

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**06M463**

**School Name:**

**HIGH SCHOOL FOR MEDIA AND COMMUNICATIONS**

**Principal:**

**JUAN VILLAR**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School for Media and Communications School Number (DBN): 06M463  
9-12  
Grades Served: \_\_\_\_\_  
School Address: 549 Audubon Avenue, New York, New York 10040  
Phone Number: 212-927-1841 Fax: 212-927-2326  
School Contact Person: Juan Villar Email Address: [jvillar@schools.nyc.gov](mailto:jvillar@schools.nyc.gov)  
Principal: Juan Villar  
UFT Chapter Leader: Katy Stapleton  
Parents' Association President: Priamo Bencosme  
SLT Chairperson: Bienvenida Galvez  
Title I Parent Representative (or Parent Advisory Council Chairperson): Nuria Gracia  
Student Representative(s): Melissa Olivar and Tatyana Kennedy

**District Information**

District: 06 Superintendent: Manuel Ramirez  
4360 Broadway; New York, NY 10033  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: [mramire4@schools.nyc.gov](mailto:mramire4@schools.nyc.gov)  
Phone Number: (917) 521-3757 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
333 7<sup>th</sup> Avenue, New York, NY  
Director's Office Address: \_\_\_\_\_

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YChu@schools.nyc.gov

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Director's Email Address:

917-705-5856

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 Comprehensive Educational Plan (CEP) 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)
Bienvenida Galvez	*Principal or Designee	
Katy Stapleton	*UFT Chapter Leader or Designee	
Priamo Bencosme	*PA/PTA President or Designated Co-President	
Linda Carbonell	DC 37 Representative (staff), if applicable	
Nuria Gracia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tatyana Kennedy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Melissa Olivar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Juan Rosa	CBO Representative	
	Member/ Student	
	Assistant Principal	
	Member/ Assistant Principal	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Norma Chapa	Member/ Parent	
Kimberlee Gonzalez	Member/ Parent	
Ingrid Valenzuela	Member/ Parent	
Difre Reyes	Member/ Guidance Counselor	
Jorge Gonzalez-Mendez	Member/ Teacher	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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.

### **School Overview**

The High School for Media and Communications (HSMC) is a learning community whose mission is to provide a rigorous education that encourages and inspires inquiry, creativity, critical thinking and free expression. Our responsibility is to provide a learning environment that is engaging and culturally responsive in order to develop life-long learners who will succeed in college, future careers and become productive citizens.

This year, HSMC will continue to engage in challenging work to provide our students with a rigorous curriculum that supports the development of their critical thinking skills. We continue to strengthen and support a shared understanding of Domains 1 and 3 of the Danielson Framework alongside our school wide belief that students learn best when they are engaged in rigorous instruction and when teachers are engaged in professional collaborations. As a result, all students will be well-prepared for college and careers.

### **Our Student Body**

Our student body is comprised of 437 students. Our school population comprises 2% Asian, 14% Black, 82% Hispanic, and 2% White students. Our student body includes 33% English Language Learners and 24% Students with Special Needs. Our average student attendance rate for the 2013-2014 school year was 82%.

We are currently a Community School in partnership with Catholic Charities/Alianza Division. This partnership will offer us an opportunity to focus on attendance improvement and enrichment opportunities for all our students during and after school.

We currently have partnerships with Manhattan Class Company (MCC), Tribeca Film Institute, AVID, Simon and Schuster, City College, and Columbia University-Double Discovery Center.

### **Areas of Progress:**

One element in which we are proud to note progress is Collaborative Teachers. As a result of creating a Professional Learning Committee comprised of teachers and Assistant Principals, we worked collaboratively to design a professional learning plan that incorporated a year-long focus on Danielson Component 3C: Engaging Students in Learning. In addition, Assistant Principals provided teachers with on-going instructional feedback, walkthrough feedback, promoted reflective practices on lessons, and with many teachers, weekly coaching sessions were held where planning, analyzing data and learning from student work became habitual practice. As a result of these practices, a culture of teacher reflection that will continue to strengthen and impact student success will strengthen and grow.

A second element we are proud to note progress in is Supportive Environment. Our focused work in this element has resulted in progress in moving our special education students into less restrictive environments as reflected on the School Quality Snapshot with our "Excellent" rating. This is due to a confluence of sources including bi-weekly special education professional learning meetings at which topics included implementing stronger assessments, differentiated teaching practices, use of accurate assessment data, and writing more detailed and effective IEPs. In addition, Assistant Principals meet with special education teachers on a weekly basis to support planning and special education practices.

This focus on teacher practice has resulted in progress for our special education students as we prepare them for graduation and career and college success.

**Additional Strengths:**

**Advanced Placement and Honors Program:** In a small school, we are proud of our Honors and Advanced Placement (AP) programs which reflect instructional quality and setting high expectations for students. Currently, our Honors program is comprised of one 10<sup>th</sup> and one 11<sup>th</sup> grade English course and three Social Studies courses in Global History, United States History, and Latin American Studies. We also offer AP English Literature and Composition, AP US Government and Politics, and AP Spanish Language and Composition. We provide all of our students with the opportunity to enroll in an honors and/or AP level class if they are interested. This is a program that we have built capacity for over the years and at this point our AP English and AP Spanish courses have a register of 34 students; the highest register we have had.

**Use of Technology to Elevate Student Learning, Instruction, and Promote Creativity:** With the ongoing changes related to the Common Core and state assessments, the High School for Media and Communications school community felt that the time was ripe for a re dedication to the technology resources at our school. To date, we have two fully equipped iMac Media Labs and additional tools such as two classroom sets of iPad carts and four MacBook carts. Every classroom is outfitted with a desktop computer connected to fully functional Smart Board. Our students have the opportunity to enroll in Photoshop classes, rent iPads, and utilize technology to produce creative and academic pieces.

**AVID:** We are proud to announce that we have implemented the AVID program at our school. After much research, we identified this nationally recognized program as a vehicle that can support our staff and students in preparing our students for success in college and in careers. The WICOR foundation speaks to our school's instructional focus and provides teachers with research based strategies they can use to support students in strengthening their **W**riting, **I**nquiry, **C**ollaboration, **O**rganization, and **R**eading skills.

**School-Wide Writing Program:** In order to support our student writers, we have designed and implemented a 3-year writing program that exposes all students to multiple college level writing experiences. This ensures that students develop the skills and persistence necessary to achieve success in college level work.

**Key Areas of Focus:**

**Rigorous Math Instruction:** The student pass rate on the Math Regents exams is below the city-wide average. As a result, we will establish a focused approach to strengthen our approaches to the teaching of mathematics next year. This includes hiring a Math Coach from the NYC Math Project and the design and implementation of an assessment calendar to monitor growth on a weekly basis that will result in strategic re-teaching strategies. This is aligned with our CEP Goal 1: Rigorous Instruction.

In response to our increase in enrollment of beginner level English Language Learners, we are adding a Transitional Bilingual Education program in Spanish for our 9<sup>th</sup> and 10<sup>th</sup> grade students in September 2015.

## 06M463 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	481	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	2
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.2%	% Attendance Rate			81.7%
% Free Lunch	86.8%	% Reduced Lunch			3.4%
% Limited English Proficient	33.5%	% Students with Disabilities			21.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			13.8%
% Hispanic or Latino	82.0%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.17
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	41.8%	Mathematics Performance at levels 3 & 4			31.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	62.4%	% of 2nd year students who earned 10+ credits			58.2%
% of 3rd year students who earned 10+ credits	54.1%	4 Year Graduation Rate			61.0%
6 Year Graduation Rate	72.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
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			N/A
Hispanic or Latino	NO	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	NO				
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	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	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.

### Part 1 – Needs Assessment

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

#### **Summary**

- According to the 2013-2014 High School Quality Snapshot, 62% of students in the 9<sup>th</sup> grade earned enough credits to be on track for high school graduation. This was below the city average of 83% and the borough average of 85%. When reviewing the 2013-2014 School Quality Guide, it is noted that there has been a decline in the percentage of students earning 10 or more credits in the 9<sup>th</sup> grade.
- In addition, the 2013-2014 School Quality review rated trait 2.2 a as “proficient” and recommended that the school implement the following recommendation: “Enhance assessment practice across grades and subjects to make effective pedagogical and curricula adjustments across classrooms for meeting the learning needs for all students.” It was noted in the School Quality Review that the feedback students receive on student work was inconsistent: “While some of the feedback clearly outlines next steps and explanations, other forms of feedback are limited to check marks, one word responses, or a grade posted. The school’s formative and summative assessments practice is not consistently impacting the work in analyzing student academic learning, and shifting pedagogical practices to meet the learning needs of all students.”
- The 2014-2015 Advance data reveals that there is an area of need for Component 3D: Using Assessment in Instruction.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the 9<sup>th</sup> and 10<sup>th</sup> grade teachers will design and implement a year-long assessment plan that will include targeted assessment and re-teaching strategies providing students with specific and timely feedback which will result in a 3-5% increase in credit accumulation for students in the 9<sup>th</sup> and 10<sup>th</sup> grade cohorts.

### Part 3 – Action Plan

<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> <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 Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Design a year-long assessment calendar for the 9 <sup>th</sup> and 10 <sup>th</sup> grade courses reflecting an overview of the units of study and CC aligned standards. The assessment calendar will incorporate times for analysis of data and re-teaching of key skills and concepts with students in order to provide students with specific and timely feedback using rubrics. Utilize the MOSL in English courses as a tool to identify strengths and growth areas of students.	9 <sup>th</sup> Grade Cohort, 10 <sup>th</sup> Grade Cohort	September 2015-June 2016	9 <sup>th</sup> and 10 <sup>th</sup> Grade Teachers, Assistant Principals
Design an attendance plan to track patterns, intervention strategies, and monitor progress of students in the 9 <sup>th</sup> and 10 <sup>th</sup> grade cohorts in order to increase attendance rates.	9 <sup>th</sup> Grade Cohort, 10 <sup>th</sup> Grade Cohort	September 2015-June 2016	Attendance Committee, Guidance Counselors, Assistant Principal-Guidance, Community School Team
Set up a structure for systematic parent outreach and workshops regarding the 9 <sup>th</sup> and 10 <sup>th</sup> grade curriculum, academic success, and college and career readiness.	9 <sup>th</sup> Grade Cohort Parents, 10 <sup>th</sup> Grade Cohort Parents	September 2015-June 2016	Guidance Counselors, 9 <sup>th</sup> and 10 <sup>th</sup> Grade Teachers, Parent Coordinator, Assistant Principal-Guidance, Community School Team
Create a 9 <sup>th</sup> and 10 <sup>th</sup> grade Credit Accumulation Team to monitor progress of all students with particular attention to high need subgroups (SWDs, ELLs, OA/UC, SIFE, STH) and design interventions accordingly.	9 <sup>th</sup> Grade Cohort, 10 <sup>th</sup> Grade Cohort and high-need subgroups	September 2015-June 2016	Guidance Counselors, 9 <sup>th</sup> and 10 <sup>th</sup> Grade Teachers, Assistant Principals, Parent Coordinator, Community School Team

#### **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.
We will align budget and resources for assistant principal to oversee and facilitate the creation of assessment plans. The AP Supervision will also facilitate the implementation of assessment plans and introduce appropriate re-teaching strategies for 9 <sup>th</sup> and 10 <sup>th</sup> grade teacher teams. The AP Pupil Personnel will oversee the work of Guidance Counselors, Parent Coordinator, and Community School Team. The APS and APPS will both ensure that outreach

efforts to parents are conducted to parents by teachers. We will also look to align budget and resources to hire staff development coaches (TEQ, NYC Math Project, and a Teacher Mentor).

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**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.

At the close of each marking period, the school leadership team and teacher leaders will review academic progress of the 9<sup>th</sup> and 10<sup>th</sup> grade cohorts with support of the APS and APPS. This will be done 6 times in the 2015-2016 school year.

**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 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.

### Part 1 – Needs Assessment

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

#### **Summary**

- According to the 2013-2014 High School Quality Snapshot, 80% of students shared that they felt safe in the hallways, bathrooms, lockers rooms, and cafeteria.
- According to the 2013-2014 Learning Environment Survey, only 70% of parents indicated that they communicated with school staff about their child’s academic progress more than 3 times.
- After examining the 2014-2015 SOHO data, the number of principal and superintendent level suspensions for level 3, 4, and 5 infractions was 87.

### 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our social-emotional support structure will result in 85% of students feeling safe, supported, and respected in their classrooms and in the hallways, bathrooms, locker rooms, and cafeteria. This growth will be measured according to the Learning Environment Survey or the most recent iteration of a NYCDOE-approved student satisfaction survey. We will also strive to reduce our level 3, 4, and 5 suspensions by 10% using restorative approaches to school wide discipline.

### 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 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?</b></p>
<p>A restorative justice year-long program will be planned and implemented.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal-Security, Deans, Guidance Counselors, Parent Coordinator</p>
<p>A collaborative School Support Team that consists of Deans, Guidance Counselors, Teachers, and Parent Coordinator will meet regularly to address current concerns, design initiatives, and assess progress and will be facilitated by the AP Security.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal-Security, Deans, Assistant Principal-Pupil Personnel, Guidance Counselors, Teachers, and the Parent Coordinator</p>
<p>The AP Security will facilitate monthly grade level assemblies with students and town hall meetings with all school stakeholders along with lunch opportunities for growth and social engagement.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal-Security, Deans, Guidance Counselors</p>
<p>Peer mediation program and re-entry plans will be instituted and assessed on an on-going basis. Plans will also be tailored for high-need subgroups such as SWDs with Behavioral Intervention Plans in their IEP.</p> <p>Posting schedule will be designed, communicated, and monitored with pre-determined sweeps and consequences for students who do not follow the established rules of behavior.</p> <p>Programs such as Support Intervention Program (SIP) will offer workshops to help build student capacity and foster leadership.</p> <p>Teachers will be strongly encouraged to conduct parental outreach about the academic progress of each of their students on a more consistent basis before making a guidance referral.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal-Security, Deans, Guidance Counselors, Teachers</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.

We will align budget and resources to support the work of our Student Support Team who will provide interventions and social-emotional support to all students with particular emphasis on at-risk students. Through our partnership with Catholic Charities/Alianza Dominicana we will have an additional social worker assigned full time to our school. Using our budget and resources will also be aligned to support enhanced communication with families and the implementation of restorative approaches to school wide discipline. Students and their parents will participate in workshops, seminars, arts and recreational programs offered after school and on Saturdays. After school Teachers will also receive professional development opportunities that enhance their classroom management skills and their ability to communicate effectively with students and families.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**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.

At the end of each marking period, data (including scholarship, parent outreach by teachers, written Skedula anecdotes, OORS reports, attendance, and SIP Data) will be reviewed and monitored for progress. In January 2016, we will administer a school-designed survey that reflects the school survey to gather information.

**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 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.

### Part 1 – Needs Assessment

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

#### **Summary**

- According to the 2013-2014 High School Quality Snapshot, 62% of students in the 9<sup>th</sup> grade earned enough credits to be on track for high school graduation. This was below the city average of 83% and the borough average of 85%.
- According to the 2013-2014 High School Quality Snapshot, 58% of students in the 10<sup>th</sup> grade students earned enough credits to be on track for high school graduation. This was below the city average of 78% and the borough average of 81%.
- When reviewing the 2013-2014 School Quality Guide, it is noted that there has been a 5% decline in the percentage of students earning 10 or more credits in the 9<sup>th</sup> grade. The 2013-2014 School Quality Review recommended the school: “Ensure that teaching strategies and instructional tasks across classrooms consistently meet the needs of all learners to promote higher order thinking, student engagement, and rigorous work products. (1.2)”
- The 2013-2014 Learning Environment Survey indicated that 65% agreed that the school “provided me with content support in my subject area.”

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3-5% increase in the overall scholarship/course pass rate as a result of designing a differentiated professional learning program for all teachers (with an emphasis on content specific professional learning and effective pedagogical approaches in designing coherent instruction and the use of questioning and discussion techniques).

### 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 teacher-parent collaborations to improve student achievement.</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?</b></p>
<p>The Professional Learning Team will meet on a daily basis to design a differentiated Professional Learning program for the 2015-2016 school year. Professional Learning activities will focus on curriculum mapping, unit and lesson planning, content specific professional learning activities and task development, sub-group specific professional learning for SWDs and ELLs, and will include inter-visitation to strengthen instructional practice.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Learning Team members, Assistant Principals, Principal, Staff Development Coaches</p>
<p>Teachers will receive on-going feedback through walkthroughs and the formal observation process on an on-going basis that reflects their implementation of pedagogical strategies learned in the differentiated professional learning sessions.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Learning Committee, Principal, Assistant Principals</p>
<p>Utilize external resources such as Facing History, NYC Math Project, and the NYC Writing Projects to work in collaboration with teachers and the Professional Learning Committee to impact practice.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Learning Committee, Principal, Assistant Principals</p>
<p>Create a system and structure to monitor the impact of professional learning sessions on the continuous improvement of student progress as reflected in the progress and scholarship reports.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Professional Learning Committee, Principal, Assistant Principals</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>										
<p>We will align budget and resources to support 9<sup>th</sup> and 10<sup>th</sup> grade teachers in particular who will work directly with these areas of need in credit accumulation. We will also rely on these teachers to participate in planning professional development under the supervision of the Assistant Principals. Teachers who participate on the Professional Learning Team and who teach the 9<sup>th</sup> and 10<sup>th</sup> grade student population will also be provided with per-session opportunities to plan for sharing of best practices with entire faculty.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

## **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.

At the close of each marking period, we will examine the Advance dashboard, teacher reflections, student attendance data, and scholarship data for each class to monitor progress and growth. In January 2016, we will analyze the scholarship pass rate for all courses and compare it with the scholarship pass rate for previous years to look for positive gains.

**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 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, 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>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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?</i></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.

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**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>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**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.

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**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.

### Part 1 – Needs Assessment

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

#### **Summary**

- Our needs assessment indicated a high level of parent satisfaction as reflected in our Parent Association meetings and the parent feedback collected on the NYC School Survey.
- The 2013-2014 NYC School Survey reflects the following for parent satisfaction: 95% satisfaction with our instructional core, 95% satisfaction with our systems for improvement, and a 94% satisfaction with our school cultures.
- The 2013-2014 NYC School Survey reflects the following for student satisfaction: 81% satisfaction with our instructional core, 82% satisfaction with our systems for improvement, and an 80% satisfaction with our school culture.
- Our assessment of the NYC School Survey indicated that we want to maintain a 95% and above satisfaction rate with our parents and would like to have higher scores with regard to student satisfaction in the same areas.

### 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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will maintain and strengthen parent satisfaction to 95% and above and student satisfaction to 85% and above in all three categories of the NYC School Survey.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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?</i></p>
<p>Create a year-long plan of activities and programs for parents that includes a communication system for parents, communicates key curriculum and attendance commitments/agreements. This will be tailored for specific cohorts of student families.</p>	<p>Parents in specific cohorts</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Guidance Counselors, Assistant Principal-Guidance</p>
<p>Increase parent participation in Parent Association meetings by offering targeted workshops and developing the capacity of parent leaders.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Assistant Principal-Guidance</p>
<p>The Parent Coordinator and the Community School Coordinator will design and facilitate targeted workshops for students in high needs sub-groups.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Community School Coordinator</p>
<p>Ensure that all contact information for students' families is updated in a consistent manner. Increase modes of communication with students' families by gathering E-mail addresses, mailing addresses, phone numbers and utilizing tools such as Skedula/PupilPath and Remind 101.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Attendance Team</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p>We will align budget and resources to the Parent Coordinator role who will be trained to access Skedula/Pupilpath as an on-line communication system to communicate with students' families and gather evidence around needs, preferences, and overall satisfaction with school support.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**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>
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In January 2016, we will administer a school-designed survey to parents that is reflective of the NYC School Survey.

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

## 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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All students who received less than an 65% on the English Regents.	<p>1. In order to ensure that all of our students are proficient in writing, we offer a three-year writing sequence for all students that is humanities based. The three-year sequence includes: a 9<sup>th</sup> Grade “Writing” class, a 10<sup>th</sup> Grade “Turning Points in Global History” course, and an 11<sup>th</sup> Grade “Turning Points in US History” course. When programs permit, 12<sup>th</sup> grade students take a fourth-year writing course called “Writing for College” to support college readiness skills in writing and research. The writing classes emphasize the writing process using the Writing Workshop model and are in alignment with the Common Core Standards.</p> <p>2. Twelfth grade students who have not passed the English Language Arts Regents with a 65 or</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>2. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>3. A range of whole group, small group, and one-on-one approaches are used in the ESL speaking classes.</p> <p>4. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>5. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. Classes take place during the school day, five days per week.</p> <p>3. The speaking ESL class is offered twice per week (two periods per week).</p> <p>4. The after-school Regents tutoring program meets on Saturdays.</p> <p>5. Tutoring takes place in the 9<sup>th</sup> and 10<sup>th</sup> grade AVID classes twice per week for a total of 90 minutes per week.</p>

		<p>above are programmed into a writing class during the school day according to their grade level.</p> <p>3. Beginner level English Language Learners take a speaking class twice a week to develop their speaking language skills.</p> <p>4. Tutoring is available in our after-school program for English and the English Regents examination.</p> <p>5. Students in AVID receive tutoring.</p> <p>5. Differentiated instruction to support the multiple learners during the school day.</p>		
<b>Mathematics</b>	All students who received less than a 80% on the Integrated Algebra Regents exam.	<p>1. Common Core Algebra is a 4-term course for all 9<sup>th</sup> and 10<sup>th</sup> grade students.</p> <p>2. Tutoring is available in our after-school program for mathematics and the math Regents examinations.</p> <p>3. Students in AVID receive tutoring.</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the Common Core Algebra classes.</p> <p>2. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>3. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. The after-school Regents tutoring program meets on Saturdays.</p> <p>3. Tutoring takes place in the 9<sup>th</sup> and 10<sup>th</sup> grade AVID classes twice per week for a total of 90 minutes per week.</p>
<b>Science</b>	All students who received less than a 80% on the Living	1. Tutoring is available in our after-school program for	1. Tutoring is facilitated using a range of small group	1. The after-school Regents tutoring

	<p>Environment and/or Earth Science Regents exam.</p>	<p>mathematics and the math Regents examinations.</p> <p>2. Students in AVID receive tutoring.</p>	<p>and one-on-one sessions.</p> <p>2. Tutoring takes places in small group settings in the AVID classes.</p>	<p>program meets on Saturdays.</p> <p>2. Tutoring takes places in small group settings in the AVID classes.</p>
<p><b>Social Studies</b></p>	<p>All students who received less than a 80% on the Global History and/or US History Regents exam.</p>	<p>1 . In order to ensure that all of our students are proficient in writing, we offer a three-year writing sequence for all students that is humanities based. The three-year sequence includes: a 9<sup>th</sup> Grade “Writing” class, a 10<sup>th</sup> Grade “Turning Points in Global History” course, and an 11<sup>th</sup> Grade “Turning Points in US History” course. When programs permit, 12<sup>th</sup> grade students take a fourth-year writing course called “Writing for College” to support college readiness skills in writing and research. The writing classes emphasize the writing process using the Writing Workshop model and are in alignment with the Common Core Standards.</p> <p>2. Tutoring is available in our after-school program for Social Studies and the Social Studies Regents examinations.</p> <p>3. ESL students are programmed for a</p>	<p>1. Whole group instruction and use of strategic collaborative groupings are used in the writing classes.</p> <p>2. Tutoring is facilitated using a range of small group and one-on-one sessions.</p> <p>3. The core classes and support classes are facilitated using a range of approaches, including whole group and small group instruction using texts written in English and the students’ native languages.</p> <p>4. Tutoring takes places in small group settings in the AVID classes.</p>	<p>1. Classes take place during the school day, five days per week.</p> <p>2. The after-school Regents tutoring program meets on Saturdays.</p> <p>3. Both classes take place during the school day, five days per week.</p> <p>4. Tutoring takes places in small group settings in the AVID classes.</p>

		<p>core Global History class and a Global History support class in both 9<sup>th</sup> grade and 10<sup>th</sup> grades with an instructor who speaks the students' native language.</p> <p>4. Students in AVID receive tutoring.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students with attendance and social emotional issues interfering with their academic progress will be provided individualized counseling services.</p>	<p>1. Student records are reviewed and students are identified for academic intervention services. Referrals are made on an as-needed basis.</p> <p>Counselors meet in case conferences including representation from teachers, deans, parents, administrators and students to design an intervention plan. In addition, Counselors visit all classes to make students are aware of graduation requirements and available opportunities for assistance.</p> <p>In certain cases, students are referred to ERSSA for an assessment and evaluation for special services: IEP and intervention services for students not currently in special education.</p> <p>2. The School Psychologist assesses</p>	<p>1. Services include one-on-one, small group, and case conferences.</p> <p>2. Counseling services are delivered in both small group counseling sessions and one-on-one sessions.</p>	<p>1. These services are provided to students during the school day.</p> <p>2. Counseling sessions vary based on students' needs as per their IEP. Many sessions take place on a weekly basis.</p>

		students based on the needs of students. Our school has a partnership with New York Presbyterian Hospital that provides students with full time psychologists and psychiatrists.		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Administrators and teacher leaders review candidate resumes and make selections based on the needs of the school.</li> <li>• Teachers and administration interview potential candidates and require prospective applicants to facilitate a demonstration of a lesson.</li> <li>• Potential candidates along with teachers observe the candidate during the lesson. A follow-up conversation occurs where the teacher shares lesson plan, resources, discusses purpose and teachers and administration ask follow-up questions using the Danielson Framework as a guide.</li> <li>• A rubric is utilized to assess the potential candidate and determine if he/she is a good fit for our school.</li> <li>• Support is given to all new teachers through mentoring, collegial conversations, and Assistant Principal's walkthroughs, coaching and observations using the Danielson Framework as a guide.</li> <li>• A coaching model is utilized to provide feedback to all teachers as well as offer assistance in planning and meeting professional goals.</li> <li>• The Network Achievement Coach along with our Talent Coach provides support and professional development to teachers.</li> <li>• Differentiated opportunities include Network workshops, conferences and courses offered for professional growth.</li> <li>• Teachers of Advanced Placement classes attend AP workshops offered by the College Board.</li> <li>• Experienced teachers can submit curriculum for a potential elective to be offered. Elective proposals are reviewed and discussed for potential implementation.</li> </ul>

- Experienced teachers are selected as Instructional Leads to build teacher capacity and provide professional development. Our Professional Development Committee reflects this vision.
- Teachers meet during common planning (Professional Activity) to plan units of study and review student work using protocols. This offers new faculty members an opportunity to collaborate and learn from peers. In addition, collaboration among faculty promotes teacher leadership, retention strength and a collective commitment to the instructional goals of the school.
- Sharing of practice and instructional rounds are encouraged so that more experienced teachers are recognized for their expertise and teachers can learn from one another.
- Teachers meet in subject area team meetings to engage in professional conversations about curriculum, instruction and student achievement.
- School-Wide professional learning along with subject specific professional learning is devoted to the Common Core Standards and the Danielson Framework so all teachers are effective and highly effective.

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

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

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**Part 4: SWP Schools Only**

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

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

The Professional Learning Committee integrated by teachers will play a pivotal role in researching, discussion and choosing the assessments to be used in the school. The PLC in agreement with the school administrators will then make a presentation to the full faculty about their findings and recommendations.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	293,304.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	19,204.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,184,795.00	X	

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain the Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school

and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- in collaboration with the Guidance Counselors, schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; translation service information is posted in the school in the appropriate language.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### School-Parent Compact (SPC)

**The High School for Media & Communications**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a **School-Parent Compact** to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### 1. School Responsibilities

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

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

*The school will support home-school relationships and improve communication by:*

- conducting Parent-Teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- in addition to report cards, 6 progress reports will be distributed to students and families over the course of the school year;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Principal newsletters and Parent Coordinator newsletters will be distributed to parents on a monthly basis;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- identify barriers to gain greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial ethnic minority background in order to ensure participation in their child's education.

*This school will provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- using PupilPath/Skedula as a means of communicating with teachers via E-mail;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Parent Association meetings, parent workshops, celebratory events, and School Leadership Team meetings;

*This school will provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments including alternate assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **3. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete all of my assignments to the highest standard possible and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- to maintain an 80 and above average in all of my classes;
- to apply to and enroll in a college in senior year.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</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>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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: \_

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

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

Schedule and Staffing:

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

-One Living Environment teacher with a pending bilingual extension

-One ESL teacher

-One content area teacher in math or history

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

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

## Part C: Professional Development

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

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

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

### Part C: Professional Development

month beginning on Monday, November 17th.

- The titles of topics to be explored are:

-Using Data to Inform Instruction: An In-Depth Look at ELL Students and Regents Success (2 Sessions)

-Content Area Literacy Strategies for ELL Students (4 Sessions)

-Engaging ELL Students in SPEAKING (1 Session)

-The Writing Workshop for ELL Students (1 Session)

- Ms. Topbas-Mejia possesses a Teacher of English certification and School Building Leader certification.

Ms. Diane Giorgi is an F-Status Staff Developer with a Teacher of Social Studies certification.

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

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

- Parent workshop topics will include:

-College Readiness

-How to Finance College?

-Academic Supports for ELL Students (2 Sessions)

-Cultural Workshops

-Bullying

-Transitioning to a New City and Place

-English Language Courses for Parents (This is a Saturday program and the cost will be at no charge to Title III funds.)

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</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>6</b>	Borough <b>Manhattan</b>	School Number <b>463</b>
School Name <b>High School for Media and Communications</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Juan Villar</b>	Assistant Principal <b>Emel Topbas-Mejia</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Valerie Ceriano</b>	School Counselor <b>Charity Gonzalez</b>
Teacher/Subject Area <b>Jorge Gonzalez-Mendez</b>	Parent <b>Priamo Bencosme</b>
Teacher/Subject Area <b>Marilyn Ramirez</b>	Parent Coordinator <b>Dersa Gonzalez</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member
Superintendent <b>Manuel Ramirez</b>	Other (Name and Title) <b>Bienvenida Galvez, AP-Guidance</b>

### 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>2</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</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>1</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>0</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>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>439</b>	Total number of ELLs	<b>156</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): Spanish
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	34	34	0	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>	156	<b>Newcomers</b> (ELLs receiving service 0-3 years)	116	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	39	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	25

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>	63	15	1	0	0	0	1	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	52	14	4	16	8	6	24	2	15	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	0	0	0	0	0	0	0	0	0	34	34	0	0	0
SELECT ONE														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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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										65	46	24	18	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										1	1	0	0	0
Haitian										0	0	0	0	0
French										0	0	1	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other SQ										0	0	1	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)	0	0	0	0	0	0	0	0	0	39	31	10	2	0
<b>Emerging</b> (Low Intermediate)	0	0	0	0	0	0	0	0	0	7	10	0	11	0
<b>Transitioning</b> (High Intermediate)	0	0	0	0	0	0	0	0	0	6	2	5	7	0
<b>Expanding</b> (Advanced)	0	0	0	0	0	0	0	0	0	8	6	7	4	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0	0	5	3	9	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	0	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										0	0	3	9	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	40	0	24	0
Integrated Algebra/CC Algebra	10	59	10	19
Geometry/CC Algebra	10	0	1	0
Algebra 2/Trigonometry Math _____	1	0	2	0
Chemistry	4	0	0	0
Earth Science	26	0	7	0
Living Environment	8	62	6	27
Physics	0	0	0	0

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	2	48	0	22
Geography				
US History and Government	10	18	1	9
LOTE				
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 

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

In order to identify the literacy skills of our SIFE ENL students in their native language of Spanish, two teachers will continue to receive training in the use of the City College/NYCDOE ALLD tool. We will continue to utilize this assessment tool to develop a stronger understanding of our students' early literacy skills in Spanish for this sub-group. We also utilize the Spanish LAB-R assessment for literacy skills in Spanish.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

NYSESLAT results reveal that 53% of students are at the entering level on the continuum of English language acquisition. Students in the emerging and entering levels continue to require great support in the development of their reading of informational texts and writing using these informational texts as sources of information. A closer look at students scores reveals that students in the entering level range scored between a 0 and 3 on the writing portion of the 2015 NYSESLAT assessment with 50% of students earning a zero. The greatest percentage of our ELL students at the entering level are in the 9<sup>th</sup> and 10<sup>th</sup> grades (70 students in total).

Students who scored in the transitioning and expanding levels revealed the greatest strengths in the speaking component and the listening component of the NYSESLAT. The writing scores ranged from a 3 to a 10 for the students in this range. The reading scores ranged from a 7 to a 24 for the students in this range. Although students are demonstrating growth in the speaking and listening skills, teachers will need to address the Linguistic Demands necessary to meet the discipline-specific standards across the content

areas. This includes the reading and comprehension of content-specific complex texts.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The information gathered from the AMAO tool is used to guide the following:

- Identify the instructional and programming needs of students in different sub-groups.
- Design targeted, data-driven instructional programs to impact student learning in English and in mathematics.
- Document and share best practices across the school with the Professional Learning Committee.
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions in a timely fashion.

4. For each program, answer the following:

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

Analysis of current ELL students' Regents scores in English, Math, Social Studies, and Living Environment reveals that ELL students struggle the most with the English Regents exam, math exams, and the history Regents exams. ELL students whose home language is Spanish perform much better on Regents exams when taken in their native language of Spanish. This is especially evident on the Global History Regents and Living Environment Regents examinations.

School leaders and teacher teams review the results of Regents, NYSESLAT, and NYSITELL exam results in team meetings in order to drive curriculum, instruction, and programming decisions. Results are discussed and analyzed during department team meetings and shared with the Professional Learning Committee to facilitate the design of professional learning sessions. As a result, teachers design and implement interventions and strategies that will better support students as they prepare to take exams in the future. Results are also shared with students on an individual basis so that students can work towards mastering these standards. In addition, school leaders utilize the results of these assessments to program students to design a strategic master schedule and purchase additional programs of support.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
Not Applicable.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our school ensures that our students' second language development is an area of focus for content area teachers as they design instruction. To support this, content area teachers receive professional development in the form of workshops from the ESL Department, Professional Learning Committee, and external workshops offered by the NYCDOE. We also take advantage of professional development workshops offered by the Department of English Language Learners and the Manhattan Field Support Center. All content area teachers are aware of the NYSESLAT levels of our ELL students and receive support from the Assistant Principals of Instruction for support in designing coherent, Common Core aligned instruction to accelerate student achievement.

7. For dual language programs, answer the following:

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

Not Applicable.

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

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

## 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.

When parents enroll their child at the High School for Media and Communications, a Guidance Counselor and our Parent Coordinator (Dersa Gonzalez) collaborate to facilitate the initial intake procedures utilizing the "Determining ELL Status" chart on pages 10 and 11 of the English Language Learner Policy and Reference Guide (2015-2016). These intake procedures include the administration of the Home Language Identification Survey (HLIS) and the informal interview in English and the students' native language. Translation services are available for our Spanish speaking families since each of our three Guidance Counselors are fluent in Spanish and one of our counselors possesses a bilingual extension in Spanish (Elizabeth Payero). Translation services are available during the intake process for families who speak languages other than English and Spanish using NYCDOE approved resources. Once potential ELL students are identified, they are administered the NYSITELL examination within ten days of enrollment by one of two licensed ESL teachers (Ms. Naidoo or Ms. Ceriano). Parents are then informed of their child's eligibility for ENL services and their program placement in writing within 5 days. If the student has an IEP, a Language Proficiency Team will meet to review evidence of the students' English language development and make recommendations regarding NYSITELL testing.

Each spring, current ELL students are measured for their language acquisition and proficiency in English skills using the New York State English as a Second Language Achievement Test (NYSESLAT). The test measures students' abilities in four modalities: listening, speaking, reading, and writing. The NYSESLAT is administered and assessed by our current ESL teaching staff: Ms. Topbas, Ms. Ceriano, Ms. Ramirez, Ms. Stapleton, and Ms. Naidoo. Each member of the ESL Department is trained in assessing the NYSESLAT and are members of our school's NYSESLAT scoring team for the speaking and writing components of the examination. NYSESLAT results are then shared and analyzed during ESL common meetings and LAP meetings to discuss student achievement levels, identify patterns of growth, re-visit the current ESL curriculum and share best practices for differentiating instruction for our ELL students. The data collected from the NYSESLAT results informs programming students for the following year and guides the development of future instructional programs.

2. 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).  
We use interviews of students and their family members, classroom assessment tools, and the ALLD to identify SIFE students within 30 days of enrollment. Members of our LAP Committee continue to support this work by receiving training on the ALLD tool and interviewing and assessing students.
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).  
The records of newly enrolled students with IEPs will be reviewed by the Language Proficiency Team in order to determine if there is evidence that requires the administration of the NYSITELL exam. The Language Proficiency Team is comprised of Melissa Naidoo (ESL Teacher), Marilyn Ramirez (IEP Teacher), Charity Gonzalez (Guidance Counselor), and Emel Topbas-Mejia/Bienvenida Galvez (Assistant Principals). The team will follow the guidelines established in the 2015-2016 English Language Learner Policy and Reference Guide.
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.

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

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).

Parents are informed of their right to appeal ELL status when they receive the student's entitlement letter. The Parent Coordinator provides parents with support and additional information as needed in this process.

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.

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

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

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.

The Parent Coordinator works in collaboration with the Guidance Counselors and the Assistant Principal of the English Department to ensure that all Parent Option Surveys and Program Selection forms are returned and accounted for in a timely fashion. Face-to-face meetings with parents, phone calls home, and home visits are strategies that we use to support this work.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Parent Coordinator, Guidance Counselors, and Assistant Principals of Guidance and English collaborate to monitor the completion and storage of all Parent Surveys and Program Selection forms. Original copies of these documents are filed in the student's cumulative folders while photocopies of all documents are filed in the Assistant Principal's office.

9. Describe how your school ensures that placement parent notification letters are distributed.

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

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original documents of the HLIS, Parent Survey, and Program Option forms are filed in the students' cumulative folders. Photocopies of these documents are also on file in the Assistant Principal's office.

Original copies of all entitlement and non-entitlement letters are sent to students and their families while copies are saved electronically.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letters and transitional support letters are sent to students and their families every September. These letters are back packed home with students and phone calls are made home informing parents of the letter.
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).

This year, incoming 9<sup>th</sup> grade parents and 10<sup>th</sup> grade parents selected a mix of TBE and ESL as their first program choice for their sons/daughters. Over 90% of parents who have returned the program option form select ESL as their 1<sup>st</sup> choice and TBE as their 2<sup>nd</sup> choice. Parents of students in the upper grades continue to select ESL as the first program choice for their sons/daughters.

## 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.

The organizational models for the delivery of instruction in our ESL program are integrated ENL/ELA classes and/or stand-alone ENL classes for students. Students are programmed for ENL classes as per CR Part 154.2 and their linguistic levels based on the NYSESLAT exams. Advanced ESL students receive one period of integrated ENL/ELA instruction in reading and writing each day. Intermediate ESL students receive two periods of ESL instruction in reading, writing, listening, and speaking a day (one period is integrated and the second period is a stand-alone class). Beginner ESL students receive two periods of stand-alone ESL instruction in reading, writing, listening, and speaking each day and one period of integrated ENL five days per week. The program models for

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

b. TBE program. *If applicable.*

Students in grades 9 and 10 in the Spanish TBE program, are programmed for stand-alone ENL or integrated ENL/ELA classes according to their NYSESLAT proficiency level. The integrated ENL/ELA classes have one ESL teacher and one ELA teacher teaching the course. ESL teachers also push into content area classes, when possible, to provide additional ENL supports to students. All instruction is Common Core-aligned to accelerate student achievement. As students (all ELLs) develop English language skills, time in the home language decreases. When ELLs reach proficiency on the NYSESLAT, they are placed in a monolingual class in English with home language supports. The TBE teachers help students develop a strong appreciation for reading and literacy. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their home language first. All students in the TBE program take native language arts classes in Spanish according to their grade band.

c. DL program. *If applicable.*

Not 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)?

The Guidance Counselors and school leaders communicate to design an instructional program that ensures the mandated number of instructional minutes is provided according to proficiency levels in each program model. Students in the entering level take two 47-minute periods of stand-alone ENL five days per week, one 47-minute period of integrated ENL/ELA five days per week, and one 47-minute period of Home Language Arts five days per week. Emerging level students take one 47-minute period of integrated ENL/ELA and one 47-minute period of stand-alone ENL five days per week. Transitioning level students take one 47-minute period of integrated ENL/ELA five days per week. Expanding level and commanding level students take one 47-minute period of integrated ENL/ELA five days per week.

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.

Core content is delivered in each program using Common Core aligned curriculum in English and, according to the program, the students' home language. To support the facilitation of these curricula, the following resources are utilized: Engage NY curriculum in mathematics classes, Engage NY units of study in ELA, the Key Principles of ELL Instruction, Understanding Language units of study, Common Core units of study designed by the Department of ELLs for beginner ELL students (Unit One – Families, Schools and Communities is taught first, and that Unit Two – Challenges and Solutions and Unit Three – Human Migration), and units of study created in collaboration with the American Institute for Research (AIR). The "Strong Core Instruction for ELLs–Tier 1" and Common Core Learning Standards are utilized to frame our instructional approaches to make content comprehensible to foster language development. The reading and writing workshop model is used as a model approach to designing coherent, engaging instruction grounded in strong literacy practices.

Technology is utilized in the form of iPads, Macbook Pros, and iMacs to create content using applications such as iMovie, iBook Author, Audacity, and Google Apps for Education to develop students' speaking and writing skills. Students will also utilize Khan

Academy in their math classrooms.

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

ELL students are regularly evaluated in their home language in all content area classes where fluent bilingual educators teach using student's home language and in the Spanish Native Language Arts Curriculum depending on the student's specific learning profile.

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

Our ENL curriculum is grounded in the development of reading, writing, listening, and speaking skills. Furthermore, we incorporate these modalities, as in the Common Core State Standards, as a guide to our ENL curriculum.

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

A) SIFE Students: Our ENL Coordinator and AP of English has identified by the beginning of the school year, meeting afterward with the faculty to discuss strategies that can be used when working with SIFE students in their classroom. Our after school program provides additional academic support to SIFE students, provided by a certified ENL teacher. Starting this school year 2015-2016 we will incorporate one of the three proficiency levels, or strands, provided in the SNLACG with the sole purpose of accommodating Students with Interrupted Native Language Arts (SINLA).

B) Newcomer ELLs: Our student population that are identified as such receive differentiated instruction in a homogeneous, self-contained ENL class via the use of of ENL strategies, and academic and content literacy strategies. These instruction emphasizes the study of their heritage through cultural, language and literary skills. Students also receive additional support after school from certified teachers for both ENL and content areas, again offered in their home language. Our teachers that are closely providing these services meet in grade teams to discuss ELL students and share strategies to use in the classroom to support their learning. If funding is available, Newcomers, SIFE, and SINLA students will attend a four week summer ENL enrichment program in July to enhance and improve their high school experiences, focusing around literacy skills, NYC culture and mathematics.

As with any of the ELLs subgroups, Newcomers will be given differentiated instruction delivered at their Native Language Arts (NLA) level, and pursuant to the SNLAC's goals and objectives our program will "address native language instruction as a bridge to develop language and cultural literacy in both native language and English".

C) Developing ELLs: At this level every student that has been receiving new language instructions for at least four years, (but not exceeding six) will receive push-in services during the school day. Additionally, students that have achieved an advance level will be trained to act as peer tutors to help ENL teachers in the Learning Center. As an integral part of our program, content area teachers meet with ENL teachers in corresponding grade levels to discuss ELL students and share classroom strategies that will enhance their content learning and new language acquisition.

D) Long Term ELLs: At the beginning of the school year and, as part of the identification process, ENL Coordinator and the Assistant Principal of English pinpoint the Long-Term ELL students. Once the students are identified the ENL Coordinator arranges grade level meetings with the teachers to create classroom instructional strategies that can be used when working with these Long-Term ELLs. These strategies will be in accordance with the RNMR report and SNLAC's goals and objectives, whereas emphasis is given in the development of their reading and writing skills which are the areas that our Long Term ELLs require the most support. Their program will incorporate homogeneous intermediate and advance level ENL classes which will place greater emphasis on reading and writing using balanced cultural and literacy models as promoted in SNLAC's Rubric for the Long Terms ELLs. ENL teachers meet with content area teachers at each grade level to share the progress and achievements of these ELL students, furthermore discuss any strategies needed to enhance the Long Term ELL learning goals.

E) Former ELLs: The ESL Teachers and the Assistant Principal of English will identify all Former ELLs that have exited (tested-out) from ELL status within the last two school years (2013-2014 and 2014-2015). Our ENL teachers will provide identified Former ELLs one half of one unit of study of English as a new language or 90 minutes per week, as prescribed in the ELL Policy and Reference Guide and the SNLAC's Rubric for Former ELLs.

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.

We ensure that students' academic progress has not been adversely affected by the re-identification by working closely with the students' Guidance Counselors and communicating with the instructors of the students involved. If necessary, we will recommend that the student attend tutorial services in our Title III Academy for further academic supports.

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?

The teachers of ELL-SWD students differentiate instruction accordingly in order to provide students with multiple entry points so that they can access the curriculum. In the classroom we use the following approaches: Allow the use of first language in students' conversations due in part to insufficient vocabulary in English, Cooperative learning: small groups or pairs; Working in small groups or pairs provides students opportunities to develop language and learn new concept in a non-threatening atmosphere. When the pairs share the same first language, the English learner student benefits greatly, provide wait time and think time; this allows the

ELL-SWD sufficient time to process information, frequent checks for comprehension while using questions appropriate to stages of second language acquisition, provide comprehensible input: It is important the ELL-SWD fully understands what is being said. Teachers can provide comprehensible input by using visuals, gestures, real objects, speaking at a slower pace, and using short sentences and phrases, annotating; Use colored highlighting pens to emphasize key information and writing key information on the margins of the text, summarizing; allow time to summarize in students' own words, guided reading; this strategy helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth), visual Print; support understanding for student with significant cognitive disabilities. This will also support enhance expressive communication, vocabulary strategies; encourage independent reading while supporting vocabulary and word learning skills and explicit instruction which includes the use of word's context and definition, prefixes and suffixes, from these strategies and activities Student will develop glossaries. Finally, teachers will monitor student's fatigue; trying to learn a new concept in a new language, especially when having a learning disorder can be overwhelming. Consequently ELL-SWD need frequent breaks or changes in activities throughout the lesson.

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?

The Special Education department works closely with the ESL teachers to ensure that there is flexibility in supporting the academic and language needs of our ELL-SWD students. Additionally, school leaders carry out the district's vision for ELL-SWDs, and have clear and high expectations for all ELL-SWDs. During the school year, professional development is offered to the ESL teachers where they learn strategies to work with ELL-SWD. During this time the special education teachers train ESL teachers on how to access the IEP. Some of the sections that are highlighted are the present level of academic achievement, annual goals, reading levels, participation in state assessments, program modifications and specially designed instruction, educational placement and type of service and support as mandated by the IEP. Throughout the school year, the Special Education department checks in regularly with ESL teachers and provides them with ongoing support in accessing instructional materials so that students can meet the standards of the Common Core Curriculum. Some of the supports include graphic organizers to support the students during instruction, scaffolding of material to make it accessible to students. Reading instruction includes phonics, comprehension and word recognition, and analysis. Cooperative learning is used in the classroom where students of mixed abilities have the opportunity to work together. We also provide a bilingual paraprofessional to students as mandated on the IEP where they receive translation support in the classroom.

Chart

**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 INSTRUCTIONAL TIME (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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

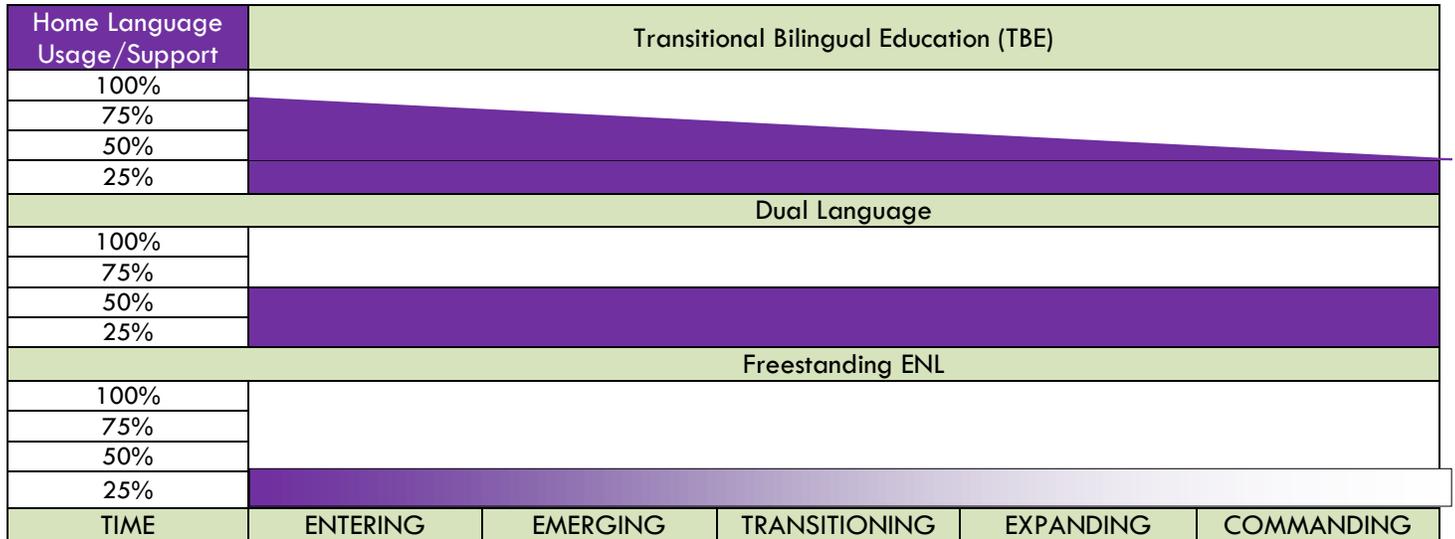


\*Note “other approved services” does not apply to New York City at this time.

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. Supplemental services offered to ELLs in our building include an after-school ESL program that focuses on the development of students' reading, writing, listening, and speaking skills. The program is taught by an ESL teacher and the primary language of instruction is English. The purpose and goal of this after-school program is to develop students' English skills in a small group setting. In addition, the ESL Inquiry Team provides supplemental services to ELL students in the form of trips and after-school classes that focus on the development of literacy and math skills in English and the students' native language. Trips will include college visits in the spring semester.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program is effective in that we are able to move students from one NYSESLAT level to the next within two to three years. With the larger number of students in the newcomer and entering/emerging levels, we do need to continue strengthening our beginner ELL programs to further accelerate their student achievement with a lens on content-area literacy and the Common Core Learning Standards.
12. What new programs or improvements will be considered for the upcoming school year?  
We are currently in the process of identifying ESL Programs we can utilize with our beginner level ELL students using technology. Last year, we utilized programs such as iMovie and the "We are New York" video series as tools to support the development of students' linguistic skills in speaking and in listening. These tools supported our beginner level ELL students well and we will continue to utilize these tools in more depth in the coming years.
13. What programs/services for ELLs will be discontinued and why?  
We are not discontinuing any programs and/or services right now.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students are afforded equal access to all school programs during the school day, in our after-school program, and in our Saturday Academy program. School leaders, Guidance Counselors, and our Community School Office communicates after-school and supplemental services available to students on a frequent basis using class visits, calls home, and fliers. The after-school program includes tutoring sessions, club activities, theater programs, music programs, and sports programs. The Saturday Academy program includes credit bearing courses, club activities, tutoring sessions, and enrichment opportunities in music and journalism. In addition, we provide a Saturday English course for the parents of our ELL students.
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.  
Common Core aligned curriculum is used in all content areas for ELL students. To support the facilitation of these curricula, the following resources are utilized: Engage NY curriculum in mathematics classes, Engage NY units of study in ELA, the Key Principles of ELL Instruction, Understanding Language units of study, Common Core units of study designed by the Department of ELLs for beginner ELL students (Unit One – Families, Schools and Communities is taught first, and that Unit Two – Challenges and Solutions and Unit Three – Human Migration), and units of study created in collaboration with the American Institute for Research (AIR). Technology is utilized in the form of iPads, Macbook Pros, and iMacs to create content using applications such as iMovie, iBook Author, audacity, and Google Apps for Education. Students will also utilize Khan Academy in their math classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is delivered in the TBE programs in home (native) language arts classes. The home language arts courses follow the Spanish Native Language Arts Curriculum Guide as its curriculum. This curriculum is grounded in ramping up students' literacy skills in Spanish with an emphasis on reading a range on non-fiction and literary texts and writing argument based responses. Outside of home language courses, students receive home language support in their content area classes as teachers utilize the home language to deliver lessons in bilingual content area classes.  
  
Outside of the TBE program in the ENL program, students receive home language supports in their classes through the use of bilingual glossaries in their native language (Arabic, French, or Spanish) and, when needed, differentiated materials based on their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school ensures that all required services/resources best support and correspond to ELL students' ages and grade levels by a series of quality review checks. Guidance Counselors review students programs carefully at the beginning of each semester to ensure that students are taking the appropriate course work in ELL based on their program option. School leaders also review student programs and student transcripts to ensure that students are programmed according to CR Part 154 and are on track towards graduation.

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).

Incoming 9<sup>th</sup> grade ELL students are enrolled in a Title III Summer Enrichment program every summer. The 6-week bridge to high school program focuses on language development through cultural immersion and the arts (theater). During the school year, newly enrolled ELL students participate in our Title III Academy which offers tutoring supports in all subject areas both after-school and on Saturdays.

In addition, the Guidance Counselors meet with newly enrolled ELL students frequently to check in on their transition to both high school and life in the United States. The Parent Coordinator meets with the parents of newly enrolled ELL students in parent workshops to discuss concerns and/or needs about living in the United States. These workshops provide supports in immigration, housing, college access, and English Language programs for adults.

19. What language electives are offered to ELLs?

In addition to taking Home Language Arts in Spanish, our ELL students also take Advanced Placement Spanish Language and Culture as a language course.

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)?

**Not applicable.**

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

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

- ELL teachers meet three days per week (each session is 40 minutes) for common preparation meetings that focus on curriculum, instruction/pedagogical practices, and data analysis. During these meetings, continuity in the curriculum and scaffolding of skills from grades 9-12 is discussed. These meetings support staff members as ELL students transition from one grade level to another.
- The Professional Learning Committee designs professional learning workshops that are differentiated and facilitates inquiry based learning for teachers to positively impact student learning outcomes. Ms. Ceriano, an ESL Teacher, meets with the Professional Learning Committee to share ESL methodologies that can be discussed in workshops.
- Coaching for all teachers in differentiated instruction is implemented throughout the year by the members of the Professional Learning Committee (comprised of teachers and Assistant Principals of Supervision from every department).
- Department-sponsored professional development has addressed and will continue to address such topics as differentiating instruction for special needs students, a topic which allows us to discuss and plan for those of our students who are both special education and ELL designated.
- ESL teachers receive professional development training facilitated by Achieve 3000 in the use of the TeenBiz reading program. The workshops support teachers in their ability to implement the technology based reading program and use the data analysis tool embedded in the program to differentiate instruction accordingly for their students.
- ESL instructors and general education instructors attend off-site professional development workshops targeting the needs of ESL students. Such workshops include those sponsored by Manhattan/Staten Island BETAC at Hunter College, the NYCDOE, the Brooklyn/Queens BETAC at Long Island University, and local museums and cultural institutions.
- General education teachers receive professional development on how to support the academic skills of their ELL students using research based literacy strategies across the disciplines.
- The ESL Teachers and the Assistant Principal of the English Department have attended LAP training workshops provided by the Manhattan Field Support Office.
- The bilingual Guidance Counselors and Parent Coordinator, a native language speaker of Spanish, are members of the Language Allocation Policy Team.

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?  
In addition to professional development opportunities in school, teachers of ELLs participate in a series of workshops offered through the NYCDOE and the Department of ELLs that focus on the implementation of the Common Core Learning Standards across the content areas, including English as a New Language. These workshops have supported the incorporation of literacy practices in the math classroom, unpacking the CC shifts in literacy and mathematics, and designing CCLS aligned units of study in ENL classes. Teachers will continue to participate in these types of workshop series this year (topics will include Universal Design for Learning and CCLS alignment of curriculum).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
In order to support staff members in assisting ELL students as they transition to high school, we provide professional development sessions in a range of settings. These settings include faculty meetings, grade teams, and subject area team meetings. In order to develop a deeper understanding of students' needs as they transition from middle school to high school, professional development sessions are facilitated by the ESL Coordinator, Assistant Principals, members of the ESL Inquiry Team, Guidance Counselors, staff members from the school based health clinic, and staff members from Alianza Dominicana. The Freshman Advisory program facilitated by staff members from Alianza Dominicana supports English and ESL teachers as they co-facilitate weekly advisory lessons to 9th grade students in their classes.
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.

The ESL Department and Assistant Principal for English facilitate ELL training for all staff members throughout the year. Records of these

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

## 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?

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

Parents engage in individual meetings to discuss the goals of our program and their child's language development wither in-person or over the phone with the child's ESL teacher throughout the school year. ESL Teachers keep a record of these communications.

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

ELL parents are also involved on our School Leadership Team to help us make decisions regarding the school's program and use of resources. In addition, parents volunteer to as parent volunteers throughout the school year to support the work of our school community at parent meetings, open houses, school tours, and additional events.

All records of parent meetings are the school and outreach methods are kep with the school's Parent Coordinator and the Assistant Principal of Guidance. These outreach methods include meetings in school, phone calls home, home visits, and participation in workshops and activities outside of school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, our school does partner with other agencies and Community Based Organizations to provide workshops and services to ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These organizations include:
  - Catholic Charities/Alianza Division is our Community Based Organization as a Community School and provides valuable support to ELL students and their parents. The organization hosts a variety of workshops on-site and in their offices that address a range of topics including student attendance, employment, citizenship, the college application process, and parenting. In addition, the organization provides meaningful support for families with homework help, tutoring, and free classes for adults. This year, Alianza Dominicana hosted a Thanksgiving dinner for students, their parents, and staff members at our school in order to strengthen the ties of our school community.
  - New York Presbyterian Hospital provides parents with meaningful information and resources regarding health and counseling services in our school based clinic. Staff members from NY Presbyterian Hospital provide workshops at monthly Parent Association meetings.
  - We Are New York: Learn English on TV is an organization that provides free ESL classes to ELL parents. The classes meet on a weekly basis in our school in the evenings.

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

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

#### **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: High School for Media and Comm****School DBN: 06M463**

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)
Juan Villar	Principal		1/1/01
Emel Topbas-Mejia	Assistant Principal		1/1/01
Dersa Gonzalez	Parent Coordinator		1/1/01
Valerie Ceriano	ENL/Bilingual Teacher		1/1/01
Priamo Bencosme	Parent		1/1/01
Jorge Gonzalez Mendez	Teacher/Subject Area		1/1/01
Marilyn Ramirez	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Charity Gonzalez	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Katy Stapleton	Other <u>Teacher-Spanish</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 06m463**

**School Name: High School for Media and Communica  
Superintendent: Manuel Ramirez**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

The Home Language Survey is used to determine parents' language preference needs. With the assistance of our Parent Coordinator, Guidance Counselors and support staff, all parents and guardians of all incoming students are required to complete the Home Language Identification Survey (HLIS). Using the information from these assessment tools; parents' interviews, emergency contact card (language preference), and parent orientations the school determines the translation and interpretation services needed to ensure that our parents and students are provided with the appropriate language services they need.

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.

Our data indicates that the majority of parents in our school speak and read in Spanish. The second language spoken by our parents is English. We have one Arabic speaking family and one French speaking family.

## **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.)

In order to serve the parents of our students and the school community more effectively, written translations are offered for the following documents: letters, memos, newsletters, Code of Conduct Handbook, consent forms, promotional in doubt letters, agendas and emergency contact cards. These documents are mailed home and disseminated in school in both English and Spanish. Translators are available for parents throughout the school day, at open school sessions and during all School Leadership Team and Parent Association meetings. Translators are also hired for special events.

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.

Our school's major priority is to maintain open communication with our students, parents and families through phone calls, letters, individual and general parent-teacher meetings, attendance meetings and discipline meetings. Prior to every single meeting, the designated school personnel makes phone calls in the appropriate language to ensure parents receive the notification for these meetings.

## **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.

Written translation services are provided to every family for a number of purposes on a daily basis and throughout the school year. Oral interpretation services are provided for all families who require assistance during any school related meeting, activity or event. Guidance Counselors use the NYC interpretation services to translate students' transcripts from other countries. Outside vendors are used to provide translation services for community meetings, graduations, and other major school events.

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.

Written translation and interpretation services are available for parents throughout the school day during guidance and parent meetings, deans and parent meetings, attendance related meetings, open school sessions and during the School Leadership Team Meetings. Our school also ensures that parents receive phone calls in a language they can understand. The parent coordinator is the designee to provide parents with the translation and interpretation services as necessary. When necessary, the NYC Department of Education Translation and Interpretation Unit is contacted for languages other than Spanish. In addition, our school has a full bilingual guidance department, deans office and attendance department. There is a written poster in every office notifying the parents that translation services are available.

#### **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.)

The school's office phone gives the option of choosing English or Spanish for each caller. Each parent is able to communicate with the office in either language at any time. In addition, there is Spanish speaking personnel in every office.

#### **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

All written information for parents and students is disseminated in English and Spanish. There is a sign posted at the main entrance of the school and in every office in English and Spanish stating that translation services are available. The school's office phone gives the option of choosing English or Spanish for each caller. Each parent is able to communicate with the office in either language at any time. In addition, there is Spanish speaking personnel in every school office.

#### **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)

A Learning Environment Survey is sent every year to every Media family. The school utilizes the data on these surveys along with verbal feedback to evaluate services provided to our students and families.