovie.

### Part C: Professional Development

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

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

Begin description here: The three teachers who participate in the Title III program will engage in frequent professional learning opportunities with Mrs. Topbas-Mejia, the Assistant Principal of English/ESL, and Ms. Diane Girogi, our staff developer. Professional learning sessions will take place on a monthly basis beginning in November for a total of eight one-hour sessions on the third Monday of each month beginning on Monday, November 17th.

The titles of topics to be explored are:

- Using Data to Inform Instruction: An In-Depth Look at ELL Students and Regents Success (2 Sessions)
- Content Area Literacy Strategies for ELL Students (4 Sessions)
- Engaging ELL Students in SPEAKING (1 Session)
- The Writing Workshop for ELL Students (1 Session)

Ms. Topbas-Mejia possesses a Teacher of English certification and School Building Leader certification. Ms. Diane Girogi is an F-Status Staff Developer with a Teacher of Social Studies certification.

In addition, additional professional learning will take place through departmental common planning sessions on a weekly basis so that all staff members can support the literacy needs of our ELL population.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here:

Parents are an important cornerstone in our work to strengthen the academic and socia-emotional needs of our ELL students. We will continue to partner with our Parent Coordinator, Mrs. Dersa Gonzalez, and the members of our school's Parent Association, to provide valuable workshops for the parents of our ELL students. Workshops will take place on the first Monday of each month during the Parent-Association meetings from 6PM until 8PM from November until June for a minimum of eight sessions. In addition, Ms. Gonzalez will host additional workshops during the school day for parents who are unable to atten the evening workshops.

Translation services will be available for our parents at all parent workshops. Ms. Gonzalez, our Parent Coordinator, is fluent in Spanish. In addition, all written materials are translated into the home languages of parents participating in the program in order to ensure that they fully benefit from the learning activities.

Parent workshop topics will include:

- College Readiness
- How to Finance College?
- Academic Supports for ELL Students (2 Sessions)
- Cultural Workshops
- Bullying
- Transitioning to a New City and Place
- English Language Courses for Parents (This is a Saturday program and the cost will be at no charge to Title III funds.)

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>6</b>	Borough <b>Manhattan</b>	School Number <b>463</b>
School Name <b>High School for Media and Communications</b>		

### B. Language Allocation Policy Team Composition [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>Dr. Ronni Michelen</b>	Assistant Principal <b>Emel Topbas-Mejia</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Diane Wohland</b>	Guidance Counselor <b>Elizabeth Payero</b>
Teacher/Subject Area <b>Jorge Gonzalez</b>	Parent <b>Matilde Tamarez</b>
Teacher/Subject Area <b>Marilyn Ramirez</b>	Parent Coordinator <b>Dersa Gonzalez</b>
Related Service Provider <b>N/A</b>	Other <b>Enrique Pantoja (Teacher)</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>536</b>	Total number of ELLs	<b>177</b>	ELLs as share of total student population (%)	<b>33.02%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class	0	0	0	0	0	0	0	0	0	67	46	34	30	177
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	67	46	34	30	177

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0

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	
ESL	77	19	1	44	14	2	56	6	10	177
Total	77	19	1	44	14	2	56	6	10	177
Number of ELLs who have an alternate placement paraprofessional: <u>2</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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	65	44	33	30	172
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	1		2
<b>TOTAL</b>	<b>0</b>	<b>67</b>	<b>46</b>	<b>34</b>	<b>30</b>	<b>177</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)										23	15	12	3	53
Intermediate(I)										18	18	6	13	55
Advanced (A)										13	9	14	4	40
Total	0	0	0	0	0	0	0	0	0	54	42	32	20	148

**NYSESLAT Modality Analysis**

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

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use the NYSESLAT and English Regents results as an assessment of literacy skills to guide us in our instructional design and delivery of instruction. In addition, this year we are using the NYC Performance Assessment in English to assess the literacy skills of our advanced level ELL students. Data collected from these sources of information reveal that our ELL students need support in their

reading and writing skills, especially in the writing of argument based responses. As a result, students receive intensive reading and writing instruction in their ESL classes and additional support classes.

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

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

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

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

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

4. For each program, answer the following:

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

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

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

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

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

Not applicable.

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

Our school ensures that our students' second language development is an area of focus for content area teachers as they design instruction. To support this, content area teachers receive professional development in the form of workshops from the ESL Department. We also take advantage of professional development workshops offered by the Office of ELLs and TESOL. All content area teachers

are aware of the NYSESLAT levels of our ELL students and receive support from the Assistant Principal of English for instructional support.

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

Not applicable.

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

We will evaluate the success of our ELL program by analyzing a variety of data sources, including, but not limited to, the following: students' marking period grades, scholarship reports, Regents examination reports that provide an itemized analysis, teachers' anecdotal observations, tutoring attendance records, Regents examination results, NYSESLAT examination results, and parent surveys. School leaders and teacher teams will regularly utilize these sources of data to revisit and revise our Language Allocation Policy in response to the needs of our ELL population and subgroups.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When parents enroll their child at the High School for Media and Communications, a Guidance Counselor and an Assistant Principal conduct the initial intake procedures. The intake procedures include the administration of the Home Language Identification Survey, the informal interview in English and the students' native language, and, if applicable, the Language Assessment Battery-Revised. Currently, Ms. Payero is our bilingual Guidance Counselor whose native language is Spanish. Translation services are available during the intake process. Once potential ELL students are identified, they are administered the revised Language Assessment Battery (LAB-R) within ten days of enrollment by Ms. Wohland or Ms. Ceriano, licensed ESL teachers. Parents are then informed of their child's eligibility for ELL services.  
  
Each spring, current ELL students are measured for their language acquisition and proficiency in English skills using the New York State English as a Second Language Achievement Test (NYSESLAT). The test measures students' abilities in four modalities: listening, speaking, reading, and writing. The NYSESLAT is administered and assessed by our current ESL teaching staff: MS. Topbas, Ms. Ceriano, MS. Ramirez, and Ms. Wohland. Each member of the ESL Department is trained in assessing the NYSESLAT and are members of our school's NYSESLAT scoring team for the speaking and writing components of the examination. NYSESLAT results are then shared and analyzed during ESL common meetings and LAP meetings to discuss student achievement levels, identify patterns of growth, re-visit the current ESL curriculum and share best practices for differentiating instruction for our ELL students. The data collected from the NYSESLAT results informs programming students for the following year and guides the development of future instructional programs.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Following the initial screening described above, the Assistant Principal (Ms. Topbas), Parent Coordinator (Ms. Gonzalez), and Guidance Counselor (Ms. Payero) facilitate a Parent Orientation meeting to inform parents of the three different program choices available for students within 10 days of enrollment utilizing the EPIC Toolkit. The parent is shown the "Programs Options" DVD and afterwards explanations of the services are provided to the parent and student (Transitional Bilingual Programs, Dual Language Programs and Freestanding ESL Programs).

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

Beginner ELL Students:

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

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

Intermediate ELL Students:

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

Advanced ELL Students:

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELL students are evaluated in their native language throughout the year in content area classes taught by a teacher who is fluent in the students' native language and in our Spanish language classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL curriculum is grounded in the development of reading, writing, listening, and speaking skills. These four modalities, also present in the Common Core State Standards, serve as a guide for our ESL curriculum.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

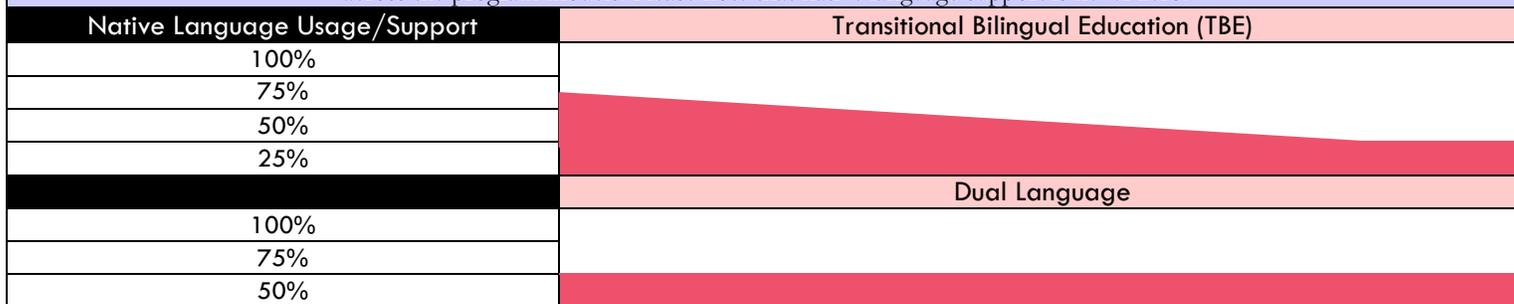
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- PasteSupplemental services offered to ELLs in our building include an after-school ESL program that focuses on the development of students' reading, writing, listening, and speaking skills. The program is taught by an ESL teacher and the primary language of instruction is English. The purpose and goal of this after-school program is to develop students' English skills in a small group setting. In addition, the ESL Inquiry Team provides supplemental services to ELL students in the form of trips and after-school classes that focus on the development of literacy and math skills in English and the students' native language. Trips will include college visits in the spring semester.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective in that we are able to move students from one NYSESLAT level to the next within two years. This has been something we are extremely proud of. We do need to continue strengthening our beginner ELL programs with newcomer students since this is now a large percentage of our ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently in the process of identifying ESL Programs we can utilize with our beginner level ELL students using technology. WE have used Achieve 3000 in the past but did not see the gains we had hoped to see. As a result, we are researching new programs we can implement to further support the language acquisition of our ELL students.
12. What programs/services for ELLs will be discontinued and why?
- We no longer use the Achieve 3000 reading program because it did not result in the gains we had hoped for with our students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Outside of class, a range of native language supports are available for our ELL students. The school based clinic has staff members that speak Spanish and all of their health literature is found in both English and Spanish. Our guidance team includes one bilingual Guidance Counselor who is equipped to assess newcomers and direct them to the ESL Coordinator. Lastly, our school library carries novels printed in Spanish to support the development of native language skills.
- Our schools holds a Freshman Orientation meeting for all incoming 9th grade students and their families each spring. During this orientation meeting, we provide an overview of the high school instructional program, introduce members of the staff, and provide tours of the building. Newly enrolled ELL students meet with the ESL Coordinator and Assistant Principals during the orientation to obtain additional information about the school's programs, discuss the transition from middle school to high school, and ask questions.
- All 9th grade students participate in a Freshman Advisory program. The program meets once a week and is facilitated by staff members from Alianza Dominicana in the English and ESL classes. The Freshman Advisory program for 9th grade ELL students focuses on the transition from middle school to high school, social concerns, building academic skills, and developing students' communication skills. Staff members from Alianza Dominicana facilitate the advisory lessons in both English and in Spanish.
- If funding is available, we offer a four-week summer bridge program for newly enrolled ELL students. The summer bridge program focuses on the development of reading, writing, and mathematics skills and is taught by a licensed ESL teacher and a licensed math teacher.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## C. Professional Development and Support for School Staff

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

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

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

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

2.

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

3.

The ESL Coordinator and Assistant Principal for English facilitate a minimum of 7.5 hours of ELL training for all staff members throughout the year. Records of these professional development meetings are kept on file in both Mr. Cope's and Ms. Topbas' offices in

the form of agendas, attendance sheets, and workshop packets. Topics for workshops include: Analysis of the NYSESLAT scores: What do they reveal about our students?, differentiated instruction strategies for ELL students, vocabulary strategies for ELL students, looking at student work, best practices for teaching ELL students, and a general ELL overview training session. Additional training sessions will be offered in response to the needs and requests of staff members. The meetings are facilitated for the entire staff, including Guidance Counselors, Special Education teachers, and Parent Coordinator.

## D. Parental Involvement

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

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

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

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

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

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

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

### **E. Additional Information**

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

Paste response to question here:

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

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

Cluster: 04 Network: Malika Bibbs

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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