



**THE FACING HISTORY SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 02M303**  
**ADDRESS: 525 WEST 50<sup>TH</sup> STREET**  
**TELEPHONE: 212-757-2680**  
**FAX: 212-757-5126**



**TABLE OF CONTENTS**

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

**SECTION I: SCHOOL INFORMATION PAGE ..... 4**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 5**

**SECTION III: SCHOOL PROFILE..... 7**

**Part A. Narrative Description ..... 7**

**Part B. School Demographics and Accountability Snapshot ..... 9**

**SECTION IV: NEEDS ASSESSMENT ..... 13**

**SECTION V: ANNUAL SCHOOL GOALS ..... 19**

**SECTION VI: ACTION PLAN ..... 24**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 32**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM** Error! Bookmark not defined.**13**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 40**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION ..... 17**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS ..... 18**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT ..... 23**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)..... Error!**  
    Bookmark not defined.**24**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....25**Error! Bookmark not defined.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10** Error!  
    Bookmark not defined.**35**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) ..... Error!**  
    Bookmark not defined.**36**

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 02m303 SCHOOL NAME: The Facing History School

SCHOOL ADDRESS: 525 West 50<sup>th</sup> Street New York, NY 10019

SCHOOL TELEPHONE: 212-757-2680 FAX: 212-757-5126

SCHOOL CONTACT PERSON: Gillian Smith EMAIL ADDRESS: Gsmith6@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: \_\_\_\_\_

PRINCIPAL: Gillian Smith

UFT CHAPTER LEADER: Jackie Grossman

PARENTS' ASSOCIATION PRESIDENT: \_\_\_\_\_

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 02 SSO NAME: Empowerment

SSO NETWORK LEADER: \_\_\_\_\_

SUPERINTENDENT: Francesca Pena

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Gillian Smith</b>	*Principal or Designee	
Jackie Grossman	*UFT Chapter Chairperson or Designee	
Sherley Slocumb Oliver McClendon	*PA/PTA President or Designated Co-President	
Yvette Wilson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Courtney Robinson</b>	DC 37 Representative, if applicable	
Nick Mendez Shanequa Lassiter	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Feinberg Catina Bacote	CBO Representative, if applicable	
Melanie Mac	Member/Teacher	
Daniel Braunfeld	Member/Teacher	
	Member/	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.



## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

---

At FHS, our mission is to graduate students who are: **a) lifelong learners with the skills and knowledge for academic and professional success and b) prepared for the responsibilities of being active, thoughtful participants and leaders in a democratic society.** We believe that our relevant, academically rigorous program and the supportive, caring structures we have in place make us more than just an excellent school, but an **excellent learning community.** With the guidance of our lead partner, Facing History and Ourselves, we ask our students to go on a four year journey to help prepare them for the ethical and moral decisions of adulthood. Our school's activities, structure, and curricula are centered around four themes: **Identity, Caring and Responsibility, Decision-making, and Choosing to Participate.**

#### **Performance Based Assessment**

As a member of The Consortium we are part of a coalition of high schools across New York State who have pioneered the creation of educational communities synonymous with active student learning, exemplary professional development and innovative curriculum and teaching strategies for 21st century students. We have devised a system of assessment which consists of eight components including alignment with state standards, professional development, external review, and formative and summative data. Student work is documented to show their work meets and exceeds New York State Regents standards through a system of rigorous commencement-level performance-based assessment tasks. Performance on these tasks is reflected on student transcripts and results are used for college admission.

The tasks require students to demonstrate accomplishment in analytical thinking, reading comprehension, research and writing skills, the application of mathematical computation and problem-solving skills, computer technology, the utilization of the scientific method in undertaking science research, appreciation of and performance skills in the arts, service learning and school to career skills. Experts external to the schools, from universities and the business world, participate in reviews of student work. By using a performance-based assessment system, we insist that assessment must not stand apart, but be continually incorporated into the day-to-day work, and schooling, of every student. For this reason, we use multiple strategies to assess students.

#### **Advisory**

FHS is committed to challenging its students on many levels: to use their voices, work hard, think critically and participate within the school community as well as the larger world. In order for students to achieve success, the faculty at FHS plans to provide a framework of support, maintain relationships with parents/guardians and stay on top of each student's academic development. In advisory, students learn important social and academic skills and complete community service requirements. Using the four "R's" (Rigor, Relevance, Respect and Relationships) the advisory serves to create a space for students to learn and grow. Our many goals for advisory group are:

- Build school community
- Develop leadership skills in students
- Help students navigate the confusing world of adolescence
- Explore ethical and moral dilemmas in and outside of the school community
- Increase student literacy
- Provide academic support
- Maintain relationships with parents/guardians
- Guide students toward 11<sup>th</sup> and 12<sup>th</sup> grade portfolios
- Help students plan for post-secondary options
- Provide structured opportunities for community service

In various surveys and interviews students have clearly stated that advisory group and their advisors have the greatest impact on their educational journey.

**Lead partner:** Facing History and Ourselves (FHAO), our lead partner, brings a deep, rigorous curricular approach, ongoing planning and professional development, resource support and helps to develop a unifying and cohesive vision of student intellectual growth, emotional engagement, and ethical deliberation. FHAO is a unique, professional development and curricular organization that works with thousands of schools around the world. FHAO believes that students can best learn to contribute responsibly to their local, national, and international communities by being emotionally and intellectually engaged in their classes. Through rich, deep, interdisciplinary case studies of historical moments, FHAO students around the world explore how individuals, institutions, and communities make choices about matters of justice, equality, and human rights. FHAO provides FHS with professional development, curricular support, and resources to integrate these ideas throughout the curriculum and into the tone and culture of the school. FHAO also provides the school with a guest speaker series as well as additional resources that puts staff and students in contact with a network of diverse educators and students around the world. FHAO provides the school with curriculum and instructional support in all disciplines, but particularly in humanities, English, our CTP course, and advisory. FHAO materials are most in use in the 9<sup>th</sup> grade “We and They” course, the 10<sup>th</sup> grade “Rebellion and Reconciliation” course (part of the English curriculum), and the 11th grade Choosing to Participate course. FHAO also provides the school with volunteers/tutors, support for student trips and professional development retreats, and a Speaker Series.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

---

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Facing History School, The								
<b>District:</b>	2	<b>DBN:</b>	02M303	<b>School BEDS Code:</b>	310200011303				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		81.4	85.0	TBD		
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	0	0	0		96.0	96.2	TBD		
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	0	0	0		71.4	85.9	TBD		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	14	TBD		
Grade 9	182	237	226	<b>Recent Immigrants - Total Number:</b>					
Grade 10	97	85	85	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	39	21	69		11	19	0		
Grade 12	0	71	20	<b>Special Education Enrollment:</b>					
Ungraded	2	2	1	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	320	416	401						
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	2	0	0	Principal Suspensions	27	19	TBD		
# in Collaborative Team Teaching (CTT) Classes	62	82	83	Superintendent Suspensions	48	11	TBD		
Number all others	1	5	4	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	42	64	64	Number of Teachers	30	37	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	7	19	Number of Administrators and Other Professionals	3	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	21	31	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	13.3	18.9	TBD
				% more than 5 years teaching anywhere	23.3	24.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	70.0	59.0	TBD
American Indian or Alaska Native	0.3	0.2	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED)	89.9	100.0	TBD
Black or African American	32.5	30.3	31.2				
Hispanic or Latino	62.2	65.4	65.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.4	2.0				
White			0.2				
<b>Male</b>	53.4	50.7	50.4				
<b>Female</b>	46.6	49.3	49.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:		√	
Math:				Math:			
Science:				Graduation Rate:		-	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				√sh		-	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-		-	
Hispanic or Latino				√		-	
Asian or Native Hawaiian/Other Pacific Islander				-			
White				-			
Multiracial							
Students with Disabilities				-		-	
Limited English Proficient				-			
Economically Disadvantaged				√		-	
<b>Student groups making AYP in each subject</b>				3		0	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	73.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	10.8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	12.4			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	40.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	10						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

---

We decided in year three to create a team model. Our school consists of 5 teams. Students are placed in teams by the year of their admittance. Currently, we have two teams for 1<sup>st</sup> year and 4<sup>th</sup> year students and two teams for 2<sup>nd</sup> and 3<sup>rd</sup> year students. Our fifth team has all ELL 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year. In their senior year students are moved to one of the other teams.

### Trends

9<sup>th</sup> grade students struggle with turning in homework, with the average turn-in rate being below 50%. 10<sup>th</sup> grade students, on the other hand, have a 75% rate. In terms of overall passing rate, about 60-70% of 9<sup>th</sup> and 10<sup>th</sup> grade students pass each cycle.

First and second year students demonstrate considerable heterogeneity in terms of academic level and motivation, certain trends are apparent: 58% of students repeating 9<sup>th</sup> grade are doing so because of excessive absences. It is clear that student achievement is parallel across subject areas. Students who fail one class tend to fail multiple classes. Students who struggle in 9<sup>th</sup> grade often demonstrate behavioral immaturity; as a result, they often do better with highly structured lessons. Many students who are entering 11<sup>th</sup> grade are high achieving students; eight out of thirty of those students are taking AP history.

On Team 3, out of 76 students, about 20 (26%) had very low attendance or were LTA.

- ✓ Attendance is approximately 81% schoolwide.
- ✓ Low reading comprehension skills
- ✓ Weak understanding of writing structure and process
- ✓ Weak study habits
  - Homework
  - Notetaking
  - Independent Silent Work
  - Meeting Deadlines
  - About 60% pass rate of classes
  - Majority of passing students maintained a C average, the next greatest pool of students had A's, and a far smaller number of students had B's

## ESL Team 5

- 1) Humanities and Math pass rates are below a 60%
- 2) English and Science pass rates are above a 70%
- 3) Foreign Language's data is not correct because there are only 3 students from team 5 currently taking a foreign language class.
- 4) English has the highest rate because it has the most number of students with grades. (ex: Wilson reading class etc)
- 5) Equal amount of percentage between departments in the 70-79 % column.

### **Accomplishments:**

We have experienced a number of significant achievements. Many students stayed after school in order to work with teachers once schoolwide tutoring began. The use of detailed and carefully created scaffolding for writing improved the students' ability to develop formal essays using evidence and their use of work cited and in-text citations. We pursued greater parental involvement, which resulted in more interventions with students and parents, greater attendance at parent-teacher conferences and increased parental contact through letters and phone calls. We have worked consistently to push students to reflect on how to succeed as high school students and how to recognize behaviors and habits that lead to success or difficulties. Overall, students demonstrated a high level of engagement during lessons.

Teachers utilized multiple strategies to help students achieve increased success. The teachers implemented consistent procedures such as the posting of SMART goals and posting dates for major projects. The teachers spent considerable time reflecting on their practice and developing new strategies to meet the needs of their current students. The teachers focused on student achievement as the primary goal. The Team utilized the tutoring schedule to provide students with extra academic support and maintained consistent contact with parents, the social work department and advisors in order to integrate all stakeholders into discussions and strategies. The Team members worked actively with their IST coach and implemented her feedback into their daily practice.

- ✓ ESL students tend to be more successful in art
- ✓ Art passing rate went up by 10% because the schedule of the art class was changed, moving it from F Block (the last block of the day) to E & D Block
- ✓ Arts integration in core subjects has allowed for students to become fluent in different modes of expression i.e. video, voice recordings, poetry, visual arts, PowerPoint presentations, dance
- ✓ Class sizes are small allowing for academic growth
- ✓ Universal goals across disciplines i.e. SMART Goals
- ✓ Interdisciplinary connections and team wide approach to literacy
- ✓ Students debrief do now to help prepare for portfolio/panel/pbat presentations
- ✓ Grading policy is clear
- ✓ After-school writing workshops
- ✓ Incorporation of ESL Destination Math grant
- ✓ Weekly professional development
- ✓ Weekly team meetings centered on student work, goal setting/evaluations, schedule students around their individual needs, and student concerns
- ✓ Team interventions with students in need of support
- ✓ Social worker intervention with student and team members

### **Arts Partnership:**

**MAY 2009**

We have an integrated arts program that deepens the intellectual rigor and the personal connections across the disciplines. Our arts partner, Urban Arts Partnership (UAP), provides artist-teachers who provide our independent studio arts program but also team teach with teachers in every team and every department, to build capacity around the arts. As a result, students have the opportunity to use art as a way of expressing what they have learned both within their core content classes as well as in various independent art programs throughout the day. Example: In our 10<sup>th</sup> grade English class, students study Apartheid in South Africa. Their knowledge is not only gained through readings, but also in the music they create in our African drumming class, the images they view in our photography classes and the monologues they write and perform at our end year Ubuntu celebration from our spoken word classes. Students assume the role of one of the characters from the play 'Bopha!' and create monologues expressing the voice and vision of the character as they see it. FHAO has received a planning grant from the New York State Partnership for the Arts to work with UAP and FHS to refine our 4 year integrated arts curriculum..

### **Partnerships**

Our partnerships are developed based on a four year growth model. Yearly, we review the success of our partnerships and the 'need' to continue these partnerships. We are in many networks of both like-minded and diverse schools with whom we share and collaborate, including the Empowerment, Consortium, Center for Collaborative Education, Coalition of Essential Schools and the FHAO small schools network. We continue to actively build new relationships with various organizations and institutions.

### **Collaboration:**

All three social workers have effectively integrated themselves into the culture and norms of both the social work department as well as the school community. This shows that a variety of departmental systems are in place to allow all workers to effectively work with staff and students. The social workers were also able to bring in their own professional and personal strengths to deepen the success of the work done with teachers and students on a daily basis. These collaborative approaches are also seen in the work done with two masters level social work interns from Columbia School of Social Work. It is evident in the work with the students in that quick and deep alliances are formed one-on-one as well in group work within the FHS student body. This is seen with the large numbers of students who seek counseling on their own, regularly attend individual and group meetings. In addition the social workers are seeing and meetings the needs of students with IEPs on regular basis and effectively scaffolding to their needs.

Collaboration is seen across departments in that Social workers are called upon by teachers and administration on a regular basis to address behavioral and social emotional issues. The social workers also seek the input of teachers realizing that they are the ones who spend the most time with kids and are most often aware of academic needs. The social work department develops and maintains the Advisory curriculum. This helps to establish school wide culture and tone that is accepting of difference and supportive and individual values.

The social work department has access to resources that are helpful to individuals and families outside of school. For example: Project STAY, The DOOR, Mt Sinai Adolescent, Ryan Center, Planned Parenthood. This is done over the phone, one-on-one meetings in the school, parent teacher nights and meetings with students. We also bring in outside organizations to service our students such as, Project STAY, Peer Health Exchange, Harvey Milk, Citykids, and BEANS.

Work with families is a priority for the social work department and weekly intervention meetings with families are considered some of the best work we do. In these meetings we offer in school services and support as well as outside resources.

There are students who struggle to attain success at FHS and the social work department is effective at finding transfer schools and or GED programs. We have an extensive counseling process to help find the right fit for each student as well as working with the family to make sure they have the outside support they need to achieve success. This includes a large number of overage under credit students. We have also created a protocol for how to most effectively work with teachers, advisors, students and families around transferring out successfully.

On the other end of the spectrum we are working with our graduates and helping them process through the big change to come. This is done one-on-one and also with direct support in their College Summit classes.

Many students who are attending class are rising to the necessary challenges in terms of putting in the required work/effort to succeed in panels and PBATs

Many students are developing voice for seeking help/support

Students have drastically improved their writing skills

Students now have the ability to tackle more challenging texts

Many more students are grasping the concepts in TIEDIED writing method, making their writing more organized

Content specific vocabulary knowledge and understanding has increased

Attendance increased 3% in the 2008-2009 school year

Direct link can be identified between attendance and success on performance based assessments

Consistent attendance taking and review policies.

Automated phone calls have been more successful.

Increased success rate on performance based assessments after implementation of specific formal writing format.

Increased passing rate and increased overall scores on ELA Regents after implementation of specific formal writing format.

Scaffolding for students has been successful in all classes.

Standard writing format has been successful across disciplines and across curriculum.

Students can identify and analyze process in their writing.

Consistent professional development on ways to support students

One of our challenges is working with Advisories on a regular basis. Although we effectively work with individual advisors and advisees we would like to spend more time in the actual advisory. This would allow us to have a better overall view of what the tone of a particular group is and find out what needs are not being met.

We are working closely with students and teachers on transcripts but continue to struggle with understanding how to best have hard conversations with kids who are not meeting their academic goals. This also makes transferring students a challenge because they often do not meet requirements of programs that might meet their needs.

One of the challenges is helping parents understand that part of their child's development is appropriate for their age but we also are working with them to set clear boundaries and limits. We work to encourage their positive parenting skills and encourage their teens make healthy choices.

More assessments to measure improvements in formal writing

Consistent teacher buy-in and use of formal writing.

## Challenges

Student absences is a major cause of academic failure.

One of our challenges is working with Advisories on a regular basis. Although we effectively work with individual advisors and advisees we would like to spend more time in the actual

advisory. This would allow us to have a better overall view of what the tone of a particular group is and find out what needs are not being met.

We are working closely with students and teachers on transcripts but continue to struggle with understanding how to best have hard conversations with kids who are not meeting their academic goals. This also makes transferring students a challenge because they often do not meet requirements of programs that might meet their needs.

One of the challenges is helping parents understand that part of their child's development is appropriate for their age but we also are working with them to set clear boundaries and limits. We work to encourage their positive parenting skills and encourage their teens make healthy choices.

More assessments to measure improvements in formal writing

Consistent teacher buy-in and use of formal writing.

### **Significant Aids**

- ✓ Having teachers available after school and during lunch
- ✓ Parent phone calls, e-mails, conferences
- ✓ Individualized outreach to students (working with advisors, calling and e-mailing students personally, interventions)
- ✓ Staff communication and collaboration
- ✓ Team structure
- ✓ Awards (Wednesday Specials)
- ✓ Assistance of FHS social workers

### **Significant Barriers**

A few barriers prevented the Team from reaching the level of success that the teachers desired. First, the small size of the team meant that students were grouped together for every single class. This developed a class culture that was difficult for individual teachers to modify. Class sizes were often very large. Teachers lacked certain resources that would help them improve instruction. Teachers often sought out times for student-parent interventions but the available times were limited. Students often wanted to work on projects on Wednesdays after school when they leave school earlier, but there was no space for them to work. Overall, increased CTT/SPED services would benefit students.

- ✓ Lack of home access to computers and the internet
- ✓ Lack of home support (time, space, and someone to assist) for homework
- ✓ Attendance (several LTA students, average attendance 81%)
- ✓ Many students have low skills and low confidence
- ✓ Many students have experienced trauma which interferes with attention to school
- ✓ It is difficult to make home contact with some students and their families due to inconsistent phone service
- ✓ Condition of school facilities and access to space: Students do not have space to engage in recreational activities at lunch or another time during the day. Many classrooms have no natural light and are very cramped.
- ✓ Low parental attendance during parent teacher conference
- ✓ Students struggle submitting work on time
- ✓ Students social issues pertaining to outside factors



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

---

### English

- By June 2010 75% of the student body will demonstrate progress towards achieving state standards and ELA promotion requirement by receiving a competent on project rubrics in the following areas: analysis/interpretation of evidence, correct use of MLA citation and works cited, and proper HITT, TIED, TRUE format.  
Specific: Focusing on specific writing skills that cross all disciplines and manifest themselves on projects.  
Measurable: Teachers will gauge student progress in these writing skills through the use of rubrics and comments on mid and end cycle reports.  
Achievable: Teachers will incorporate and discuss these skills in all writing activities done in class.  
Realistic: The process of writing using the above format is used in all disciplines. Hence, an increase in student writing skills can be achieved.  
Timely: Teachers will assess growth on-going through classwork and homework. All classes must complete a minimum of three projects for each semester. At the completion of each project teachers will assess skills using a department rubric. There will also be a in depth analysis of achievement to skills at mid-cycle and end-cycle.

**Passing Rate:**In order to meet state standards for promotion requirements there will be a 5% increase in passing rate in each subject area by June 2010

Specific: Increase pass rate by 5% in each subject area

Measurable: At mid cycle we will conduct data analysis to analyze how many students are passing. We will conduct the same analysis at the end of the cycle. Through these analysis we will create credit recovery and/or tutoring programs.

Pass rates 2009 will be compared to pass rates for 2010 for each class at:

- Midcycle 1
- End Cycle 1
- Midcycle 2
- End Cycle 2
- Midcycle 3
- End Cycle 3
- Midcycle 4

End Cycle 4

Acheiveable: Structure of assignments for success

- regular homework assignments and collection times made public to students ahead of deadlines and available on school website
- projects that are based on extensive scaffolding
- scaffolding for projects allows students to work on parts of the project in class
- extra credit given for students to turn in projects early
- no late assignments accepted
- coordination of deadlines among teachers to avoid having several projects due on the same date
- assignment types and styles will be varied to meet multiple intelligences and various interests of students

Close-reading and note-taking skills will be taught in all classes

### **Positive Reinforcement**

- Each teacher will make at least 3 positive phone calls every week
- Wednesday awards will be given to one student by each Teams teacher: announced on website and physical bulletin board, in classes, recognized by certificate and raffle ticket. Chart will be posted on bulletin board with number of tokens for each student. Raffles will be held at the end of each cycle.
- On report card narratives (given eight times a year), every student will be told by every teacher what his/her strengths are
- End of cycle awards and awards ceremony.

Realistic: Using our team model there is a holistic approach for the student to be successful in all subjects. Every week the team meets to discuss student challenges and how to create successful interventions that can be applicable in all classes.

Timely: As soon as it becomes clear that a student is not being successful (misses 3 home works, does not complete class work for 2 classes, and/or is behind on a project/major assessment in any one class) the following actions will be taken by the classroom teacher:

- one-on-one conference with student
- notification of advisor and all Team teachers
- call home to parent/guardian

If the problem persists, in addition to repeating the above procedures, the following actions will be taken:

- notification of social worker
- request for student to attend after-school tutoring
- request for parent conference

Teachers are available for 4 evening and 2 afternoon parent conferences during the year, and also meet with parents before, during, and after school on other days when necessary.

### **Team Meetings**

- meet weekly and raise students of concern as well as well-performing students
- send group letters home for students in danger of failing
- phone calls are made on behalf of team to parents/guardians

The social work department will provide the following support:

- Through team interventions we will be able to work with a large number of adults involved in each particular student's academic life. In order to best support the teachers the SW department is committed to using guided discipline values. Social workers will spend more time in advisories both as visitors and facilitators.
- All social workers will spend more time in team meetings and advisory sessions. The social work department will also meet weekly to review work with students.

- Monthly advisory support groups are led in staff meetings. This is a time to check in and see what problems or concerns have come up.

**Attendance: Student attendance will increase 3% by the June 2010**

Specific: We will increase our overall attendance by 3%

Measureable: Weekly attendance posting by advisory  
 Daily printing of RDAL to view how many students are absent  
 Updates on midcycles and endcycles for students.  
 Regular updates of team/student/advisory attendance data  
 Charts and graphs measuring weekly attendance

Achievable: Attendance will be taken each morning by *second block of the day*.  
 Phone messenger will call home each day to notify parents of absence and lateness  
 Phone based text program will inform parents of student absence by advisor  
 Teachers will update daily attendance via: RDAL, attendance reversal forms.  
*Teams will create a process in which they are accountable for their team attendance through phone calls and interventions (policies will be submitted to Gillian for approval).*  
*Teams/advisors will also be accountable for excused absence notes and making sure the attendance is changed.*  
*Attendance data will be posted and visible by advisory and team so students can see numbers.*  
 Rewards/Incentives - Advisories with above 95% attendance and/or 0% lateness receive a participation pass weekly. 10 participation passes = 1 pizza party. Charts are posted publicly in the halls. Student with 100% attendance for the month receive movie tickets as well as an award.  
*Teams will create attendance incentives (ex: 100% attendance for the week in first block = free homework pass)*  
*Empowerment Committee Team will create an attendance committee that will oversee the outlined processes and protocols and reflect and revise.*

Realistic: Increasing attendance by 3% is a realistic goal.

Timely: We will review our attendance daily. Each quarter we will review our attendance and implement additional programs if needed to increase our attendance.

**Presentation Rate: In order to meet state promotion and graduation requirements 75% of students will present final assessments (portfolios, panels and PBATs) by June 2010**

Specific: Each department must have at least 80% of students present final assessments for the school to reach the goal of 75% of student presentation.

Measureable: Progress reports, Midcycle, and End Cycle comments will include specific project completion component. We will use outside evaluators (FHAO, America Reads, NYU) to validate our process as well as review our data. Project completion rate will be reviewed every midcycle with public display of data. We will also review Scholarship Report, School Data, Teacher Course Data to analyze progress.

Achievable: After school tutoring for students with a rotating tutoring schedule for staff

Project timelines with due dates provided by classroom teacher

Scaffold all projects, including individualized deadlines based on SPED or ELL considerations

Team meetings to create calendar with all assessment due dates

Mandatory deadlines across subjects to facilitate CFI analysis of student work. Targeted students will attend intervention/progress report sessions with team teachers to discuss strategies to complete assignments

**Realistic:** Presentations are a culmination of student work. Hence, teachers have the ability to give the student ongoing support that would allow them to be ready to present. Students that are at risk of not presenting will be mandated to attend afterschool presentations support session.

**Timely:** Weekly team meetings to discuss student progress toward annual goal

Allotted time for teams to review all projects across all subjects simultaneously during meetings

**Public Speaking:** In order to meet state standards graduation requirement, there will be 10% increase in Speaking scores on 2009-2010 NYSESLAT as compared with 2008-2009 scores and 75% of ELLs and Special Education students will earn Competent or higher on “Cover letter” section of rubric in portfolio presentations and “Presentation of Project” section of rubric on panels and PBATs

**Specific:** Students will improve public speaking and presentation skills in order to be more successful on portfolio, panel, and PBAT assessments.

**Measurable:** Organization of data: Each team teacher will maintain a spreadsheet to track presentation ratings for project presentations, mock portfolio/panel/PBAT presentations, and actual portfolio/panel PBAT presentations

Students will receive a rubric rating (using portfolio/panel/PBAT rubrics as appropriate by level) on speaking and presentation skills based on mock portfolio/panel/PBAT presentations in cycle 1 and 3 endcycles

**Achievable:** Daily assessments: Students present/explain responses for class Do Now tasks; teacher and peers give warm and cool feedback on presentations to model presentation structure; each lesson, regardless of content area, will include a speaking/presentation component, i.e. a student explains his/her answer or represents group, explaining work completed

Scaffolding presentation and speaking skills: a variety of techniques and pedagogical strategies will be employed to build speaking confidence, such as think-pair-shares, voice recordings as a scaffold to public speaking, small group discussions, sentence starters to structure speaking

Team accountability and support: Team teachers meet weekly to discuss progress of students with speaking/presentation skills and identify students in need of enrichment activities

Enrichment and student support: In class – students identified by teacher and team as in need of enrichment will be provided with a partner; ;students will be referred to tutoring once per week for individual support from teacher on explaining, describing, and presenting work

**Realistic:** The support for student success as been built around a group of teachers. Each teacher will have a group plan as well as an individualized plan for the student. This process is not only realistic by an expectation for all students.

**Timely** Progress will be analyzed at weekly team and department meetings.

**Academic Intervention:** Effectively collaborate with 100% of advisors and teachers to support students by June 2010.

**Measurable:** Analyze change in academic and social behavior of student in weekly team and social work meetings. At end cycle review pass rates of student with academic intervention plans.

**Achievable:** Monthly advisory support groups are led in staff meetings. Student goals set and reflected on in advisory. Guided Discipline presentations of best practices shared at professional development sessions. Social Workers and Intervention Team attend professional development for guided discipline.

**Realistic:** Through team interventions we will be able to work with large number of adults involved in a particular student's academic life. In order to best support the teachers the SW dept is committed to using guided discipline values. Spend more time in advisories both as a visitor and facilitator.

**Timely:** Social Workers attend weekly team meetings. Social Workers conduct monthly advisory professional development sessions. Intervention process started at midcycle

***Principal Goals:***

- ***Improve attendance***
  - **To improve in the Progress Report category of School Environment by increasing attendance**
- ***Improve graduation rate***
  - **To increase the percentage of students passing courses, this includes portfolios, panels, and PBATs to meet New York City requirements for promotion**
- ***Increase 4 year college***
  - **Increase acceptance to four year colleges and universities**
  - **To increase the percentage of students in Senior Institute**
- ***Improve Teaching and Learning***
  - ***Teachers will receive structured and authentic feedback, regarding professional practice.***

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

1.

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 75% of the student body will demonstrate progress towards achieving state standards and ELA promotion requirement by receiving a competent on project rubrics in the following areas: analysis/interpretation of evidence, correct use of MLA citation and works cited, and proper HITT, TIED, TRUE format</p> <p>Specific: Hitting certain writing skills that cross all disciplines and manifest themselves on projects.</p> <p>Measurable: Teachers will gauge student progress in these writing skills through the use of rubrics and comments on mid and end cycle reports.</p> <p>Achievable: Teachers will incorporate and discuss these skills whenever writing activities are done in class.</p> <p>Realistic: See achievable.</p> <p>Timely: Skills will be assessed at the end of each project. An analysis of the progress for these skills will take place during mid and end cycle.</p> <p>S.M.A.R.T.</p>
---	---

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• This goal applies to all students.</li> <li>• Incorporate all these writing categories in project rubrics across all disciplines.</li> <li>• Teachers will incorporate and emphasize these skills during all writing activities.</li> <li>• Teachers will post these goals in the classroom.</li> <li>• Teachers will check-in as a Team at mid and end cycle to monitor student progress.</li> <li>• Students who are identified as struggling in these areas at both mid and end cycles must attend mandatory writing conferences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Per session will be paid for teachers to attend professional development around writing. – Title 1 funds</li> <li>• Per session will be paid for teachers who meet to conduct student conferencing as well as kid talk – Title 1 funds</li> <li>• Supplies for students – books, paper, highlighters – Contract for Excellence</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 50 % of students will achieve a competent in the writing section of all projects assigned by midcycle in each subject.</li> <li>• School wide analysis will be conducted through rubrics and midcycle progress report</li> <li>• School wide analysis will be conducted through rubrics and end cycle progress report</li> <li>• 75% of students will achieve a competent in the writing section of all projects assigned by end cycle in each subject.</li> </ul>

**2. Passing Rate:**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>In order to meet state standards for promotion requirements there will be a 5% increase in the passing rate of each subject area by June 2010.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>1. Structure of assignments for success</b></p> <ul style="list-style-type: none"> <li>○ regular homework assignments and collection times made public to students ahead of deadlines and available on school website</li> <li>○ projects that are based on extensive scaffolding</li> <li>○ scaffolding for projects allows students to work on parts of the project in class</li> <li>○ extra credit given for students to turn in projects early</li> <li>○ no late assignments accepted</li> <li>○ coordination of deadlines among teachers to avoid having several projects due on</li> </ul>

the same date

- assignment types and styles will be varied to meet multiple intelligences and various interests of students
- Close-reading and note-taking skills will be taught in all classes.

## **2. Positive Reinforcement**

- Each teacher will make at least 3 positive phone calls every week
- Wednesday awards will be given to one student by each Team teacher: announced on website and physical bulletin board, in classes, recognized by certificate and raffle ticket. Chart will be posted on bulletin board with number of tokens for each student. Raffles will be held at the end of each cycle.
- On report card narratives (given eight times a year), every student will be told by every teacher what his/her strengths are
- End of cycle awards and awards ceremony.

## **3. Interventions**

As soon as it becomes clear that a student is not being successful (misses 3 home works, does not complete class work for 2 classes, and/or is behind on a project/major assessment in any one class) the following actions will be taken by the classroom teacher:

- one-on-one conference with student
- notification of advisor and all Team teachers
- call home to parent/guardian

If the problem persists, in addition to repeating the above procedures, the following actions will be taken:

- notification of social worker
- request for student to attend after-school tutoring
- request for parent conference

Teachers are available for 4 evening and 2 afternoon parent conferences during the year, and also meet with parents before, during, and after school on other days when necessary.

## **4. Team Meetings**

- meet weekly and raise students of concern as well as well-performing students
- send group letters home for students in danger of failing

	<ul style="list-style-type: none"> <li>○ phone calls are made on behalf of team to parents/guardians</li> </ul> <p>5. The social work department will provide the following support:</p> <ul style="list-style-type: none"> <li>○ Through team interventions we will be able to work with a large number of adults involved in each particular student's academic life. In order to best support the teachers the SW department is committed to using guided discipline values. Social workers will spend more time in advisories both as visitors and facilitators.</li> <li>○ All social workers will spend more time in team meetings and advisory sessions. The social work department will also meet weekly to review work with students.</li> <li>○ Monthly advisory support groups are led in staff meetings. This is a time to check in and see what problems or concerns have come up.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teacher compensation required for: <ul style="list-style-type: none"> <li>○ After-school tutoring</li> <li>○ Additional parent conference evenings (Contract for Excellence Funding)</li> </ul> </li> <li>• Resources required for: <ul style="list-style-type: none"> <li>○ certificates, raffle prizes (school supplies)</li> <li>○ notebooks, pens, regular classroom materials for students</li> <li>○ art supplies (markers, paper, glue, tape) for classes to complete projects that address multiple intelligences and student interests(Contract for Excellence Funding)</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Pass rates 2009 will be compared to pass rates for 2010 for each class at:</b></p> <ul style="list-style-type: none"> <li>○ Midcycle 1</li> <li>○ End Cycle 1 increase 1%</li> <li>○ Midcycle 2</li> <li>○ End Cycle 2 increase 2%</li> <li>○ Midcycle 3</li> <li>○ End Cycle 3 increase 1%</li> <li>○ Midcycle 4</li> <li>○ End Cycle 4 increase 1%</li> </ul>

**3. Attendance:**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><b>Student attendance will increase 3% by the June 2010.</b></p>
---	---

<i>Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Attendance will be taken each morning by <i>second block of the day</i>.</li> <li>• Phone messenger will call home each day to notify parents of absence and lateness</li> <li>• Web based text program will inform parents of student absence by advisor</li> <li>• Teachers will update daily attendance via: RDAL, attendance reversal forms.</li> <li>• <i>Teams will create a process in which they are accountable for their team attendance through phone calls and interventions (policies will be submitted to Gillian for approval).</i></li> <li>• <i>Teams/advisors will also be accountable for excused absence notes and making sure the attendance is changed.</i></li> <li>• <i>Attendance data will be posted and visible by advisory and team so students can see numbers.</i></li> <li>• Rewards/Incentives - Advisories with above 95% attendance and/or 0% lateness receive a participation pass weekly. 10 participation passes = 1 pizza party. Charts are posted publicly in the halls. Student with 100% attendance for the month receive movie tickets as well as an award.</li> <li>• <i>Teams will create attendance incentives (ex: 100% attendance for the week in first block = free homework pass)</i></li> <li>• <i>Empowerment Committee Team will create an attendance committee that will oversee the outlined processes and protocols and reflect and revise.</i></li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Manual phone calls Updated automated phone system Time in team meetings to make phone calls Rewards – Pizza/movie tickets/etc Charts and graphs showing attendance ( Tax Levy funding for supplies)
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Weekly attendance posting by advisory Daily printing of RDAL to view how many students are absent Updates on midcycles and endcycles for students. Regular updates of team/student/advisory attendance data Regular attendance reflections and interventions in team meetings. November 2009: March 2010 <b>June 2010</b>

#### 4. Presentation Rate:

<b>Annual Goal</b> <i>Goals should be SMART –</i>	<b>In order to meet state promotion and graduation requirements 75% of students will present final assessments (portfolios, panels and PBATs) by June 2010</b>
--	--

<p><i>Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• After school tutoring for students with a rotating tutoring schedule for staff</li> <li>• Project timelines with due dates provided by classroom teacher</li> <li>• Scaffold all projects, including individualized deadlines based on SPED or ELL considerations</li> <li>• Team meetings to create calendar with all assessment due dates</li> <li>• Mandatory deadlines across subjects to facilitate CFI analysis of student work.</li> <li>• Progress reports, Midcycle, and End Cycle comments will include specific project completion component.</li> <li>• Targeted students will attend intervention/progress report sessions with team teachers to discuss strategies to complete assignments.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teams stagger deadlines to mitigate unnecessary student stress.</li> <li>• Weekly team meetings to discuss student progress toward annual goal</li> <li>• Allotted time for teams to review all projects across all subjects simultaneously during meetings</li> <li>• Supplies-folders, laptops, projectors</li> <li>• In order to maintain a formal tone, we will need outside evaluators (FHAO, America Reads, NYU)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Project completion rate each midcycle with public display of data.</li> <li>• Increase in student pass rates (Scholarship Report, School Data, Teacher Course Data)</li> <li>• Increase presentation rate for January and June.</li> <li>• Portfolio/Panel pass rate will increase.</li> </ul>

5.

**Subject/Area (where relevant):** \_\_\_\_\_

**Public Speaking:**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p>In order to meet state standards graduation requirement, there will be 10% increase in Speaking scores on 2009-2010 NYSESLAT as compared with 2008-2009 scores and</p>
---	---

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>75% of ELLs and Special Education students will earn Competent or higher on “Cover letter” section of rubric in portfolio presentations and “Presentation of Project” section of rubric on panels and PBATs by June 2010</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Target group: ELLs and Special Education students</li> <li>• <u>Daily assessments</u>: Students present/explain responses for class Do Now tasks; teacher and peers give warm and cool feedback on presentations to model presentation structure; each lesson, regardless of content area, will include a speaking/presentation component, i.e. a student explains his/her answer or represents group, explaining work completed</li> <li>• <u>Scaffolding presentation and speaking skills</u>: a variety of techniques and pedagogical strategies will be employed to build speaking confidence, such as think-pair-shares, voice recordings as a scaffold to public speaking, small group discussions, sentence starters to structure speaking</li> <li>• <u>Team accountability and support</u>: Team teachers meet weekly to discuss progress of students with speaking/presentation skills and identify students in need of enrichment activities</li> <li>• <u>Enrichment and student support</u>: In class – students identified by teacher and team as in need of enrichment will be provided with a partner; ;students will be referred to tutoring once per week for individual support from teacher on explaining, describing, and presenting work</li> <li>• <u>Organization of data</u>: Each team teacher will maintain a spreadsheet to track presentation ratings for project presentations, mock portfolio/panel/PBAT presentations, and actual portfolio/panel PBAT presentations</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget</u>:</p> <ul style="list-style-type: none"> <li>• Materials needed: copy paper for rubrics; portfolio folders; recording devices (Contract for excellence)</li> </ul> <p><u>Staffing/Training</u>:</p> <ul style="list-style-type: none"> <li>• Intra-team observations and debrief once per semester to observe and give feedback on incorporation of speaking and presentation practice in daily lessons</li> <li>• Monthly team meetings with rotating openers to share out speaking and presentation best practices ( Title 1 funding)</li> </ul> <p><u>Scheduling</u>:</p> <ul style="list-style-type: none"> <li>• Teachers will coordinate mock presentation dates by content area in Cycles 1 and 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Team training in March for NYSESLAT speaking section</li> <li>• Individual teacher spreadsheets tracking speaking/presentation growth will be compiled into a team document at the end of each semester that will be available on Echalk</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will receive a rubric rating (using portfolio/panel/PBAT rubrics as appropriate by level) on speaking and presentation skills based on mock portfolio/panel/PBAT presentations in cycle 1 and 3 endcycles</li> <li>• 10% increase in Speaking scores on 2009-2010 NYSESLAT as compared with 2008-2009 scores – April 2010</li> <li>• 75% of ELLs earn Competent or higher on “Cover letter” section of rubric in portfolio presentations and “Presentation of Project” section of rubric on panels and PBATs <ul style="list-style-type: none"> <li>25% - January 2010</li> <li>25% - March 2010</li> <li>25% - June 2010</li> </ul> </li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Effectively collaborate with 100% of advisors and teachers to support students by June 2010 .</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through team interventions we will be able to work with large number of adults involved in a particular student’s academic life. In order to best support the teachers the SW dept is committed to using guided discipline values. Spend more time in advisories both as a visitor and facilitator.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Social Workers attend weekly team meetings. Social Workers conduct monthly advisory professional development sessions. Social Workers and Intevention Team attend professional development for guided discipline</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>. Monthly advisory support groups are led in staff meetings. Intervention process started at midcycle. Process will be reviewed monthly Goals set and reflected on in advisory monthly Guided Discipline presentations of best practices shared at professional development sessions. End cycle January – Improvement and/or met goals – 50% of students with intervention plans Monthly – Increase working with staff members by 10% Endcycle June – Improvement of 50% of students with intervention plans.</p>

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	143	143	143	143		3	115	115
10	50	45	67	58		4	63	57
11	37	46	49	39		2	58	66
12	44	40	56	44			50	43

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Mandated after school tutoring sessions</b></li> <li>• <b>Optional lunch tutoring sessions</b></li> <li>• <b>10<sup>th</sup> and 11<sup>th</sup> grade: 2x a week skill focused classes that mirror curriculum for core subject Scaffolded projects</b></li> <li>• <b>Teacher/student writing conferences during class or tutoring (a.k.a. writing lab)</b></li> <li>• <b>Peer revision groups (each group targets one of the above mentioned skills) during class.</b></li> <li>• <b>Mid and End cycle narratives addressing their Use of TIED template</b></li> <li>• <b>After School Tutoring – 2 days per week</b></li> <li>• <b>CTT classes</b></li> <li>• <b>Team Interventions</b></li> <li>• <b>ELA tutoring provided after school, for English Language Learners.</b></li> <li>• <b>Wilson Reading program provided in small group instruction provided during school hours.</b></li> <li>• <b>Team 5 intervention meetings to discuss individual student progress, during team meeting hours.</b></li> <li>• <b>Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress.</b></li> <li>• <b>Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Mandated after school tutoring sessions</b></li> </ul> <p><b>Optional lunch tutoring sessions</b>  <u>Destination Math:</u> ESL math support computer platform (in class, after school, at home), can be delivered in small groups, one-to-one, etc  <u>Tutoring:</u> Teachers in the department provide weekly tutoring hours for all students to attend (before school, after school, lunch/advisory), delivered one-to-one and in small groups</p>

	<ul style="list-style-type: none"> <li>• Use of TIED template</li> <li>• After School Tutoring – 2 days per week</li> <li>• CTT classes</li> <li>• Team Interventions Math tutoring provided after school to target students in math.</li> <li>• Team 5 intervention meetings to discuss individual student progress, during team meeting hours.</li> <li>• Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress.</li> <li>• Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.</li> </ul>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>• Mandated after school tutoring sessions</li> <li>• Optional lunch tutoring sessions</li> <li>• Extra help is offered via tutoring after school in small groups and one-on-one. Tutoring is both offered regularly and by request</li> <li>• Use of TIED template</li> <li>• After School Tutoring – 2 days per week</li> <li>• Team Interventions</li> <li>• Team 5 intervention meetings to discuss individual student progress, during team meeting hours.</li> <li>• Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress.</li> <li>• Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.</li> <li>•</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>• Mandated after school tutoring sessions</li> <li>• Optional lunch tutoring sessions</li> <li>• Individual and small group activities that emphasize these writing skills</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>After School tutoring and writing workshops</b></li> <li>• <b>Project Rubrics that monitor these skills</b></li> <li>• <b>Mid and End Cycle Narratives</b></li> <li>• <b>Project Scaffolding that emphasizes these skills Use of TIED template</b></li> <li>• <b>After School Tutoring – 2 days per week</b></li> <li>• <b>Team Interventions</b></li> <li>• <b>Team 5 intervention meetings to discuss individual student progress, during team meeting hours.</b></li> <li>• <b>Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress.</b></li> <li>• <b>Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary</b></li> </ul>
<p><b>At-risk Services Provided by the Social Worker/Advisor/Teams:</b></p>	<ol style="list-style-type: none"> <li>1. Individual student conference</li> <li>2. Team Intervention meetings</li> <li>3. tutoring</li> <li>4. progress reports (8/year)</li> <li>5. social work interventions</li> <li>6. bi-weekly progress reports from each teacher</li> <li>7. parent/teacher meetings (6/year)</li> <li>8. automated phone calls for absence and lateness</li> <li>9. Team 3 internal e-mail communication system</li> <li>10. Team 3 “Student concern” phone calls</li> <li>11. CFI review work</li> <li>12. Parent coordinator (translation)</li> </ol> <p>Parent e-mails</p> <ol style="list-style-type: none"> <li>1. Teacher dedicates time to personally meet with student (could be during prep times or afterschool) to address various issues that have come up (whether academic or behavioral)</li> <li>2. All members of Team 3 meet to select certain students who are underperforming in more than 2 classes and set a time for the student to meet with the group of teachers to create a plan for success.</li> <li>3. Team 3 offers Tutoring for the students on Tuesdays from 2:50 until 5:00 pm</li> <li>4. Team 3 provides the student (and family) with 8 major progress reports (mid cycle and end cycle) that keeps student and family informed of the overall student progress</li> <li>5. Whenever estimated necessary, a teacher (or more than one member of the team) requests intervention by social worker. The social worker meets with student to address the various issues. Social worker/teacher/student meetings also take place.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Scheduled bi-weekly progress reports are given out by each teacher so that students are aware of their progress.</li> <li>7. Parent/teacher meetings are routinely scheduled (and in addition whenever time permits for both teacher and parent) during preparation periods or after school). These meetings are usually scheduled for students who are underperforming in team classes to the point that a potential failure is anticipated.</li> <li>8. School has an automated phone call for absence or lateness set up in place so our team 3 students who fail to come to class, come late, or cut classes have their houses informed via telephone.</li> <li>9. Team 3 has an e-mail communication system in place to maintain other team 3 teachers informed of various situations that might be affecting the students.</li> <li>10. Team 3 gathers information of students who are failing 3 or more classes and has a strategy in place where the parents of these students are contacted and requested to come to school for meeting with all the team 3 teachers and the social worker.</li> <li>11. Team 3 utilizes the evidence gather throughout the year for 3 students from 3 different levels (high performer, mid-performer, low performer) to analyze progress of these representative students. This analysis is done during team meetings every cycle after evidence of work has been submitted.</li> <li>12. Parent coordinator helps reach parents/guardians who are difficult to reach and provides Spanish translation.</li> </ol>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<ul style="list-style-type: none"> <li>• <b>Consistent follow-up with students, advisors, and parents.</b></li> <li>• <b>Interventions with parents and students Team Interventions</b></li> <li>• <b>Writing Lab for struggling students</b></li> <li>• <b>Advisory Pairs</b></li> <li>• <b>Senior Buddies – Pairing 4<sup>th</sup>/5<sup>th</sup> year students with 1<sup>st</sup> year</b></li> <li>• <b>Graduation Guide Services (matching students with a graduation advisor from the Team)</b></li> <li>• <b>Interventions</b></li> <li>• <b>Group meetings</b></li> <li>• <b>Social workers set up the intervention with teachers, parents and advisors. Provide a safe place for the conversation to take place. Create academic action plans such as conduct sheets, tutoring, buy back time etc...Provide counseling or resources for outside counseling. Continue relationship and outreach to parents.</b></li> </ul>

<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>• <b>Fitness grams</b></li><li>• <b>CPR testing</b></li><li>• <b>Peer Health Exchange</b></li><li>• <b>BMI readings</b></li><li>• <b>OT/PT</b></li><li>• <b>RAPP program</b></li></ul>
---	--

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

---

### **Language Allocation Policy Narrative 2009-2010**

#### **I. Language Allocation Policy Team Composition**

SSO/District: Empowerment

Principal: Gillian Smith

Assistant Principal: Mark Otto

Parent Coordinator: Rita Laguer

Parent: Zenaida Pineda

Teachers: Dana Panagot, Melanie Mac, James Gray

#### **II. Teacher Qualifications**

All ELLs are scheduled in classes with the same group of eight teachers. These teachers form the ESL team, a body that meets weekly to plan curricula and academic interventions exclusively for ELLs. Four of the team teachers are ESL-certified and two of the teachers are Foreign Language certified. The four ESL team teachers who are not yet ESL-certified receive weekly planning and curricular support from certified ESL teachers on the team. Team teachers without ESL certification are planning to attend ongoing ESL professional development such as QTEL.

#### **III. ELL Demographics**

Of a total student body of 424 students, 81 students (19% of the student population) are English language learners. There are currently eight self-contained 9<sup>th</sup> grade ESL classes, two self-contained 10<sup>th</sup> grade classes, and one 11<sup>th</sup> grade self-contained class. Additionally, there are two Heritage Spanish classes to provide NLA services to ELLs. Of our ELL population, 20 are newcomers who moved to the country in the past three years, four of whom requires Special Education services; 17 ELLs have been in ESL classes between 4 and 6 years, 6 of whom receive Special Education services. The vast majority of our ELL population are long-term ELLs – there are currently 44 ELLs in this category. Twelve of our long-term ELLs receive Special Education services. The most dominant language group is Spanish with a total of 65 ELLs who are native Spanish speakers. In the 10<sup>th</sup> grade there are 33 native Spanish speakers; in the 11<sup>th</sup>, there are 17; in the 12<sup>th</sup>, there

are 6. Additionally, there is one native Bengali speaker (10<sup>th</sup> grade) and four students from West Africa fit in the “other” category – 2 are in 10<sup>th</sup> grade and 2 in 11<sup>th</sup>.

#### ELL Identification:

Team 5 teachers are responsible for conducting the initial screening and administrating the HLIS. Team 5 teachers are ESL certified. Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As they are admitted into the school, student and parents meet with the principal and social worker, who explain that our school offers a freestanding ESL program. Parents of students new to the NYC public school system complete the Home Language Survey (HLS). If the HLS determines that the student is eligible for ESL services, the LAB-R is administered to the student. The parent receives the DOE brochure describing the three program choices and is shown the DVD. The parent then completes the program selection form. Using various data, ARIS, ATS, former NYSELAT scores we analyze ELL’s 4 times a year.

#### IV. Parent Program Choices

##### *1. What structures are in place at your school to ensure that parents understand all three program choices?*

Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As they are admitted into the school, student and parents meet with the principal and social worker, who first explain all of the choices, Transitional Bilingual Education, Dual Language and Freestanding ESL. This discussion is in the parents Native language. We describe our Free standing program. Once parents decide we continue to discuss our freestanding ESL program. Parents of students new to the NYC public school system complete the Home Language Survey (HLS). If the HLS determines that the student is eligible for ESL services, the LAB-R is administered to the student. The parent receives the DOE brochure describing the three program choices and is shown the DVD. The parent then completes the program selection form.

##### *2. Describe how your school ensures that all program selection forms are returned?*

Through parent-teacher conferences, phone calls, and letters, the school follows up with all parents who have not completed the program selection form. Our bilingual parent coordinator follows up with this process to ensure that all forms are returned.

##### *3. 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?*

In the four years since our school has opened, parents have selected the freestanding program option as they feel that their children are being adequately supported by the additional supports in place for ELLs (ie. an ESL team, bilingual teachers and support staff, extensive curricular support, performance based assessment tasks in lieu of Regents examinations, and enrichment offered during and after school).

4. *Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.*

Parents have consistently expressed their support of our current ESL program model. Through continuous parent outreach from the ESL team (phone calls, letters, eight parent-teacher meetings annually), parents are offered many opportunities to communicate with the school and give input regarding ESL services.

## V. Assessment Analysis

1. *What is revealed by the data patterns across proficiency level and grade?*

In January 2009, 6 out of 6 ELLs passed the ELA Regents; in June 2009, 4 out of 11 ELLs passed the ELA Regents. Cumulatively this is a 58% passing rate, which is comparable to the mainstream passing rate at our school. Across both grade and proficiency levels, NYSESLAT data shows that reading and writing are the weakest of the students' modalities. This data is further supported by skill analyses of ELL performance on the ELA Regents. 64% of our ELLs scored Advanced or Proficient in the Listening and Speaking modalities, while 37% scored Advanced or Proficient in the Reading and Writing modalities. The majority of ELLs are at the Intermediate level of Reading and Writing – most of these students are concentrated in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. All students are placed in classes that are grade appropriate. **DO NOT HAVE 2009 NYSESLAT RESULTS YET – TO BE COMPLETED SEPTEMBER 09**

2. *How will patterns across the four modalities – listening, speaking, reading, and writing – affect instructional decisions?*

Looking at this data, it is clear that reading and writing are the instructional foci of the ESL team. Starting in the 9<sup>th</sup> and 10<sup>th</sup> grades there is a heavy emphasis on students developing multiple strategies for engaging text and structuring formal writing. The schoolwide adoption of these strategies is an active intervention towards the development of our ELLs' reading and writing modalities. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. The advisory curriculum also includes a developmental writing workshop to support ELLs in addition to the writing they do in academic classes. Additionally, all ELLs are offered after-school enrichment tutoring in both reading and writing.

## VI. Planning for ELLs

1. How is instruction delivered?

- a) Facing History School is organized into five departments: Math, Science, Humanities, and ESL/ELA. All teachers are part of both a department and a team. The ESL team is comprised of two Math, one Science, three ELA, two Social Studies, one Special Education teacher, and one Foreign Language teachers. Six of the ESL team teachers are bilingual. All content curricula for ELLs is reviewed

and revised by teachers on the ESL team. All 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade ELA, Social Studies, Math, and Science classes are self-contained, and special education services are delivered through the Collaborative Team Teaching (CTT) model. Content is planned within the various departments. The teachers on Team 5 conduct the lessons using various strategies and best practice as per Qtel/

- b) The school has a 70-minute block schedule. ELLs are grouped heterogeneously by grade in all content classes. Teacher recommendation and ESL team meetings determine appropriate academic interventions in ELA, Humanities, Math, and Science classes.
- c) Two teachers on the ESL team have attended QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers on the ESL team. Teachers schoolwide have implemented a uniform reading and writing strategies which include a schoolwide format for close reading and writing structured formal essays. As a performance based assessment (PBA) school, all summative assessments are catered to multiple intelligences. Technology is also used extensively to enhance student comprehension and learning, for example through Powerpoint presentations, use of laptops, and video.

*2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?*

- a. Beginner and Intermediate ELLs receive 560 minutes of ESL instruction by an ESL-certified teacher weekly addressing the ELA standards. Advanced students receive 270 minutes of ESL instruction weekly by an ESL-certified teacher.
- b. All ESL classes have joint ESL/ELA curricula. The classes are planned to address both sets of standards. Beginner and Intermediate ELLs receives 560 minutes of ESL/ELA weekly. Advanced ELLs receive 270 minutes of ESL/ELA weekly.
- c. As a freestanding ESL program, we do not provide NLA instruction. All ESL-certified teachers are bilingual. Additionally, two Heritage Spanish classes are now being offered for native speakers.
- d. All 9<sup>th</sup> and 10<sup>th</sup> grade ELA and Social Studies classes are taught by ESL-certified teachers. All other classes in which ELLs are enrolled are either heterogeneously grouped in general education classes that are supported through weekly planning and supervision of the ESL team or are taught by an ESL-certified teacher.

*3. How do you differentiate instruction for ELL subgroups?*

- a. Although our ATS RSFE report currently indicates that we have no SIFE students, the ESL team provides interventions to students identified as having low native language literacy. Such interventions include placement in the Wilson reading program, the Heritage Spanish class and/or after-school enrichment tutoring.
- b. Newcomer ELLs are grouped in advisories with bilingual advisors who can provide both the students and the parents support in their native language. All newcomer ELLs are placed in self-contained ESL/ELA and Humanities classes. In both ESL/ELA and

Humanities classes there is a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability.

- c. The ESL Team has identified long-term ELLs, 44 in total, most of whom are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across all content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.
- d. All ELLs with special needs receive special education services through the Collaborative Team Teaching (CTT) model. In these CTT classes, the lead teacher is either ESL-certified or is an ESL team teacher who is supported by ESL-certified teachers, and the supporting teacher is Special Education-certified.
- e. Due to our block scheduling and credit system, students will be able to earn the required DOE credits to graduate by 11<sup>th</sup> grade. For ELLs who need more time to complete credit and PBATs, the ESL team plans academic interventions and counseling that include action plans to support the students' in their progress towards graduation.

*4. Describe your targeted intervention programs for ELLs in ELA, Math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas.*

As all ELLs are scheduled with ESL team teachers, the weekly meetings of the ESL team are used to provide curricular and instructional support across all content areas to the non-ESL certified teachers. Within the team, all curricula is planned with ELLs in mind. For newcomers, this means scaffolding classwork, homework, and major assessment tasks. For long-terms ELLs, planning is focused on building reading and writing skills in order to transition into mainstream ELA classes and eventually pass the ELA Regents. To provide additional accommodations for ELLs with special needs, all curricula is planned and taught with both an ESL-certified or ESL team-supported and Special Education – certified teacher. Although we currently have no identified SIFE students, the curricula is planned with ESL-certified teachers in team meetings. SIFE students would also be discussed weekly in team meetings to assess progress in all classes in order to create interventions based on specific needs of the student(s). Meeting time in the team is also used to target students who need specific academic interventions.

Four –six year students are programmed for our academic intervention programs. This would mean they take additional classes to help them receive the required amount of credit as well as additional academic support.

Our ELL's follow the same curriculum that is offered to non-ELL's. They are also programmed for school wide electives and are eligible for senior insternships.

We have an afterschool support program, for all subjects with a focus on reading and writing.

In July we have a half day orientation session for our freshmen students and parents. All ELL's are also scheduled to attend our BRIDGE program. This program runs for 5 days in the summer. This has been very successful for our incoming ELLSNewcomer ELLs are grouped in advisories with bilingual advisors who can provide both the students and the parents support in their native language. All newcomer ELLs

are placed in self-contained ESL/ELA and Humanities classes. In both ESL/ELA and Humanities classes there is a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability. We have created peer support groups for students and parents within each grade. We conduct after school meetings to support parents and students. Topics are based on need.

*5. Describe your plan for continuing transitional support (two years) for students reaching proficiency on the NYSESLAT.*

ELLs who reach proficiency on the NYSESLAT remain on the ESL team for two years after reaching proficiency. These students continue to receive additional reading and writing support, however they receive different scaffolding geared towards independent reading and writing in mainstream classes.

*6. What language electives are offered to ELLs?*

All ELLs are able to take either beginner French, beginner Spanish or heritage Spanish for native speakers. A two-year sequence in any of the language streams is available.

*7. What is done to prepare ELLs for the Regents?*

As our school has received a Regents waiver for all Regents exams except the ELA Regents, we provide extensive support in preparing ELLs for success on the ELA exam. In ESL/ELA classes, in-class assessments follow a Regents exam format and the scope and sequence of the four-year ESL/ELA curricula is oriented around the skills needed for the ELA Regents. Also, the uniform reading and writing strategies employed schoolwide give students consistent structures to build reading comprehension and formal writing skills. Although the students are constantly being prepared for the exam, one month prior to the actual exam date students receive explicit instruction and test preparation in order to familiarize themselves with the test format.

## VII. Resources and Support

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

The ESL team shares a television, DVD/VCR player, stereo, and projector that is available at all times solely for ELLs. With these resources, ESL classes incorporate a wide variety of videos, music, Powerpoint presentations, and books on tape to support reading comprehension and content in all classes. Through the Urban Arts Partnership, our ESL/ELA teachers have teaching artists who plan 9<sup>th</sup> and

10<sup>th</sup> grade curricula that integrate art, poetry, photography, and drama to deepen students' understanding and provide multiple forms of expression in the classroom.

## *2. Ongoing Professional Development*

a. Describe the professional development plan for all ELL personnel at the school.

Through our in-house professional development program, all ELL personnel including subject teacher receive professional development in reading and writing strategies for two hours once per month. ESL team members attend regular ESL workshops at conferences hosted by National School Reform Faculty, Coalition of Essential Schools, and the New York Performance Standard Consortium. Additionally, teachers on the ESL team have attended QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers on the ESL team.

b. ELL personnel conduct quarterly professional development for all staff members at FHS. This allows the whole school to be involved in best practices for ELL's. This allows ELL's to have additional access to various programs in our school.

b. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.

3. As a freestanding ESL program, all instruction is provided in English. As an additional support, all ESL-certified teachers are bilingual and many other faculty and support staff are bilingual. There is a high adult to student ratio in our school due to the numerous student teachers, reading tutors, and adult volunteers – many of whom are bilingual – who support the student in and out of the classroom.

### Parent Involvement

**Parents are an intergral part of our program. After review of the Home Language Surveys, the language groups of students and their families are determined and external services through the DOE are arranged. Within thirty days of the beginning of the school year or enrollment of a new LEP student, the parents will be notified of the services they are entitled to in their home language. Letters will be mailed home with this information in the appropriate home language. Additionally, parents' translation rights and services will be posted on the school's website facinghistoryschool.org. The school website has a built-in tool for translating all web content into one of thirty languages.**

**We have an active PTA as well as a Parent Learning Committee. The committee has a small group of parents that represent the ELL parents (as well as others) at the PTA meetings. The PLC is the group that does outreach to other parents in the group. This allows us to build capacity within our parents as well as empower them. At our first parent meeting and in our first mailing we send out a survey to investigate what topics parents are interested in. We also create workshops based on the needs we see in school. As Social Workers run various workshops on identity, adolescent development and teens dealing with peer pressure/sex/drugs/depression. We also had the following organizations, Facing History and Ourselves and College Summit.**

**We have monthly parent meetings through the PTA to discuss school issues and parent concerns. We have also have parent teacher conferences 4 times a year to assist parents in understanding the high school journey. FHS also conducts end cycle student evaluation that we also invite parents to be a part of.**

---

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 81    LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 8      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

Of a total student body of 424 students, 81 students (19% of the student population) are English language learners. There are currently eight self-contained 9<sup>th</sup> grade ESL classes, two self-contained 10<sup>th</sup> grade classes, and one 11<sup>th</sup> grade self-contained class. Additionally, there are two Heritage Spanish classes to provide NLA services to ELLs. Of our ELL population, 20 are newcomers who moved to the country in the past three years, four of whom requires Special Education services; 17 ELLs have been in ESL classes between 4 and 6 years, 6 of whom receive Special Education services. The vast majority of our ELL population are long-term ELLs – there are currently 44 ELLs in this category. Twelve of our long-term ELLs receive Special Education services. The most dominant language group is Spanish with a total of 65 ELLs who are native Spanish speakers. In the 10<sup>th</sup> grade there are 33 native Spanish speakers; in the 11<sup>th</sup>, there are 17; in the 12<sup>th</sup>, there are 6. Additionally, there is one native Bengali speaker (10<sup>th</sup> grade) and four students from West Africa fit in the “other” category – 2 are in 10<sup>th</sup> grade and 2 in 11<sup>th</sup>.

**Facing History School is organized into five departments: Math, Science, Humanities, and ESL/ELA. All teachers are part of both a department and a team. The ESL team is comprised of two Math, one Science, three ELA, two Social Studies, one Special Education teacher, and one Foreign Language teachers. Six of the ESL team teachers are bilingual. All content curricula for ELLs is reviewed and revised by**

teachers on the ESL team. All 9<sup>th</sup> and 10<sup>th</sup> grade ELA and Social Studies, and 9<sup>th</sup> grade Math classes are self-contained, and special education services are delivered through the Collaborative Team Teaching (CTT) model. All other classes in which ELLs are enrolled are either heterogeneously grouped in general education classes that are supported through weekly planning and supervision of the ESL team or are taught by an ESL-certified teacher.

The school has a 70-minute block schedule. ELLs are grouped heterogeneously by grade in all content classes. Teacher recommendation and ESL team meetings determine appropriate academic interventions in ELA, Humanities, Math, and Science classes. Teachers schoolwide have implemented a uniform reading and writing strategies which include a schoolwide format for close reading and writing structured formal essays. As a performance based assessment (PBA) school, all summative assessments are catered to multiple intelligences. The ESL team shares a television, DVD/VCR player, stereo, and projector that is available at all times solely for ELLs. With these resources, ESL classes incorporate a wide variety of videos, music, Powerpoint presentations, and books on tape to support reading comprehension and content in all classes. Through the Urban Arts Partnership, our ESL/ELA teachers have teaching artists who plan 9<sup>th</sup> and 10<sup>th</sup> grade curricula that integrate art, poetry, photography, and drama to deepen students' understanding and provide multiple forms of expression in the classroom.

Beginner and Intermediate ELLs receive 560 minutes of ESL instruction by an ESL-certified teacher weekly addressing the ELA standards. Advanced students receive 270 minutes of ESL instruction weekly by an ESL-certified teacher. All ESL classes have joint ESL/ELA curricula. The classes are planned to address both sets of standards. Beginner and Intermediate ELLs receives 560 minutes of ESL/ELA weekly. Advanced ELLs receive 270 minutes of ESL/ELA weekly.

As a freestanding ESL program, we do not provide NLA instruction. All ESL-certified teachers are bilingual. Additionally, two Heritage Spanish classes are now being offered for native speakers.

Although our ATS RSFE report currently indicates that we have no SIFE students, the ESL team provides interventions to students identified as having low native language literacy. Such interventions include placement in the Wilson reading program, the Heritage Spanish class and/or after-school enrichment tutoring.

Newcomer ELLs are grouped in advisories with bilingual advisors who can provide both the students and the parents support in their native language. All newcomer ELLs are placed in self-contained ESL/ELA and Humanities classes. In both ESL/ELA and Humanities classes there is a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability.

The ESL Team has identified long-term ELLs, 39 in total, most of whom are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across all content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.

**All ELLs with special needs receive special education services through the Collaborative Team Teaching (CTT) model. In these CTT classes, the lead teacher is either ESL-certified or is an ESL team teacher who is supported by ESL-certified teachers, and the supporting teacher is Special Education-certified.**

**Due to our block scheduling and credit system, students will be able to earn the required DOE credits to graduate by 11<sup>th</sup> grade. For ELLs who need more time to complete credit and PBATs, the ESL team plans academic interventions and counseling that include action plans to support the students' in their progress towards graduation.**

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

---

**Staff at Facing History participate in a variety of professional developments opportunities. The school’s program includes a weekly 60 minute planning time for teams; 120 minutes planning time for departments; 3 hr staff development meetings; in hich all teachers have an opportunity to meet for the following activities: Subject meetings/ planning time; Advisories meetings; Pupil Personnel Team Meetings/ Focus groups meetings; Interdisciplinary Teams Meetings; and others.**

**The ESL team meets on Wednesdays during a common meeting time for professional development activities to continue the work in the following areas:**

- **Applying the Learning Standards**
- **Improving formal writing**
- **Scaffolding instruction for ELL and reading and writing through the content area, *using QTEL***
- **Using technology as a tool to teach ELL**
- **The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology**
- **Advisories**

**Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies for two hours once per month. ESL team members attend regular ESL workshops at conferences hosted by National School Reform Faculty, Coalition of Essential Schools, and the New York Performance Standard Consortium. Additionally, teachers on the ESL team have attended QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers on the ESL team. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.**

**Form TIII – A (1)(b)**

**School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the</b>

		<b>program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$9,978.00	200 hours of per session for ESL and General Ed teacher to support ELL Students through targeted tutoring program: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$3,522.00	Books on Tape, Digital Recorders/MP3 Players, Headphones, Consumables for resource center.
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	\$1,500.00	Offsite professional development
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. **In the spring, a parent and student survey was conducted via telephone and interviews. Additionally, review of the Home Language Surveys identified the four language groups represented among students and their families. The dominant language group is Spanish and the majority of the ESL team teachers, the parent coordinator, and the majority of support staff speak Spanish. All mailings and telephone calls are provided in Spanish as needed. One ESL team teacher translates all phone calls and mailings into French. For languages represented in our student body but not spoken among our staff, we employ the free DOE translation services for parent conferences as well as for all mailings.**
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - a. **English was a second language for 55% of our parents. Parents/Guardians preferred to receive notifications in both English and Spanish. Students felt that parents/guardians that did not speak English would be more involved if the school translated information. Students also felt that parents that spoke some English were more comfortable speaking in Spanish. During summer professional development for teachers, the language needs of parents as well as the services for translation and interpretation were explained to all staff members.**

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. **All notifications will be translated and mailed home. All Spanish and French translations are completed in-house and for smaller language groups, mailings are forwarded to the DOE translation services a week in advance so that they can be mailed to**

**parents in a timely manner. Student academic progress notes will be translated and mailed home. Translation of all documents posted on the website will be available.**

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

**Interpretation services will be provided at all school events, parent teacher conferences, parent association meetings, parent workshops. The majority of ESL team teachers are bilingual as well as many support staff. The school has the in-house capacity to translate Spanish and French. Bilingual Social Workers provide outreach to parents to assist in various social/emotional issues that may occur with the student. Bilingual Social Workers also provide outreach to parents to assist them in navigating the educational system as they prepare their children for college.**

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

**After review of the Home Language Surveys, the language groups of students and their families are determined and external services through the DOE are arranged. Within thirty days of the beginning of the school year or enrollment of a new LEP student, the parents will be notified of the services they are entitled to in their home language. Letters will be mailed home with this information in the appropriate home language. Additionally, parents' translation rights and services will be posted on the school's website facinghistoryschool.org. The school website has a built-in tool for translating all web content into one of thirty languages.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	420,437.00	5,572.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,204.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		56.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,022.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		279.00	
6. Enter the anticipated 10% set-aside for Professional Development:	42,044.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		557.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:   100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Parent Involvement Policy**

#### **The School Agrees to...**

include parents in the development of activities funded by Title I by using the funds to provide workshops for parents in academic and social areas concerning students to ensure high performance of students;  
include parents in the development of funded programs via the School Leadership Team, Parent-Teacher Association, and Parent Leadership Committee meetings  
offer parents the opportunity to serve as liaisons between teachers, the Parent-Teacher Association, and the parent community in order to increase understanding of FHS community norms and familiarity with school culture  
have available a flexible schedule for parents to attend meetings and workshops in the afternoon, evening, and on Saturdays with childcare available  
provide parents with timely information about instructional programs, curriculum, performance standards and assessment instruments by backpacking flyers, placing posters around the school, sending automated

voice messages and text messages, and posting on the school website increase the accessibility for participation of parents with disabilities and non-English speaking parents by holding the workshops and meetings in accessible areas with interpreters  
hold annual meeting which will be convened for parents of participating children in Title I programs to inform them of their rights and opportunities.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

- Parent contact/contract sheets at beginning of the year
- Intervention letters for failing 1 or more classes at mid cycle
- Call all parents week of parent night in addition to mailing letters home a week in advance of parent night
- Mail home copy of student progress report
- Intervention logs that document parent contact (4 times a cycle) for failing students
- Positive calls: Invite parents for awards ceremony / student of the week recognition
- Teacher based positive reinforcement calls
- Utilizing advisors, parent-coordinator and social workers to contact parents
- Invite parents for intervention meetings
- Parent outreach regarding panel/portfolio presentations

- Parent outreach for absences (3 or more)

Teachers, advisors and social workers need to keep parents informed about school policies, expectations and achievements. For example parents are responsible for making sure their child consistently leaves the house in full uniform, on time and prepared for the academics of the day. Advisors and teachers need to make sure that parents are informed when these mandates are not being met. Social workers strategize with parents about how to effectively communicate with their teen so that the goals are met. Outreach to parents needs to be holistic. The social work department helps parents become effective advocates for their children in and outside of school. The social work department works one-one-one and in groups with students helping them to become effective advocates for themselves in and outside of school.

These goals will be best served when parents are communicated with in their native language.

*The Facing History School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2009-2010.*

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**The Facing History School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

**Conferences will be held four times a year to discuss progress. We will also schedule parent meetings as needed for individual students.**

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*Four times a year we will have a narrative midcycle report that is given to parents*

*Four times a year we will have a narrative end cycle report that is given to parents*

*Individual teachers will give students progress updates to share with parents a minimum of every two weeks*

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*Staff will be available at parent teachers conferences. They will also be available weekly for parent meetings. These will be scheduled on a as needed basis.*

### **School Parent Compact**

The School Agrees	The Parent/Guardian agrees
to convene an annual meeting of Title I parents to inform them of the Title I programs and their right to be involved	to become involved in developing, implementing, evaluating, and revising the school parent involvement policy
to offer a flexible number of meetings at various times, and if necessary and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting	to use or ask for technical assistance training that the local school district or school may offer on child rearing practices and teaching and learning strategies
to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy	to work with our child/children on their schoolwork and to reserve 30 minutes for reading and any time needed for homework
to provide parents with timely information about their child's attendance and work habits in a respectful manner	to monitor our child/children's attendance at school, homework, and productive use of free time
to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	to share the responsibility for improved student achievement, including finding extracurricular activities or academic enrichment to help students use their time in a positive manners and seeking out tutoring as needed
to deal with communication issues between teachers and parents through parent-teacher conferences at least annually, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities	to communicate with our child/children's teachers about their educational needs and to enter the building to discuss these issues in a respectful manner
to assure that parents may participate in professional development activities if the school determines that it is appropriate, e.g. literacy classes, workshops on reading strategies and technology initiatives (i.e. using school website)	to ask parents and parent groups to provide information to the school on what type of assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process
to create opportunities for parents to serve as liaisons between teachers, PTA, and the parent community	to attend parent programming such as the PTA, Parent Leadership Committee or parent nights

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Parent Teacher Association

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
School Telephone Number Business

Home \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Telephone Number(s)

Date

Date

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities**, as follows: Parents are always welcome to participate in their child’s classes as well as volunteer. This year we will have an open school week that gives parents a better understanding of what is going on in the school. This year, the Facing History School will be participating in NYC’s Open School Week, by hosting a series of Open House workshops entitled, “Great Public Schools: A Basic Right and Our Responsibility.” From November 16<sup>th</sup> – November 20<sup>th</sup>, teachers and students will be hosting workshops designed to help support the work that we do in school.

We hope you are able to join us for this exciting week, as we continue to work together to create a successful future for our students.

SCHEDULE OF OPEN HOUSE WORKSHOPS:

Monday, November 16<sup>th</sup>

TIME: 9:30-11:30 am  
HOST: TEAM 4

Parents will have the opportunity to see the full PBAT process, beginning with portfolios in 9th grade classes, then panels and PBATs in 12th grade/Senior Institute classes. After visiting classes, parents will meet in the library for a performance workshop, where suggestions will be made for parents to help support their students at home. After the workshop, there will be a Q&A session.

TIME: 11:10 -12:00 PM  
HOST: SOCIAL WORK

Kids and Condoms: For Parents Only

This workshop will address teens’ sexual health/behaviors and how parents can continue to keep the lines of communication open.

Tuesday, November 17<sup>th</sup>

TIME: 9:00-10:30 AM

HOST: TEAM 3

Parents will participate in a workshop in English and Spanish on the portfolio process. We will have student leaders present and explain their portfolio projects to parents. There will also be a question and answer section regarding the portfolio process as well as any general questions about the school. Some questions that we will answer are: What makes FHS different from other schools? What can you do to support your child in the portfolio process? What does a portfolio project look like? What study habits are important to complete a portfolio project?

Wednesday, November 18<sup>th</sup>

TIME: 9:00-10:30

HOST: TEAM 5

Parents will participate in workshops conducted in English, Spanish and French. These workshops will address how to support students' literacy development. Como puedo apoyar a mi hijo/a desarrollar en la area de lectura? How FHS is different from other schools? Cual es la diferencia entre Facing History y otras escuelas?

TIME: 10:40 -11:40 PM

HOST: SOCIAL WORK WORKSHOP

My Space, Your Space, No Space

Come to the FHS library computer lab and learn about popular social networking tools. Parents will log on and learn about the ins and outs of MySpace, Facebook, Twitter and AIM. The workshop will also cover how to have conversations with your teenager about his or her internet use and its consequences.

Thursday, November 19<sup>th</sup>

TIME: 12:30 -1:20 PM

HOST: SOCIAL WORK

Depression and Your Teen

**MAY 2009**

Do you feel like you don't understand your teenager? Is he or she moody? Does he or she act sad or angry for no reason? The Teen Depression work shop will cover the basics of teen depression. Using open dialogue and hands-on activities, we will equip parents with the tools to identify signs of depression and to get your teenager help.

TIME: 1:30-3:00

HOST: TEAM 1

Parents will learn how to support their students' reading and writing skills, by learning the techniques used at FHS. We will also discuss the graduation requirements of PBATs/Panels/Portfolios and discuss the community values that support FHS.

Friday, November 20<sup>th</sup>

TIME: 9-10:30

HOST: TEAM 2

Parents will learn about the Portfolio, Panel, PBAT process that students experience at FHS by watching student presentations and seeing examples of the process. We will also discuss how parents can help their students be successful at home. There will be an opportunity to answer questions about the process and the school in general.

### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

**Describe the ways in which parents will support their children's learning, such as:**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*

- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

### **OPTIONAL ADDITIONAL PROVISIONS**

The Facing History School believes in creating and entering into agreements between students, staff, parents and the FHS community. A contract is a means of identifying and achieving goals as well as a document that reflects group consensus on what is important to the community. Each student and parent/guardian will sign a community contract upon entering into the school

### **Student Code of Conduct**

The rights and responsibilities of all community members:

- ✦ All community members have the right to be treated with dignity and respect.
- ✦ All community members are accountable to each other as individuals and as part of a group.
- ✦ All community members must understand that their right to free speech does NOT include the right to defame another person through profanity; sexist, racist or homophobic language; or any other forms of expression.

All community members must abide by the policies and procedures set forth in our handbook. They can influence changes through discussion in Advisory and Student Government if policies and procedures are judged to be ineffective.

***Student rights and responsibilities:***

All students are required by the community to cooperate with staff and other students to promote an environment of safety, well-being and learning in FHS.

All students are accountable within the community for their own learning.

All students should think ahead to create, with the help of the community, their future goals and use all resources that are available to assist them in this process.

All students must partake in the governance of the school by being a part of various school committees and suggesting and implementing ideas for school improvement.

All students will use respectful and appropriate language while on school grounds. This includes in-class writing, papers, song-lyrics, poetry and in conversation with staff and other students.

All students must partake in the governance of the school by being a part of various

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

**Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)**

The Facing History School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### **Optional School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Facing History School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
See Page 11 - 15
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Please see the following pages: 6-7, 11-15, 15-21, 34-38, 39 - 46

3. Instruction by highly qualified staff.

See p 53

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See p 11 -30

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

See pages 55-62

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See pages 22 -30

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 11-30 and 33 – 36

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

---

<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Facing History School has worked extensively to review, critique, and revise our current curricula to make it more applicable and appropriate for all students, and to make sure it aligns with the standards of rigor described by the Department of Education's learning and performance standards. Through the Children's First Initiative (CFI) process, we have regularly examined student work across disciplines and specifically in English, focusing on high achievers, mid-level achievers, struggling achievers, special education students, and English Language Learners. In comparing work across classes and with different populations of students, we have ensured that each group has access to the same rigorous curriculum while also

---

<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

allowing teachers the freedom to scaffold individual assignments to meet students' needs. In particular, FHS has focused on ensuring that ELLs and special education students are achieving at the same level as their peers by extensively documenting the work that these students do, both in their individual classes and in end of year "portfolios." Teachers across disciplines examine and evaluate on a rubric each student's portfolio, as well as administering an English-content oral exam to students, in order to verify that all students are receiving the same high-level of instruction regardless of their designation as ELLs or Special Education students. This comparison is facilitated by FHS' decision to have all students, regardless of their status as ELLs or whether they receive special education services, complete the same final projects and assignments for each unit and be responsible for the same content questions. The portfolio and CFI review processes allow everyone at the school to give feedback on the quality of instruction for ELLs and non-ELLs.

The FHS English Department, which includes all ESL-certified teachers, regularly reviews and revises curricula as a group. The English Department meets for an hour weekly as a group, in addition to weekly grade-level meetings and specific "curriculum development" working groups. At these meetings, the success of curricula and resources is discussed and analyzed. The English Department ensures not only that the texts and resources used connect to students' background knowledge and experiences, but also that they align with the philosophy of our partner organization, Facing History and Ourselves. This lens allows teachers to develop a curricula strong in depth that clearly relates to students' lives and generates excitement in the classroom. In addition, because students are always working toward oral presentations of final, written work in the form of portfolios, panels, and PBATs, FHS has designed a curriculum that places heavy emphasis on literacy across the disciplines. Specifically in English, we have planned lessons that demand performance tasks included in the New York State Learning Standards and always incorporate the four modalities, speaking, listening, reading, and writing. These lessons are shared among the staff and reviewed and revised based on their rigor and the level of student engagement at weekly meetings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

English students, both ELLs and non-ELLs, are excelling at FHS. This is evidenced by our passing rate, our ELA Regents scores, and, most of all, our final performance-based assessments. Representatives of the New York Performance Standards Consortium have observed our portfolios, panels, and PBATs and seen the level of writing, speaking, and reading our students are capable of completing. In addition, these presentations, as well as senior initiatives like the AP English class, senior institute, and the Choosing to Participate exhibition demonstrate the high level of academic achievement present at FHS, particularly in terms of English/Language Arts.

FHS ensures that students reach this level by providing an engaging and rigorous curriculum, with a diverse set of texts that focus on issues relevant to students. For example, the freshman English course focuses on the theme of identity and students read: *The House on Mango Street*, *Fences*, *Of Mice and Men*, *Night*, and *Romeo and Juliet*. Our sophomore English class is called “Rebellion and Reconciliation” and students read: *Bodega Dreams*, *Animal Farm*, *Macbeth*, *Buckingham Palace*, *A Long Walk to Freedom*, and *Bopha!*. The mix of classic literature and culturally relevant texts helps students to engage and critique both from their own perspective and from the perspectives of people far away—like in the 1930s American South, post-war England, and Apartheid South Africa. These connections to their own lives and to themes of social justice allow students to make deep connections and write meaningful and authentic papers that demonstrate both the skills learned and the themes discussed.

In addition to relevant curricula, English classes also introduce and practice writing and reading skills to ensure student success. These skills are scaffolded by the individual teacher for her or his particular students, but roughly follow a four-year trajectory, so that students’ skills build on each other and there is schoolwide consistency. These skills include a specific format for formal writing, vocabulary, grammar skills, independent reading strategies, and more advanced editing and peer editing techniques. The successful incorporation of these skills can be observed in CFI work and in end of the semester portfolios, panels, and PBATs. The English Department regularly meets in order to analyze student work as a group and design lessons focused on the skills that are lacking in students’ work.

Specifically addressing the needs of ELLs, FHS has designated a team (Team 5) of teachers trained to meet their needs. These teachers follow the same English curricula as the other English teachers, but are able to make modifications to provide the specific support that ELLs require. These classes are small in size so that ELLs can receive individual attention and each student is met with individually and in small groups by certified ESL teachers, both in the classroom and after school. The success of ELLs at FHS has been notable, especially as they have moved up in the school and been moved into “mainstream” classes. The current salutatorian of the 2009 graduation class entered the school as an ELL. In addition, Team 5 administers the NYSESLAT to all our students, the results of which demonstrate the gains our students make.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **1B. Mathematics**

## Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

## Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

## Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To assess whether this finding is relevant, the math department at FHS has engaged in several objective analyses of curriculum and teaching. These include formal observations of math classes by administration and by other teachers, curriculum review across departments, participation in the New York State Performance Standards Consortium, and moderation studies led by that Consortium. We also regularly assess the content students have learned, how they can apply and use that content, real world connections students can make, and the process strands that students have attained through rigorous portfolio, panel, and PBAT assessments at the end of each cycle. Outside teachers both within and outside of the math department observe and grade these presentations to ensure that students who are promoted have met the NYS math

standards, both in terms of content and in terms of process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

FHS has a rigorous and challenging math curriculum that aligns not only with the New York State Learning Standards and process strands but also with the NYS Performance Standard Consortium's guidelines for presentations, papers, projects, and content knowledge. These added guidelines ensures that not only are students held to the NYS standards, but they are also challenged to surpass them by using their knowledge to complete authentic and meaningful tasks, which they then need to formally write-up and present to their peers and other teachers within the discipline.

To ensure that the content and materials used meet the standards, the projects, papers, assignments, and curricula are all designed collaboratively by the math department and in conjunction with each grade level team. This curricula is updated every semester to ensure that it aligns to state standards and performance standards, with particular emphasis on process strands. Because of the rigor of the portfolio, panel, and PBAT processes, students are required to have a depth of mathematical knowledge that goes beyond what is required by the state. Not only do they need to formally present their work, but they also must pass an oral examination of key content concepts led by a member of the mathematics department who is not their classroom teacher. This ensures that the results of the examination are unbiased and rigorous. In addition, outside guests from other schools, the Consortium, and the state are invited to participate in the PBAT process to ensure that this level of rigor is being maintained and to observe the quality of depth of work that students are producing.

The mathematics department reviews the data from their performance based assessments following each round of presentations to analyze what has worked and what needs to be revised in order to maintain depth, high standards, and meet the needs of each individual student.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess this finding, Math teachers worked together to develop engaging lessons that did not focus on direct instruction and maximized student engagement. By following the same curriculum, the math teachers could then ensure that the lessons were student-centered and hands-on. In addition, the Math Department and each interdisciplinary team conducted regular inter-department and inter-team observations, in which notes were taken on a standardized form about the effectiveness of each lesson. These notes were used to inform debriefing meetings in which best practices were discussed and the effort to produce student-centered classrooms was reaffirmed. In addition to these peer observations and meetings, the principal and assistant principal observed individual Math classes to give similar structured feedback on the lessons and pedagogy, as well as to analyze the method of instruction, effectiveness of the curriculum, and engagement level of the students.

Further, students were given many opportunities to evaluate the quality of the math instruction they received, including individual class surveys, meetings with their Advisors, and the official FHAO survey. The data collected from these surveys is used to analyze instruction and revise curricula.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The finding is not applicable to FHS' educational program because the FHS Math Department has created a rigorous and student-centered curriculum that is focused around project-based instruction and student engagement and minimizes direct instruction. This is evident through analysis of Math Department curriculum maps as well as the individual lessons that teachers incorporate, follow, and modify. The inter-department and inter-team observations ensure that not only is every teacher observed and given feedback on his or her teaching, but each teacher has the opportunity to observe others and learn new techniques and best practices. These best practices are also discussed at weekly department and team meetings, as well as at whole school staff meetings every Wednesday. Research-based best practices are also posted on the school's website, [www.facinghistoryschool.org](http://www.facinghistoryschool.org), as a resource for educators within the school.

Because FHS has such a diverse population, there are also specific procedures in place to help differentiate the curriculum for ESL and special education students. The math department won a specific grant to address the needs of ESL learners in mathematics, the Destination Math Grant. This grant allows ESL students to access a math program at home and within the classroom to help reinforce conceptual and computational skills. Special education teachers instruct students as part of CTT pairings and also coach teachers who have special education students in their classrooms. They run schoolwide professional development activities on differentiating curriculum and instruction to meet the needs of special education students, particularly in mathematics classes.

Lastly, the project-based model of FHS, and the constant emphasis on performance-based assessment through the portfolio, panel, and PBAT process, ensures that students are engaged in their classes and the learning is hands-on and rigorous. The four habits of learning students reflect on after each lesson are independence, interdependence, voice, and interpretation. The Math Department curriculum reflects these values and Math teachers make sure to incorporate all four habits of learning into their lessons to maximize student engagement.

---

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

---

<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We counted the number of teachers at our school at the beginning of the 2008-2009 school year and then the number of teachers who are leaving at the end of the 2008-2009 year. We have a total of 38 teachers and 8 are leaving, which means 21% of staff are not returning for the 2009-2010 year. We judge this to be a relatively high rate of turnover.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Though our high turnover rate is relevant to our school's educational program in many ways, because of the structure of the school, it has less of an impact than might be expected. The high turnover does create issues in terms of consistency with students and classes; it is detrimental to our advisory system, and it signifies that at the beginning of each year, there is a lot of new teacher training that needs to take place. However, because all teachers are organized into teams, even if one or two teachers leave each team, there is still a core group of teachers who know the needs of the students on each team. Further, because we cooperatively plan curriculum in departments, new teachers have a strong foundation to work with when they enter the school in September. Moreover, the team and department organization allow new and old teachers to work together in collaboration to ensure that instruction continues at a rigorous level. The advisory system further guarantees that each student is having his or her individual needs met regardless of the teachers that she or he has.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To address this issue and decrease teacher attrition, next year the school will provide teachers with more support and feedback on their practice. We will do this through a revised and more consistent Instructional Support Team (IST) procedure, in which coaches meet with each individual teacher at least once per cycle, observe their practice, and give them constructive feedback. We will further increase the support teachers receive by implementing team-wide observations and debriefings that ensure that all teachers are getting the feedback they need to reflect and improve their practice.

Moreover, we will create an open forum for teachers to voice their questions and grievances in a constructive way. Administration and veteran teachers will be available to address this feedback.

A strong leadership committee, composed of 2 teachers from each team, a social worker, and administration, will be formed in order to make decisions about the school. This will give individual teachers more of a voice and more power in the policies and decisions the school follows, which will increase teacher retention. Each member of this “empowerment committee” will represent the views and ideas of their team and department and will report back to those bodies. This will ensure that fewer teachers feel disempowered within the school culture.

---

---

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As all Facing History ESL teachers are on the same academic team, Team 5, in-house professional development specific to meeting the needs of ELLs is provided on a weekly basis in team meetings. Such professional development meetings focus on uniform teamwide initiatives to support ELLs with content reading strategies, techniques for developing formal writing, building listening comprehension skills, and building academic vocabulary. The ESL team Math teachers are participating in a program called Destination Math that tailors NYS math standards and curriculum for the needs of ELLs. Additionally, external professional development programs, such as QTEL and Facing History and Ourselves weeklong workshops are made available to all ESL team teachers throughout the school year and during the summer.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- ◆ ESL Math teachers participating in Destination Math program
- ◆ 2 ESL teachers have participated in QTEL workshops with plans for 4 other ESL team teachers to participate in workshops in the 2009-2010 school year
- ◆ 6 ESL team teachers have completed a Facing History and Ourselves workshop that focuses on differentiation

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Team 5 uses several evaluation tools to monitor ELLs’ academic progress and English language development including summerbridge diagnostic exams in reading, 8<sup>th</sup> grade state ELA scores, Children’s First Initiative (CFI) study, The Wilson reading program and the NYSESLAT

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The entire staff participated in 3 Special Education workshops this school year that focused on reading and applying understanding from IEPs, scaffolding and providing support for Special Education students on portfolios, panels, and PBATs. Additionally, the ESL team has 2 Special Education teachers which support all ESL teachers with curriculum development, assessment design and scaffolding, and compliance with scheduling

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education team meetings were held every week to discuss and address concerns and methods of how to implement goals.

General Education and Special Education teacher planning and meeting to discuss Special Education Student and their goals.

Professional development given by the Special Education Department to General Education Teachers:

Reading and IEP, Goals

Modification of a lesson

Providing Accommodation

Using a students goals and modification to meet the students needs with portfolio/testing

Team Intervention Meetings to discuss student Progress

UBD/CFI work to monitor student progress.

Development of SMART Goals

Special Education students divided equally to all special education teacher

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

---

**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

I. Professional Development Questionnaire to address teachers needs (goals, Modification)

Teacher concerns

Suggestions

How to read a Goal

Team intervention meetings.

Teacher reports

CAP list update to determine/ make sure students were in compliance

Google Doc created to monitor student's annual review date/ Triennial/ Class.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education team meetings were held every week to discuss and address concerns and methods of how to implement goals.

General Education and Special Education teacher planning and meeting to discuss Special Education Student and their goals.

Professional development given by the Special Education Department to General Education Teachers:

Reading and IEP, Goals

Modification of a lesson

Providing Accommodation

Using a students goals and modification to meet the students needs with portfolio/testing

Team Intervention Meetings to discuss student Progress

UBD/CFI work to monitor student progress.

Development of SMART Goals

Special Education students divided equally to all special education teachers

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
We currently have 4 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
We provide:  
Student and family intervention counseling  
We provide supplies for the student  
We provide support by meeting with various Temporary Housing on support personnel.  
We refer the family to outside services for support.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
social work department works directly with these students and parents in order to support the young person's academic needs. This is accomplished by providing resources for mental health services and community agencies specializing in temporary housing. Within the school counseling services are offered to the student as well as academic interventions when necessary.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.