



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **21K525**

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

**Principal:**                           **ALLEN BARGE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Edward R. Murrow High School School Number (DBN): 21K525  
Grades Served: 9-12  
School Address: 1600 Avenue L, Brooklyn, N.Y. 11230  
Phone Number: 718-258-9283 Fax: 718-252-2611  
School Contact Person: Allen Barge Email Address: [Abarge@schools.nyc.gov](mailto:Abarge@schools.nyc.gov)  
Principal: Allen Barge  
UFT Chapter Leader: James Duncan  
Parents' Association President: Celeste Kurland  
SLT Chairperson: Allen Barge  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Kelsey Reyes  
Student Representative(s): Zoe Tirado  
Oleksandra Zovdun Jr.

**District Information**

District: 21 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236  
Superintendent's Email Address: [Mprayor@schools.nyc.gov](mailto:Mprayor@schools.nyc.gov)  
Phone Number: 718-968-4100 x 1101 Fax: 718-241-9223

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Cheryl Watson-Harris  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Allen Barge	*Principal or Designee	
James Duncan	*UFT Chapter Leader or Designee	
Celeste Kurland	*PA/PTA President or Designated Co-President	
Patricia Napolitano	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kelsey Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Zoe Tirado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erik Lieber	Member/Parent	
Alison Rona	Member/Parent	
Matt Fenton	Member/Parent	
Miriam Boland	Member/Parent	
Oleksandra Zovdun Jr.	Student Representative	
Lillian Baer-Sharoff	Member/Guidance Counselor/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Theresa Crivelli	Member/Teacher/UFT	
Spyridoula Kontarinis	Member/CSA Representative	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

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

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Edward R. Murrow High School is a non-traditional educational environment. We take pride in preparing all students to be COLLEGE READY, CAREER READY, and LIFE READY. Designated as a "School of Excellence" by the US Department of Education, Edward R. Murrow High school has a long tradition of offering a wide variety of courses that are enhanced by high quality instruction (we offer over 20 Advanced Placement courses). Here at Murrow we also offer a wide range of extracurricular activities in a safe learning environment that helps students discover their interests as they learn to make their way in the world. We are very proud of the 40 years of educational excellence that has come to define our community and we are eager and excited to continue our efforts to make Edward R. Murrow High School the best comprehensive high school in New York City.

"Edward R. Murrow High School is a large community with a small school feeling" (NYC Schools Chancellor – 4/4/2013). Our community consists of individuals who are committed to providing the CARE needed to prepare all students to be COLLEGE READY, CAREER READY, and LIFE READY (Edward R. Murrow High School was one of twelve schools featured in last year's NYC DOE "School Time Lab Report" as a school that prepares students for college and careers). I am also proud to announce that our community will have the opportunity to share our best practices and collaborate with other schools throughout NYC as we have been selected to be a part of the Chancellor's Learning Partners program. In addition, several of our teachers' exceptional classroom practices will be showcased on the NYC Dept. of Education's Interactive Rubric later this year.

This commitment extends well beyond our classroom walls. With a wide range of award winning teams, clubs, activities and events in addition to our renowned visual and performing arts programs (Edward R. Murrow High School was featured in last year's "Annual Arts Survey" as a school that offers exceptional instruction in the arts), Edward R. Murrow High School affords all students the chance to feel involved and invested in their high school experience.

This year our efforts will continue to add to our students' overall learning experience with a state of the art Planetarium, our first CTE approved program (Virtual Enterprise), the development of a new TV Studio program, a Robotics team that has been a wonderful addition to our MSTAR Science Research Program, and a Writer's Institute. I invite you all to explore our website ([ermurrowhs.org](http://ermurrowhs.org)) to follow all the wonderful news and announcements of our community and learn more about the tradition of excellence that sets our school apart from other schools in New York City.

... because at Edward R. Murrow High School, we CARE about our students!

## 21K525 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	3976	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	3	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	68	# SETSS	35	# Integrated Collaborative Teaching	192
Types and Number of Special Classes (2014-15)					
# Visual Arts	46	# Music	66	# Drama	32
# Foreign Language	194	# Dance	1	# CTE	18
School Composition (2013-14)					
% Title I Population	1.1%	% Attendance Rate			91.5%
% Free Lunch	47.5%	% Reduced Lunch			6.1%
% Limited English Proficient	8.3%	% Students with Disabilities			16.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			22.9%
% Hispanic or Latino	20.3%	% Asian or Native Hawaiian/Pacific Islander			26.8%
% White	28.5%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.58	# of Assistant Principals (2014-15)			13
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			16
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.64
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	78.2%	Mathematics Performance at levels 3 & 4			76.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.7%	% of 2nd year students who earned 10+ credits			78.8%
% of 3rd year students who earned 10+ credits	78.7%	4 Year Graduation Rate			81.2%
6 Year Graduation Rate	85.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In accordance with the findings from previous Quality Reviews, PPOs numerous classroom and teacher team observations and in alignment with the school’s CARE mission (Challenging students, Achieving academic success, Respecting others, and Engaging all students in the learning process), our first goal is to focus on improving instruction in our classrooms:</p> <p><b>Strengths :</b> Our SDC Committee is a committee that represents each respective department and has collaboratively worked to develop a schedule (Band Aid) that provides both professional development as well as professional time to support teacher growth and student achievement. School-wide PD workshops have been teacher-led and have celebrated best practices. Intervisitation will be scheduled for both the Fall and Spring semesters semester with workshops aligned to Domains 1 and 3.</p> <p><b>Needs :</b> IPCs will identify needs as well as supports for the 2015-2016 school year. Individualized PD plans will be developed during the Initial Planning Conference as well as an action plan for implementation.</p>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Edward R. Murrow High School will fully transition into the DOE Teacher Effectiveness model (ADVANCE) as a means to observe a 5% increase in teacher performance from semester 1 to semester 2 in each teacher's identified component as seen in classroom observations to provide the CARE that our students need to be COLLEGE READY, CAREER READY, and LIFE READY.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Individualized professional development plan for each</p>	<p>All instructional staff</p>	<p>September 2015-June 2016</p>	<p>IPCs conducted by Assistant Principals</p>

teacher to outline the identified component, goal and action plan at the IPC			
School-wide professional development (teacher-led) aligned to the components (1e, 3b, 3c, and 3d). Staff members facilitating professional development will receive support and training in preparation of workshops (aligned to 4e); Intervisitation conducted in semester 1 (departmental) as well as semester 2 (interdepartmental)	All instructional staff	September 2015-May 2016	Teacher-led professional development with input from SDC Committee as well as APs
Assistant Principals to provide ongoing feedback that is practical and actionable through classroom observations	All instructional staff	Late September 2015 – May 2016	Assistant Principals
Target 5! Training to help identify struggling students and modify instruction to accommodate the needs of each student	students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).	October 2015 –June 2016)	All instructional staff and APs

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SBO schedule approved to include professional time as well as professional time; iwalk observation;											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January 2016, a mid-year analysis of ADVANCE ratings to monitor each teacher’s performance ratings of the identified component (s).
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We continue to focus on meeting the needs of our lower performing students particularly with our students with disabilities and ELL students. Although student achievement data has improved over the past three years, we continue our efforts to help meet the needs of all students and make AYP, as well as improve “Student Progress” (Progress Report) specifically with credit accumulation as well as Regents examinations.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, Edward R. Murrow High School will see a 2-3% increase in student achievement for our lower performing students (lowest third, SWD, and ELL students) as seen in credit accumulation by cohort.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><b>Improving Instruction –</b> Teacher teams will effectively utilize their professional development teacher team time to analyze student work and drive instruction to ensure that all students are provided with rigorous tasks; School-wide emphasis on improving instruction as seen through our CARE mission and VISION; Integration of the Common Core Learning Standards</p>	<p>Students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH); Target 5! Students</p>	<p>September 2015-June 2016</p>	<p>All instructional staff and Assistant Principals</p>

<p>within revised units of study; ISS teachers working with General Ed. In teacher teams and department workshops</p>			
<p><b>Instructional Support</b> – Teachers/Other School Staff - Target 5! Initiative – strategic intervention to identify, monitor, and implement strategies to help meet the needs of all students – identify students after first marking period and action plans implemented and assessed throughout the semester in teacher teams and mid-year and end year assessments; Advisory Class; Block scheduling for self-contained students for the purpose of improved communication and collaboration to help meet the needs of our SWDs; Global Academy (lowest third and ELL Academy); Writing center, subject based tutoring, computer programs such as Achieve3000 as well as Catch-Up! Math (pilot) and Revolution Prep! to supplement instruction and provide added support for our students in need; PM School and Saturday School; Pilot an online blended learning program (APEX); Inquiry/Teacher Team work with target students to determine needs</p>	<p>See above</p>	<p>September 2015-June 2016</p>	<p>All instructional staff and Assistant Principals</p>
<p><b>Improved Communication</b> – School-wide skedula implementation and well as parental outreach through our phone messaging service; training and usage for better communication and assessment of SWD, ELL and Hispanic cohort</p>	<p>See above</p>	<p>September 2015-June 2016</p>	<p>All instructional staff and Assistant Principals</p>

students; Block scheduling for self-contained students for the purpose of improved communication and collaboration to help meet the needs of our SWDs;			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Flipped Classroom Initiative (“ipads for Algebra class); Circular 6 (tutoring);											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Mid-year and end-year analysis of credit accumulation numbers for each cohort (monitor student performance); Target 5! data; Increased skedula usage; increased parental visits (parent teacher conferences);											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
In an effort to build on our collaborative success within our professional development model, Edward R. Murrow High School will incorporate two (2) intervistation cycles to further promote teacher growth and development.		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, all staff members will participate in two (2) intervistation cycles.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The SDC Committee met to plan for two intervisitation cycles for 2015-2016 school year (one for each semester). Teachers will experience a pre-observation conference as well as a follow-up conference/team session. The second semester's pairings will be determined by the Target 5! Students identified.</p>	<p>Teachers and struggling students</p>	<p>October 2015 and March 2016</p>	<p>SDC Committee as well as Assistant Principals.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will submit intervisitation reflections after each cycle of intervisitation. The SDC Committee and Cabinet will discuss the feedback after semester 1 to evaluate effectiveness and “fine-tune” for semester 2.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
In an effort to build on our success to provide support for teacher growth, we will utilize and maximize resources that exist within the community.		

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, Edward R. Murrow High School will capture six (6) classroom videos that highlight effective/highly effective classrooms practices for components 3b, 3c, and 3d to be used for professional development purposes.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School based video collection of effective/highly effective classroom strategies (Domain 3). Within identify Target 5! strategies being implemented that accommodate the needs of the struggling students.</p>	<p>Teachers and Target 5! students</p>	<p>Start September 2015 and have all videos by April 2016</p>	<p>SDC Committee and Cabinet</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Present videos to SDC Committee and Cabinet in December 2015 as a means to accurately align to Danielson rubric and create a PD protocol for each.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>In an effort to further prepare students to be COLLEGE READY, CAREER READY, and LIFE READY, Edward R. Murrow High School will attempt to expand our school’s CARE mission beyond our classroom walls with additional partnerships for the purpose of volunteer work as well as internships.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, Edward R. Murrow High School will establish three (3) additional partnerships with outside organizations to support student growth and promote college readiness.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Establish partnerships to help expand CDOS opportunities for our special needs students as well as internships to build on potential CTE programs.</p>	<p>Students with particular internship interests.</p>	<p>September 2015 and June 2016</p>	<p>Each Assistant Principal.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Monthly updates and analysis during School Leadership Team meetings.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Data informing classroom instructor and/ or guidance counselor for need	Beginning English Language Learners receive triple or double periods of instruction in English. Teachers collaborate to ensure that instruction in the ELL classes supports contact area classes. Instruction focuses on enhancing literacy, incorporating writing activities, and building speaking and listening skills. After school Regents preparation tutorials for immigrant students who have been in the US for less than three years. Students receive back to back double period literacy instruction in a collaborative teaching setting. Two teachers, one special education and one general education, share the classes and are able to provide greater intensive instruction. This is conducted during the school day. Teachers provide tutoring for students through their Circular 6	Collaborative Team Teaching  Tutoring – one-to-one and small group	During the School Day

		assignments. Achieve 3000 – which is a literacy based computer program that monitors student progress over time.		
<b>Mathematics</b>	Data informing classroom instructor and/ or guidance counselor for need	Level 1 math students are taught in a collaborative setting by special education math and general education teachers. Teachers provide tutoring for students through their Circular 6 assignments daily. Peer tutoring is arranged for other students by the SWAT (Success With a Tutor) Team. After school tutoring for subjects and Regents Preparation is also offered. Revolution Prep! accounts for 1100 students in need of some additional support	Collaborative Team Teaching  Tutoring – one-to-one and small group	During the School Day
<b>Science</b>	Data informing classroom instructor and/ or guidance counselor for need	Teachers provide tutoring for students during their Circular 6 assignments throughout all bands. Make up labs are scheduled for students after school. Level 1 readers are taught in a collaborative teaching environment. Regents review and Peer tutoring is also arranged	Collaborative Team Teaching  Tutoring – one-to-one and small group  Make Up Labs	During the School Day  After School
<b>Social Studies</b>	Data informing classroom instructor and/ or guidance counselor for need	Teachers provide tutoring for students through their Circular 6 assignments. Students have the ability to qualify for	Collaborative Team Teaching  Tutoring – one-to-one and small group	During the School Day

		<p>the on-line Murrow Independent Learning Experience (MILE). Level 1 readers are taught in a collaborative teaching environment. Peer tutoring is also arranged. Regents Review Packets are distributed to each student who is retaking the exam</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Data informing classroom instructor and/ or guidance counselor for need</p>	<p>Guidance counselors provide targeted classroom guidance lessons each semester. Small group sessions for at-risk students are provided who present attendance issues. Small group sessions are scheduled for students to improve social, emotional and coping skills.</p> <p>Parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies.</p>	<p>Guidance Intervention, CBOs such as the Jewish Board, School Based Support Team, Social worker, Resource Room Teachers</p>	<p>During the School Day</p>

## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
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**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>Edward R. Murrow High School</u>	DBN: <u>21K525</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>15</u>
# of certified ESL/Bilingual teachers: <u>7</u>
# of content area teachers: <u>8</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ To offer additional support to English Language Learners (grades 9 through 12) toward meeting diploma requirements, promotional standards and the Common Core Standards, we will offer After-School intensive ESL, ELA and ESL content-area tutoring opportunities. Through their participation in this program, English Language Learners will continue to develop academic vocabulary skills and higher-order thinking skills in English and their native languages so that they will be college, career and life ready.

Classes will be held during the month prior to the January and June administrations of the content-area Regents Examinations in twice a week sessions for six weeks and four hour concentrated sessions on four Saturdays before each Regents. The sessions will be taught by licensed content-area teachers with the support of ESL teachers and Assistant Principals. Classes will focus on Reading Standards 1 and 10 and Writing Standard 1.

NYSESLAT modality results indicate that Murrow students' weakest modalities are reading and writing with most of the students scoring at the intermediate and advanced levels. All classes will have a four – skills approach however instruction will focus primarily on writing and reading.

English Language Learners will also be provided with assistance in mastering the necessary content skills required for success on the New York State (content area) Regents. To continue to raise standards, we will also offer intensive Assessment Preparation sessions in: Global Studies, American History, ELA, Mathematics, Living Environment, Earth Science, Chemistry and NYSESLAT. Teachers will use differentiated instruction; Regents study guides, teacher-prepared materials and NYSESLAT Preparation materials.

Teachers will use ESL methodologies focusing on listening, speaking, reading and writing. The Title III program will serve approximately 50 ELLs, grades 9 through 12 and will be taught by ESL certified teachers and content certified teachers. Classes will meet twice a week for two hours. Skills development lessons will also be infused in the program.

We intend to purchase Achieve 3000 to improve reading comprehension skills, enhance vocabulary acquisition and advance writing skills. Achieve 3000 will enable teachers to differentiate instruction to accommodate to all levels of students and to help long-term ELLs score proficient on NYSESLAT.

A support team of Assistant Principals, ESL teachers, Bilingual Guidance counselors will work together to assess students' success, coordinate family outreach and offer professional development.

## 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: \_\_\_\_\_ Title III Teachers and Assistant Principals will meet weekly to engage in professional development in which they will study research-based methodologies and practices in order to enhance English Learners' performance in ESL, ELA and ESL content-area classes. The team of ESL

### Part C: Professional Development

teachers will meet week for two hours to engage in book study professional development. All books read and analyzed in the study will focus on assisting ELLs in meeting the rigorous standards. There will be fifteen two hour sessions. Topics will include but not be limited to: Implementing Strategies for the Development of Cognitive/Academic Vocabulary, Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Accelerate English Learning, Closing the Achievement Gap for English Learners, Sharing of Best Practices for Implementing the Common Core Standards in ESL Instruction, Using Data to Drive Instruction, Preparing English Learners for NYSESLAT and the ELA Regents.

- Additionally, teachers of English learners will be sent to professional development offered by NYCDOE, Title III will provide funding necessary to hire per diem faculty.

- In conjunction with CFN 405 ESL teachers will attend workshops offered by the Center for Applied Linguistics (December 16,17,18, 2014 and two additional days in the spring) covering the following topics:

What's Different About Teaching Reading to English Learners : teachers will learn effective strategies for reading instruction for ELs , based on the CAL materials, PD will provide step-by-step directions on how to teach ELs to read.

Listening and Speaking: Oral Language and Vocabulary Development for English Learners -Participants learn about creating classroom conditions and implementing instructional strategies to promote oral language development, aligned with the Common Core State Standards for English Language Arts (speaking and listening).

Developing Academic Literacy and Language in the Content Areas: Participants will recognize multimodal forms of literacy in the context of different content areas and identify academic practices promoted by the CCSS that are interconnected with academic language. They will also learn instructional strategies to facilitate development of academic literacy and language in the content areas.

Research-Based Vocabulary Instruction for English Learners: This workshop will provide practical resources regarding vocabulary instruction for educators working with English learners. The workshop will model research-based techniques for vocabulary instruction can be incorporated into learning activities in ESL, reading, and general education classes at the elementary, middle, and high school levels. Methods for identifying and teaching high frequency, high-utility academic vocabulary will be demonstrated and then participants will be guided in developing classroom activities for introducing words with pictures and teaching words in the context of reading and literacy activities.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parents of English Learners need to be provided with appropriate information in their native language so that they can make the best informed decisions and choices for their child's education.

There will be five Title III Parent Information Sessions held throughout the year. At these two to three hour blocks, translators will be available for Cantonese, Mandarin, Spanish, Russian, and Urdu speakers. Invitations in the home language will be sent for the sessions. Phone calls will be made in native

**Part D: Parental Engagement Activities**

languages reminding parents of the sessions and personally inviting parents to attend. The topics covers will include but not be limited to:

- [Helping English Learners adjust to high school \(orientation\) \(September 9, 2014\)](#)
- [Preparing English Learners for State Assessments \(November 18, 2014\)](#)
- [Using SKEDULA to monitor your child’s progress in classes \(December 9, 2014\)](#)
- [The Discipline Code and High School Graduation Requirements \(January 6, 2015\)](#)
- [Preparing English Learners for NYSESLAT \(March 3, 2015\)](#)

-  
These trainings will be of no cost to Title III.

**Part E: Budget**

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

Allocation Amount: \$40432

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>	<u>38432</u>	<a href="#">Professional Development weekly meetings. Attendance at workshops (covering per diem). Parent meetings in the evening.</a>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>2000</u>	<a href="#">Center for Applied Linguistics</a>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$40432</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Allen Barge</b>	Assistant Principal <b>Angela Gramegna</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Joann Papamichael</b>	School Counselor <b>Margherita Safyan</b>
Teacher/Subject Area <b>RoseMary Iervasi</b>	Parent <b>Carlos Reyes</b>
Teacher/Subject Area	Parent Coordinator <b>Rosie DelInnocentis</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) .

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>6</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>3927</b>	Total number of ELLs	<b>275</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): <b>Chinese, Spanish</b>
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	37	23	1	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	275	<b>Newcomers</b> (ELLs receiving service 0-3 years)	150	<b>ELL Students with Disabilities</b>	51
<b>SIFE</b>	53	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	89	<b>Long-Term</b> (ELLs receiving service 7 or more years)	36

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	50	3	0	11	4	1	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	100	25	4	78	19	21	36	2	26	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

## 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
Chinese Mandarin										22	12			0
SELECT ONE										15	12			0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										20	15	7	33	0
Chinese										51	39	15	9	0
Russian										20	13	2	2	0
Bengali										3	3	0	0	0
Urdu										7	2	2	2	0
Arabic										2	2	0	0	0
Haitian										3	0	3	1	0
French										1	1	0	0	0
Korean										0	0	0	0	0
Punjabi										1	0	0	0	0
Polish										0	0	0	0	0
Albanian										1	0	0	0	0
Other										10	3	2	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										30	13	5	0	0
<b>Emerging</b> (Low Intermediate)										24	10	1	5	0
<b>Transitioning</b> (High Intermediate)										22	16	5	5	0
<b>Expanding</b> (Advanced)										68	59	26	19	0
<b>Commanding</b> (Proficient)										28	66	31	10	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	7	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										64	110	73	47	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	26		7	
Integrated Algebra/CC Algebra	47		16	
Geometry/CC Algebra	51		39	
Algebra 2/Trigonometry	9		5	
Math <u>Common Cor</u>	73		46	
Chemistry	12		3	
Earth Science	42		5	
Living Environment	162		105	
Physics	1		1	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	90		34	
Geography				
US History and Government	39		17	
LOTE	70		70	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	5	4	5				
Chinese Reading Test	7	7	4	2				

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Students are initially assessed by the NYSITELL and in-house exams in math, English and their home language if they opt for the Chinese or Spanish transitional bilingual program. In addition, teachers have developed, through teacher teams, base-line assessments for the courses that they teach. Data has shown that a large number of ELLs have low writing levels. There is a school-wide drive to improve writing across all curricula.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Twenty percent of over the counter ELLs entering Murrow for the first time score in the Entering level on the NYSITELL. Fifty percent score at the Emerging level. On the NYSESLAT, ELLs in the ninth and tenth grades are the largest populations scoring at all proficiency levels. In the 11th and 12th grades the least number of ELLs scored at the Entering level. The majority scored at the Expanding level. Of the entire Entering population 35% are SWDs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Current data on NYSESLAT modalities was not made available by NYSED for this past year. However, past data has shown that out of the four modalities Listening and Writing has been the lowest scoring for the majority of ELLs in the ninth and tenth grades. As grade level increases and years spent in the U.S., Listening scores also increase. Therefore, in the lower levels of ENL, especially the Entering level, the focus on listening and writing needs to be greatest. AMAO 1 and AMAO2 report indicates that 78.88% of ELLs made progress in English language acquisition and 35.73% of ELLs attained proficiency on the NYSESLAT. For AMAO1 the target for the 2014-15 school year was 67.4% Murrow's achievement was 11.48% above the target. For AMAO2 the target was 15%, Murrow's achievement was 20.73% above the target.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELLs in the stand alone program scored best on math and history Regents. Students taking the Geometry Regents scored better than those taking the Integrated Algebra Regents. The best passing percentage was seen on the Comprehensive LOTE Regents. The English Regents had the lowest percentages of all the exams. When exams were available in a student's home language the passing percentage was 10% higher than the passing rate of ELLs who took the exam in English. In the bilingual Chinese program 9<sup>th</sup> and 10<sup>th</sup> grade ELLs outperformed their peers in the the standalone program in Math and Science. In the bilingual Spanish program 9<sup>th</sup> and 10<sup>th</sup> grade students' passing rates were lower than the scores of students in the free standing ESL classes.

Results of the ELL Assessments are used to track progress of ELLs and to drive instruction. The assessments have shown a need for ELLs to improve their reading and writing skills. Bilingual dictionaries and content area bilingual glossaries are made available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

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

An interview with parents, the student's educational history/background, the HLIS (Home Language Identification Survey), and foreign school records are evaluated upon enrollment to ensure proper credit is granted and placement is appropriate. ELL students in the content area (social studies) are grouped together so these students' acquisition of English and content area vocabulary can be appropriately addressed. Content area teachers receive professional development to help them develop strategies to build the English language skills of ELLs through the content area that they teach. In addition, a teacher team comprised of ENL teachers and home language arts teachers has been formed to provide recommendations for best practices in developing language.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

ELL progress is evaluated using using a CCSS aligned benchmark rubric; growth in writing is measured through writing on-demand pieces graded with a CCSS rubric; growth in math s measured by pre and post unit tests within CCSS math curriculum; State Math Test are also used to measure growth. AYP data indicates that our ELL students met AYP targets in ELA, math and science.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon arrival to Edward R. Murrow High School, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogue explaining and assessing the HLIS is RoseMary Iervasi, ELL Coordinator. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and she will accommodate the family with the survey that is available on the Department of Education's website. Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility. The students are encouraged to participate in this interview; the interview is conducted entirely in English. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school. Since this meeting will eventually involve academic progress during a conversation, E. R. Murrow High School will adhere to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. This informal interview is the final assessment to determine if a student is eligible for the NYSITELL; if a student is determined to be eligible for the NYSITELL, they will proceed to take the assessment. The NYSITELL is coordinated by RoseMary Iervasi who administers the NYSITELL.

At this point, the family orientation is done with the trained pedagogue and parents watch the Parent Orientation Video, during which the trained pedagogue explains the three Bilingual programs offered in the City of New York (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parent Orientations are done in English and the trained pedagogue will employ the services

of an interpreter for this portion of the orientation as needed. Murrow High School has staff members that speak several languages.

Parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered their preference for their child is. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL or Bilingual Chinese/Spanish (the programs currently offered at Murrow High School), the pedagogue explains that Murrow High School will open a bilingual program for their language once there are 20 students who speak said language in one grade (for example, 20 Russian-speaking students in the 9th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education (TBE)).

Parent Surveys are done immediately to prevent issues with return of the Parent Survey and Program Selection Form. If the forms cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. Edward R. Murrow High School understands that Transitional Bilingual Education (TBE) is the default choice for the Program Selection Form if a parent cannot come in to complete the survey. We honor parent choice and do our best to accommodate parents and students with their desired choice. In cases where a Program Selection Form cannot be completed, parents are still made aware of the rules regarding opening a new program within our school and will be kept abreast of any changes that are made. It has been found that Freestanding ESL is the most popular choice among parents who enroll in E. R. Murrow High School.

The completion of the Program Selection Form is important so that Murrow High School keeps complete records of its ELL students. Murrow understands that the LAP (Language Allocation Policy) is a living document and must be up to date and consistently monitored for accuracy in order for the school to successfully accommodate its students and remain in compliance.

Any assistance that parents may require is addressed at Murrow High School and all measures are taken to ensure that parents are given correspondence in their native language. Murrow pedagogues participate in parent meetings as translators when needed, and the ATS system that is used for student and parent information allows Murrow High School to send letters and documents to parents in their native language. Official documentation is sent to the Department of Education Translation and Interpretation Unit, when all options within the school are exhausted.

Data regarding home languages can be found by using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the NYSITELL and will not require ENL services, the school will still send correspondence in the preferred home language and accommodate parents who speak a language other than English, if this option is exercised by the parent. The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

If the parents elect to stay at E. R. Murrow High School, the student will take the NYSITELL, if they have not done so already; most of these parent orientations are done on the day of registration because of the difficulty of bringing parents back into the school for an orientation on a separate day. When the student takes the NYSITELL, they take the exam with RoseMary Iervasi, teacher at Murrow High School. The NYSITELL is hand-scored, and also sent to the Scanning Center to be processed. Once it is determined that the student is entitled to ESL services, Ms. Iervasi informs the guidance department and counselors will make any necessary program changes to provide the student with their mandated hours of ESL instruction. Testing with the NYSITELL must be done within 10 school days of a student's enrollment to the school and if the testing cannot be done within the first 1-2 days, Ms. Siegel-Graf will provide a program according to their grade level. An Entitlement Letter will be sent to the parent so that they are aware of the NYSITELL results, and the parent will also be kept abreast of any changes that are made to their child's program, such as class changes or the opening a new bilingual program. Letters are copied and placed on file, and a checklist of all parents who have returned the Entitlement Letters acknowledging their receipt and understanding of their child's placement into the file at Murrow High School. Similarly, Continued Entitlement Letters are treated in this manner for students who have not yet passed the NYSESLAT. Copies of these letters are also kept by the ENL Coordinator.

Students who speak Spanish are entitled to take the Spanish LAB exam along with the NYSITELL. The Spanish LAB exam will assess their Spanish proficiency level in order to determine if their Spanish is on level with other students in their grade level. For some students, an evaluation for special services may be in order if it is seen that the student lacks Spanish skills. If Spanish is not a problem for the student, they are served with the appropriate minutes of ENL based on their NYSITELL score and CR Part 154; instructional considerations are also made for the student.

Every April and May, all entitled ELL students take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam will determine the level of ENL classes the student will take for the next academic year. Students can test from Entering, Emerging, Expanding, Commanding and Proficient levels and their programs will reflect these results when they enter school in September. Parents are also made aware of these results, and will receive a letter stating that their child will continue to receive ENL services in accordance with CR Part 154. These letters are accompanied by the NYSESLAT Score Report indicating the students' performance in all four competencies of the NYSESLAT (reading, writing, listening, and speaking).

Eligibility for the NYSESLAT is determined using ATS reports that indicate all entitled ELLs at Murrow High School. The Revised NYSESLAT Eligibility Roster (RLER) report on ATS assists us in seeing those students are eligible for the NYSITELL and the NYSESLAT. Further, past exam results can be seen using the NYSESLAT Exam History Report (RLAT) which help us to see any other students who

may be listed as "entitled" and do not show up on the RLER report. Finally, our annual Bilingual Education Student Information Survey (BESIS) lists entitled ELLs at Murrow and provides us with another way of determining those students who should be tested with the NYSESLAT.

The NYSESLAT is coordinated by RoseMary Iervasi and Angela Gramegna. It is administered by Marjorie Sanua, Joann Papamichael, Brian Hutchinson and Aurora Gomez (ENL Teachers) and Angela Gramegna (Assistant Principal, World Languages/ENL). All exams are kept secure and are provided to the teachers for administration. The speaking section is conducted in the ESL classrooms and students are individually brought to a separate, but viewable area outside the classroom while the other students are completing classwork. Testing is done by RoseMary Iervasi and Angela Gramegna, while classwork is monitored by ENL teacher. This testing will be completed over the course of a few days and all completed exam sections will be stored securely for later packaging. The Listening, Reading, and Writing sections of the exam are all conducted en masse during class time according to a schedule created by Ms. Iervasi. Once the exams are completed, they are kept secure for later packaging. Students who are absent for individual sections of the exam are tested when they return to school. Special Education students are tested in accordance to their IEPs. Once testing is completed, Ms. Iervasi ensures that each student has completed all four sections of the exam. Tests are gathered from their secure location and sorted by the team. Once packaging is completed, test booklets are sent for destruction. The answer documents are brought to the Regional Offices for collection.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Upon intake, information from the HLIS is used to find if a student has had inconsistent or interrupted education. After the SIFE questionnaire has been completed, students who are SIFE and will be further evaluated to determine their language and math literacy by the LENS.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
When a student enters Edward R. Murrow with an IEP, the IEP is reviewed by the Assistant Principal of Instructional Support Services to determine language needs. If the student is not currently receiving ELL services however, and the home language from the HLIS is something other than English, the Language Proficiency Team (LPT) forms to review evidence of the student's English language development. The LPT is comprised of the Assistant Principal of World Languages, Ms. RoseMary Iervasi, and the parent/guardian of the student. If the team feels that the student may require ELL services, they recommend that the student take the NYSITELL.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
In an effort to ensure parent notification of entitlement/non-entitlement, during the intake process entitlement and non-entitlement notification letters are immediately distributed by RoseMary Iervasi on the same day - after the NYSITELL has been scanned and the score has been determined. These letters are distributed in the parent's preferred language and English.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
When parents receive the entitlement or non-entitlement letter from RoseMary Iervasi, they are also verbally informed of their right to appeal their child's ELL status within 45 days of enrollment. When necessary translators are available to inform the parents of their right to appeal and answer any questions they may have. Copies of all letters are kept on file in the office of the ELL coordinator, RoseMary Iervasi.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
While the LAB/BESIS Coordinator administers the NYSITELL to the new students, parents read a pamphlet available in many languages about the program choices and view the Parent Orientation Video. Both are available in many native languages and provide information on the three program choices. The ENL/Foreign Language Coordinator sits with parents and provides further information on the choices available for their children at this school. Murrow offers Spanish Bilingual and Chinese Bilingual programs and standalone ENL for all students for whom there is no bilingual instruction program available. Parents then select from the programs available and sign a Parent Survey and Program Selection Form. Students are then placed based on their score in the NYSITELL and the parent program selection. Students whose parents opt for the Spanish or Chinese Bilingual Program are also given a home language arts (HLA) placement exam and scheduled for HLA classes accordingly. Spanish speaking students also take the Spanish LAB exam. Additionally, within the first ten days of the school year parents are invited to a Parent Orientation Meeting, where the Parent Orientation Video is presented one more time. During that meeting, parents meet with bilingual counselors who offer information on parental options, graduation requirements, Regents exams, New York State English as a Second Language Test (NYSESLAT), school guidelines, services available and calendars of parent and student activities. A group of translators in languages such as Russian, Arabic, Spanish, Mandarin, and Albanian are also present to offer simultaneous interpretation to parents. At this meeting, the school Parent Coordinator is present, as well, and provides parent support information.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Entitlement letters are distributed and Parent Survey and Program Selection forms are completed and returned directly after over the counter students are initially interviewed and tested by the LAB/BESIS Coordinator for ELL eligibility and appropriate placement. Forms are securely kept on file by the LAB/BESIS Coordinator.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All Parent Survey and Program Selection forms in parents' preferred language are returned during the intake process to ensure that all forms are completed and returned. Parents remain until all paperwork is complete.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parents are immediately notified of their child's program placement based on their preferences as seen on the Parent Survey and Program Selection form and after the results of the NYSITELL have been determined.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept on file by the LAB/BESIS Coordinator as well as in the student's permanent record on file in the Guidance Office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ATS eligibility report (RLER) and our ELL database are compared to ensure that all eligible students are tested. Discrepancies are investigated and corrections are made if necessary. A schedule for the Speaking portion of the exam is made. Classes are assigned a specific date and time over a four week period for testing. All speaking tasks are administered by Angela Gramegna, RoseMARY Iervasi, Aurora Gomez, Joann Papamichael, Brian Hutchinson and Marjorie Sanua. Students are individually tested by trained teachers. The Listening, Reading, and Writing portions of the exam are administered in the classroom by Aurora Gomez, MARjorie Sanua, Brian Hutchinson and Joann Papamichael. Special classrooms are set aside for extended exam time. Students who were absent for one or more parts of the exam are given make ups during the allowed time period by Ms. RoseMARY Iervasi who distributes daily lists of students who are required to complete missing parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After the results of the NYSESLAT are received, continued entitlement and transitional support letters are sent home to parents in their preferred language by RoseMARY Iervasi.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Parental program choice has been 95% opted for standalone ENL instruction. Murrow does not offer a Dual Language Program. 5% of the Chinese and Spanish speaking parents choose the transitional bilingual education option for their children. Program models at Murrow are aligned with parent requests.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Edward R. Murrow is a large high school that offers departmentalized instruction, with classes offered four times a week with a total of 200 minutes of instruction. Nine periods of instruction are provided from 8:05 a.m. to 2:45 p.m. All ELLs receive standalone ENL instruction in homogeneous groups according to their proficiency level following the mandates set forth in CR Part 154. ELLs also receive integrated ENL- English Language Arts in homogeneous groups working on materials suited to their particular level, as determined through NYSESLAT.
  - b. TBE program. *If applicable.*

In addition to standalone ENL classes and integrated ENL/ELA class, ELLs in the Transitional Bilingual program are also programmed for a homogeneous native language arts class and at least two heterogeneous bilingual content area classes that meet four days a week for a total of 200 minutes of instruction.
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Content area, foreign language, and native language classes are offered in single period classes (200 minutes per week), whereas ENL instruction is given per CR Part 154 guidelines. At the Beginner/Entering level, two periods daily of standalone ENL instruction (one double period class) is provided for a weekly total of 400 minutes and one period of integrated ENL/ELA or ENL/Social Studies for a weekly total of 200 minutes. At the Emerging level, one daily period of standalone ENL instruction is provided for a weekly total of 200 minutes in addition one daily period of integrated ENL/ELA instruction for a weekly total of 200 minutes. At the Intermediate/Transitioning level one integrated ENL/ELA class is provided for a weekly total of 200 minutes. At the Advanced/Expanding level students receive one period daily of integrated ENL/ELA or ENL/Social Studies for a weekly total of 200 minutes. At the Proficient/Commanding level students are receiving integrated ENL/ELA class for a weekly total of 90 minutes for two years after being designated as former ELLs in addition to receiving 200 minutes of weekly ELA instruction.

At the beginning of the school year, all ELLs are reprogrammed based on spring NYSESLAT scores, and students admitted thereafter are placed according to their NYSITELL score. Eight semester levels of native language arts instruction in Spanish and Chinese are available for all students in the transitional bilingual education programs.
3. Describe how core content is delivered in each program model. 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.

Instruction in every department is guided by established course outlines that are aligned to the Common Core Learning Standards and reflect Regents skills development. In the transitional bilingual programs, instruction is delivered in the students' home language and English, decreasing the use of the home language as the students' English proficiency improves. In the standalone ENL program, delivery of instruction in the content areas is in English with a special emphasis on English language development. Bilingual dictionaries and content area word for word translation glossaries are available. Furthermore, tutoring is offered in every subject and students are continuously referred by teachers or encouraged to participate. Differentiated language instruction and development is addressed in all disciplines.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Research shows that students with strong academic skills in their own language acquire proficiency in the second language more quickly. As required by CR Part 154 guidelines, Edward R. Murrow offers native language arts to ELLs in Russian, Chinese and Spanish. These classes develop and maintain students' literacy in their native language. ELLs are evaluated in their native languages through formal and informal classroom assessments that include an initial baseline assessment and additional assessments that are developed according to student needs. The Chinese Reading test and the Examen de Lectura en Español (ELE), are given annually.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated formally and informally using formative and summative classroom assessments. Formal exams are collected and reviewed. Best practices and assessments are discussed in teacher team inquiry cycles to ensure proper evaluation of all four modalities of English language acquisition. In addition, through the inquiry process, teacher teams develop rubrics and baseline assessments that evaluate all four modalities and subsequent assessments that are differentiated according to the needs of students.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The SIFE status of ELLs is determined upon intake, based on prior educational history and students are recommended, when pertinent, for a variety of support services. Such services may include participation in the after school ENL academy, ENL instruction, tutoring (individual, small group, and peer), and/or academic support from the ENL teachers.

Newly arrived students and those who have been in U.S. schools less than three years are scheduled for all the required classes per the level and grade they are placed in. This is determined by the NYSITELL score, when admitted, and by their home country school

transcript. The three guidance counselors (Mandy Hung, Charlyn Sanchez and Margherita Safya) keep track of student progress and collaboratively with teachers recommend academic interventions, as needed. Academic interventions available for all newcomers, as well as all other ELLs, include participation in Peer Tutoring and the after school ENL Academy. Parents are continuously informed through phone calls, mail, and Pupilpath of the academic progress of their children.

ELLs who have been receiving services for 4 to 6 years and Long-term ELLs, are scheduled for all the required classes according to their score on the NYSESLAT and their academic grade progress. Guidance counselors keep track of student progress and collaboratively with teachers recommend academic interventions, as needed. Academic interventions available for all ELLs include participation in Peer Tutoring, Homework Club, Regents prep and the ENL after school academy. The LAB/BESIS coordinator also works in close collaboration with the testing coordinator to ensure that ELLs taking Regents Examinations are given all the allowed accommodations. The World language department keeps word-for-word dictionaries to lend to students while they are taking Regents Examinations.

General performance of ELLs reaching proficiency on the NYSESLAT is monitored by guidance counselors. Proficient/Commanding ELLs are offered tutoring in room 281. They are given appointments during each semester to confer with their guidance counselors regarding their progress and achievement. They also select classes for the next semester. The after school ENL academy offers a four hour preparation course for ELLs and for students who have tested Proficient/Commanding on the NYSESLAT. Additionally, every semester prior to Regents administration time, the Assistant Principal of Programming submits lists of former ELLs to the school testing coordinator, for testing accommodations to be provided. All testing accommodations for former ELLs are provided during the two years after proficiency has been achieved.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Students' academic progress as well as their socio-emotional state are closely monitored by guidance counselors. Academic interventions are immediately employed if there is an indication of any negative effects. Edward R. Murrow High School plans to hold bi-annual reviews with the ESL Coordinator, teachers and guidance to discuss and monitor student's individual progress. RoseMary Iervasi manages the identification and re-identification process and keeps track of students who have been re-identified as ELL or non-ELL.

8. 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?

To support learning, teachers use Universal Design for Learning principles of differentiating instruction for all students identified as special needs ELLs. Teachers use the following instructional strategies to increase student engagement and understanding of content:

- Scaffold questions and activities to match the student's readiness level
- Provide real life examples when discussing readings or concepts
- Provide students with test and classroom accommodations such as having work or tests read orally, extra-time, dictation etc.
- Model activities
- Use technology (Smart boards, Brightlinks, Document Cameras & Laptop computers) to engage students in learning visually, auditorily and kinesthetically
- Provide visuals (photos, pictures, gestures) to support academic work

Chart

- Provide graphic organizers, rubrics, and templates to assist in completion of classroom activities
  - Incorporate alternative assessments in the form of projects, presentations, drawings etc.
  - Provide native language support to bilingual students in the classroom (Alternate Placement Para)
  - Incorporate pre-reading activities to stimulate prior knowledge
  - Encourage re-reading of tasks/instructions
  - Provide more time to finish assignments/tests
  - I-lit to provide literature at students reading levels.
  - After school academy to work on building literacy skills
  - Constant checks for understanding
  - Teachers provide student-centered learning environment
- Group work and pairing activities are frequently used

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

To enable students to achieve their IEP goals, all ELL students who read significantly below grade level are programmed for ENL classes which focus on phonemic development and decoding skills along with another ENL class. All ICT or SETSS students receive ENL services in the mainstream through mainstream ENL class. ENL students who are classified as having a Speech/Language Impairment also receive Speech Services. Teachers are encouraged to add visuals to their presentations to help ENL students associate words to pictures. All lessons are aligned to the Common Core shifts which include teaching academic vocabulary and using non-fiction sources. Teachers include word study in their lessons including word-meanings, origin, and roots of words. Our ENL teachers have professional learning community time with content area teachers to ensure that curriculum is modified for all students to access including ELL-SWDs

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Minimum)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

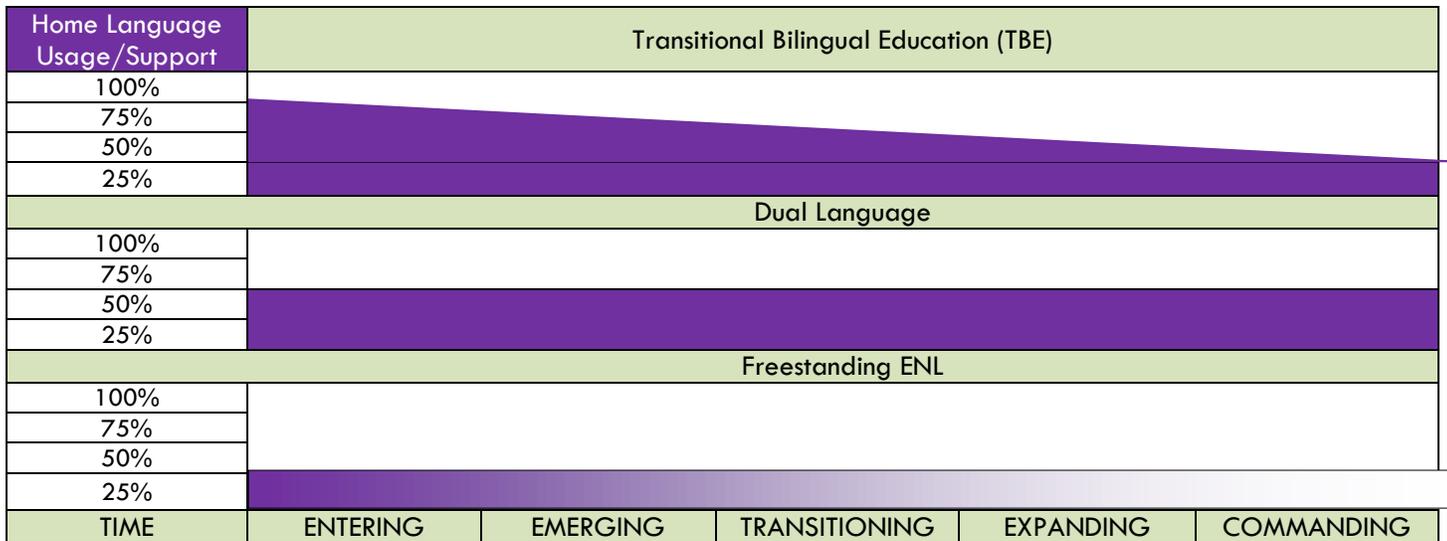


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Through Title III funds and a Long-term ELL Grant, Murrow offers a variety of academic interventions for ELLs, they are: an after school academy to provide support in organizing for study, completing homework, managing time for study and academic guidance; after school Regents Prep for ELLs scheduled to take Regents Exams, provided by content licensed teachers; ELLs have access to after-school programs at Edward R. Murrow High School to supplement their learning. After-school classes are held and are broken up into groups based on their areas of weakness; these areas are assessed by previous NYSESLAT scores. Students also have this class in place to have Regents exam review as well. These classes are held twice a week for two hours and the class focus is on the appropriate exams (ELA Regents in January/June, NYSESLAT in March/April) based on the time of year. Students work on reading skills (beneficial for both the ELA Regents and NYSESLAT exams) and speaking skills (beneficial for the NYSESLAT), and are required to write answers in an attempt to assess and build comprehension and writing skills. Teachers provide feedback. The feedback they are given by the ESL teacher is helpful in assisting students understand where their strengths and weaknesses are; understanding the teacher is an assessment of a student's listening skills (beneficial for both the ELA Regents exam and NYSESLAT).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Each year we have seen an increase in credit accumulation and graduation rates for ELLs. One hundred percent of ELLs, in a transitional bilingual program, who took a LOTE exam passed. On the AP Chinese Exam, 100% of students scored 4 or above. All teachers are made aware that they are teachers of ELLs by Reed Perlowitz who supplies all educators with a list of data for each student in class. This data includes home language and ELL status.
12. What new programs or improvements will be considered for the upcoming school year?  
There will also be additional professional development for teachers to access and interpret results from the NYSESLAT to help develop MOSL targets and drive instruction. Furthermore, professional learning opportunities will be provided to develop best practices for integrated ENL strategies. A team of teachers were trained in collaborative strategic reading and will turn key this training to staff.
13. What programs/services for ELLs will be discontinued and why?  
All current programs and services for ELLs will be continued due to their success. Changes will be made based on effectiveness and student need.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are afforded equal access to all school programs. Before and after school during the week, ELLs can participate in any activities including SING!, theater programs, stage crew and costuming. ELLs can attend Regents prep classes in all disciplines. ELLs are also offered the opportunity to begin a club if one does not exist in the area that they wish to explore.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Textbooks and leveled readers are purchased regularly for ENL and content area classes. In addition, there lap top carts and tablet carts available for students. Each classroom is equipped with a Brightlink or a Smartboard. Laptop carts are also available for classroom use as are computer labs and the library.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
As research indicates that students with strong academic skills in their own language tend to acquire proficiency in the second language more quickly, and as required by CR Part 154 guidelines, Murrow offers NLA (Native Language Arts) to ELLs to develop and maintain literacy in their own language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Achieve3000 responds to student performance by adjusting work according to grade level. An entering ELL, may find material on a first-grade reading level. This level will increase as they improve their English proficiency. ALL materials are purchased through vendors specifying age-specific texts and grade-specific texts. All materials are screened and must be found to be age-appropriate before being used in all content areas. Material which are high interest but low-literacy are sought for entering and emerging ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
In collaboration with the Office of ELLs, a summer program is offered for list noticed junior high school students. Also, there are courses offered after school for beginner ELLs. Small group, one-on-one, and peer tutoring is available in all the subject areas during the school day. The After school academy offers four hours of weekly assistance.
19. What language electives are offered to ELLs?  
Italian, French, Spanish, Russian and Chinese classes are offered.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
During the current school year, a wide variety of professional development will be offered. Edward R. Murrow provides professional development to content area teachers, and teachers of ELLs who do not have bilingual certification. Participating teachers receive support at meetings and in the classroom on strategies and methodologies pertaining to teaching content to ELLs and developing English language in the content area. Professional development is provided by the Instructional Assistant Principals, and lead teachers and are scheduled throughout the school year. Workshops are open to assistant principals and bilingual/ENL teachers. Assistant principals, bilingual/ENL coordinators and teachers participate in all and any professional development provided by the Department of ELLs. During Chancellor's Professional Development Days in the fall and spring, professional development is provided to comply with the 7.5 required Jose P. training hours. During these all-day professional development initiatives, workshops for paraprofessionals working with ELLs are scheduled and provided by staff teams. In preparation for summer school, all teachers participate in professional development on ENL strategies and methodologies prior to the beginning of the summer. ENL Department Conferences are open to teachers of all departments. During these meetings, all participants receive information, professional development and training pertaining to instruction for English Language Learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Periodically, ENL teachers attend department meetings and professional learning offered by content area departments. Teacher teams meet regularly for teachers of the integrated ENL/social studies classes to discuss best practices to develop language through the content area. Teachers of ELLs develop lessons that reflect Common Core Learning Standards and curricula during PLC time.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers of ELLs meet on a regular basis to develop instructional and socio-emotional strategies to assist ELLs as they transition from middle school to high school. Guidance counselors hold meetings and provide professional learning on topics that include bullying and the socio-emotional affect of ELLs. Also, peer mediators are available in the home language to resolve conflicts.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Edward R. Murrow's Professional Learning Plan, indicates that at least 15% of the professional development for all teachers is dedicated to language acquisition and best practices for integrated ENL/content area co-teaching. In addition, for bilingual and ENL teachers a minimum of 50% of the professional development hours is set aside for language acquisition aligned to core content area instruction and integrated ENL/content area co-teaching strategies. Records are kept for professional development activities in the Principal's Office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to see their child's guidance counselor annually for an individualized meeting to discuss each student's progress towards language acquisition in English and their home language if applicable based on language proficiency assessment results, and credit accumulation in ENL, native language and content areas. ENL teachers and TBE teachers are invited to participate in these meetings. Interpretation and translation is provided by bilingual staff or when not available over-the-phone with the Office of Translation and Interpretation Services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Specifically for ELL parents, an ENL meeting is offered in the evenings on an ongoing basis. Also, newcomer and ELL related topics are presented in workshops designed for ELL parents. In addition, two major activities are the annual International Food Fair and the College/Career Fair for ELLs. Both of these activities encompass the school community by involving parents, staff, and students of ELLs and non-ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Murrow has partnered with the Jewish Board and South Asian Youth Association to do workshops and provide parental support at their sites.

5. How do you evaluate the needs of the parents?

Parental needs are evaluated through the School Leadership Team, monthly Parent Teacher Association, and workshops based on topics surveyed from parents where an evaluation form is filled out after each session. Additionally, parents communicate their individual language needs (personally or by means of an interpreter when necessary) to the parent coordinator or school administrators.

6. How do your parental involvement activities address the needs of the parents?

Murrow has an organized Parent Association (PA) that meets monthly (at which translators are available) to discuss ways to support all students. Several members of the PA are parents of ELLs. The school Parent Coordinator organizes workshops for parents. During PA meetings, parents complete surveys in which they select from a variety of topics for workshops. They are also urged to request topics not listed. Based on parent responses, a list of workshop topics is developed. A group of translators in languages such as Russian, Creole, Urdu, French and Albanian are present at these workshops to offer simultaneous interpretation to parents. At these meetings, parents receive information on a variety of topics of interest to them. The workshops also serve as opportunities for teachers and guidance counselors to meet and inquire about parents' needs. The PC also e-mails an informational newsletter that is easily translated using our website's translation resource. Parents are always welcomed to visit our school and meet with the Parent Coordinator, teachers, guidance counselors or supervisors. Furthermore, guidance counselors are available two mornings during the week to schedule meetings with and provide services to parents.

### D. Additional Information

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

Paste response here:



School Name: <b>Edward R. Murrow High School</b>		School DBN: <b>2</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Allen Barge	Principal		9/15/15
Ms. Angela Gramegna	Assistant Principal		9/15/15
Ms. Rosie DelInnocentis	Parent Coordinator		9/15/15
Ms. Joann Papamichael	ENL/Bilingual Teacher		9/15/15
Mr. Carlos Reyes	Parent		9/15/15
Ms. Han/Chinese & Spanish	Teacher/Subject Area		9/15/15
Ms. RoseMary Iervasi/Italian	Teacher/Subject Area		9/15/15
	Coach		
	Coach		
Margherita Safyan	School Counselor		9/15/15
Mr. Michael Prayor	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		
Ms. Beth Siegel Graf	Other <u>A.P. PPS.</u>		9/15/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 2**      **School Name: Edward R. Murrow**  
**Superintendent: Mr. M. Prayor**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon arrival to Edward R. Murrow High School, a trained pedagogue assists parents with completing the Home Language Identification Survey (HLIS) to determine if they are eligible to be tested for ESL services. This is part of the enrollment procedure when all students arrive at the school. The Pupil Accounts Secretary maintains all of the documents, except the HLIS, and hands them to the parents to complete; the assigned pedagogue will meet with the parents for the first time to explain the HLIS and its significance. The assigned pedagogues explaining and assessing the HLIS is RoseMary Iervasi, ELL Coordinator. Pedagogue will ask the family if they prefer to see the HLIS in their home language, and he will accommodate the family with the survey that is available on the Department of Education's website. Further, the trained pedagogue will look to the school faculty and staff to assist the family with the informal interview, if needed. When a student indicates on the HLIS that they speak a language other than English, or that they communicate with their families in a language other than English, the student will meet once again with the trained pedagogue for an informal interview to determine final NYSITELL eligibility. The students are encouraged to participate in this interview. Interpretation will be coordinated within the school for this interview, if the family is unable to participate during the interview. Interpreters are first sought throughout the school. Since this meeting will eventually involve academic progress during a conversation, Edward R. Murrow High School adheres to Chancellor's Regulation A-663 even during the initial assessment and inform the family of the regulation. .

Among the paperwork that must be completed, parents are given the Parent Program Selection Form so that they can indicate which of the three programs offered their preference for their child is. Once the parents complete this survey, the trained pedagogue goes over the survey with them. In the event that the parent selects a program that is not Freestanding ESL or Transitional Bilingual Chinese or Spanish (the program currently offered at E. R. Murrow High School), the pedagogue explains that Murrow will open a bilingual program for their language once there are 20 students who speak the target language in one grade (for example, 20 Polish-speaking students in the 9th grade) who also elect to be in one of the programs (Dual Language or Transitional Bilingual Education). Parent Surveys are done immediately to prevent issues with return of the Parent Survey and Program Selection Form. If the forms

cannot be completed during enrollment, parents will be called to come in to complete them. Parent Survey and Program Selection Forms are kept in the student's file. A record of the parents' choice is filed in the Home Language Identification Survey.

A review of the school demographics revealed that of a total enrollment of 3927 students, 275 (7%) are identified English language learners (ELL). Through an assessment of languages represented in the RHLA (Home Language Report) report in ATS, we found that the population at consists of students who speak more than 49 different languages. Only 47% of students indicated English as their home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The Adult Preferred Language Report (RAPL) in ATS lists the preferred languages of parents for both written and oral communication. These languages include the following:

American Sign Language,

Albanian,

Amoy,

Arabic,

Armenian,

Azerbaijani

Bengali,

Cantonese,

Cham

Chinese,

Czech

English,

Farsi

French,

Fulani

Georgian,

German

Greek,

Haitian Creole,

Hebrew

Hungarian,

Ibo

Italian,

Khmer

Korean

Macedonian

Mandarian,

Polish,

Punjabi,

Romanian

Russian,

Serbo-Croatian,

Slovak

Spanish,

Tadzhik,  
Turkish,  
Twi  
Ukrainian,  
Urdu,  
Uzbek,  
Vietnamese.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated to families during the school year:

1. Lunch Forms - DOE Generated - Sept. - Oct.
2. Know Your Rights Handbook - DOE Generated - Sept.
3. Over the Counter Admissions Packet - DOE Generated - Ongoing
4. Home Language Identification Survey - DOE Generated - Ongoing
5. Requirements for Admission - School Generated - Ongoing
6. Pupil Questionnaire for New Admits - DOE Generated - Ongoing
7. Truancy Letters - School Generated - Ongoing
8. Letters welcoming new students to Edward R. Murrow - School Generated - June
9. Promotion in Doubt Letters - School Generated - After Second and Third Marking Periods

Phone blasts are also sent out for speakers of Mandarin, Cantonese, Spanish and Russian. Parents can access all information posted on PupilPath including College and Career Awareness in their native language as well.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The Office of Student Attendance conducts direct outreach to parents in the form of live telephone calls, face-to-face meetings, and through the School Messenger Phone System. Topics include daily absences and attendance issues, important events, and school policies. In addition to English, School Messenger sends phone calls in Spanish, Chinese, and Russian. Live translators are always available to speak to family members in Spanish, Russian, Chinese, Urdu, and Haitian Creole. Letters pertaining to excessive absences not related to truancy are available in 10 languages. Through the Guidance Office, home promotion in doubt (PID) letters are sent throughout the term. These letters are in the parents native language.

Implemented in the fall of the 2014-2015 school year, Edward R. Murrow High School has dedicated Thursday mornings from 8:05am to 9:15 am as parent outreach time. Parents are encouraged to attend meetings with their child's guidance counselor and teachers to discuss progress. When a parent is unable to attend such meetings in person, they may attend via conference call. This program has been met with positive feedback from both staff and parents. Translation and interpretation services are provided as needed.

Any assistance that parents require is addressed at Murrow High School and all measures are taken to ensure that parents are given correspondence in their native languages. Para-professionals in the school participate in parent meetings, when needed, and the ATS system that is used for student and parent information allows Murrow High School to send letters and documents to parents in their native languages. All official documentation can also be sent to the Department of Education Translation and Interpretation Unit, should all options within the school be exhausted.

Data regarding home languages can be found using the ATS system; reports that indicate home language and/or place of birth help us direct all correspondence with parents. It should be noted here that although a student may pass the NYSITELL and will not require ENL services, the school will still send correspondence and accommodate parents who speak a language other than English, if this option is exercised by the parent. The ATS system will clearly show the difference; the home language and the parent's preferred language are on two different screens within ATS. Parents are also encouraged to contact the school when information has reached them that is not in their native language. Every effort is made to accommodate parents within the school, and the Translation and Interpretation Unit is consulted when additional help is needed. Parents are also made aware of their options in seeking translation and interpretation.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Through the review of the 49 languages represented at Murrow, it was determined that the larger groups spoke Chinese (Cantonese, Chinese Dialect and Mandarin), Spanish, Russian, Haitian, and Urdu. Based on this information, all written communication to parents will be translated into these six (5) languages. Documents to be translated may be invitations, flyers, newsletters, notifications and forms. Written translations will be done in house by identified school staff, for which they are paid per session rate. Ms. Ingordo, AP Organization, has a roster of staff members who can be called upon to interpret. Edward R. Murrow will use the templates for DOE notices that are available in translation at the Translation and Interpretation Unit's Intranet site://intranet.nycboe.net/SchoolSupport/translation\_and\_interpretation\_unit. For languages for which there are no translators available in-house, we will utilize the services of the Translations and Interpretation Unit. Translation submissions are sent in a timely manner to ensure that translations are distributed at the same time as English documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To encourage parents to participate in the school community and to make as much information as possible accessible to them, interpreters will be present at all parent meetings, orientations and workshops, to provide simultaneous translation of the proceedings of these activities. Oral interpretation services will be provided by in-house school staff, which will be paid per session rate. For languages for which there are no translators available in-house, we will utilize the services of the Translations and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Mrs. Ingordo, AP Administration, and Principal Barge organize a professional development session to inform all new staff of translation and interpretation services. All staff will be provided information about how to use translation services via email, department meetings, and on the school website under resources for staff. Additionally, staff receives a flash drive with a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Special procedures are in place to provide all parents who are not able to understand English translation and interpretation services necessary to ensure equal educational opportunity for their children. From initial enrollment, when students first come to our school, to parent meetings, workshops; and interviews with school personnel, parents will be provided translation and interpretation services by school community members who speak their language and understand their culture.

The Bill of Parents' Rights and Responsibilities is distributed in the school's top five languages and English at the beginning of the school year. All school documents are translated into Chinese, Spanish, Russian, Arabic and Urdu. Information on availability of interpretation services through the Parent Coordinator and Guidance Counselors are posted prominently throughout the school lobby, school hallways and the Main Office area. School staff has been made aware of translation and interpretation services, and are able to guide parents and visitors to the designated staff members and offices where services are available. Calls from parents who do not speak or understand English are forwarded to the

World Language Department that contacts an interpreter to provide assistance. During PA and Leadership Team meetings, parents attending are reminded of the DOE website link that provides information on their right to translation and interpretations services. The monthly Parent e-amil lists a permanent notification of the availability of translation and interpretations services, as well as the notice regarding parents' right to such services.

All parent notifications, mailings, forms and documents will be translated in as many languages as possible. In addition to the five most common langauges represented, whenever possible, written translation of parent notifications will be done into other languages, such as Arabic and Uzbek. Translated documents will be kept on file, updated when necessary and available as needed.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys and feedback forms are distributed at parent workshops. In addition, links to online surveys will be made available on the school website. Mass emails, that are automatically translated into the parents preferred home language,through Skedula are also used.