



**FACING HISTORY SCHOOL, THE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: FACING HISTORY SCHOOL, THE**  
**ADDRESS: 525 WEST 50TH STREET**  
**TELEPHONE: 212-757-2680**  
**FAX: 212-757-2156**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310200011303 **SCHOOL NAME:** Facing History School, The

**SCHOOL ADDRESS:** 525 WEST 50TH STREET, MANHATTAN, NY, 10019

**SCHOOL TELEPHONE:** 212-757-2680 **FAX:** 212-757-2156

**SCHOOL CONTACT PERSON:** GILLIAN SMITH **EMAIL ADDRESS:** GSmith6@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** MARK OTTO

**PRINCIPAL:** GILLIAN SMITH

**UFT CHAPTER LEADER:** MARIA GRAZIOSI

**PARENTS' ASSOCIATION PRESIDENT:** Yvette Wilson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Prince Taylor

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 2 **CHILDREN FIRST NETWORK (CFN):** CFN 4

**NETWORK LEADER:** MARISOL BRADBURY/Marie Rousseau

**SUPERINTENDENT:** ELAINE GORMAN

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Gillian Smith	Principal	
elida almonte	Parent	
courtney robinson	DC 37 Representative	
jeffrey galaise	UFT Member	
Lucia Sanita	Parent	
melanie mac	UFT Member	
rita laguer	DC 37 Representative	
venise hamilton	Parent	
yvette wilson	Parent	

\* 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 11<sup>th</sup> 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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

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>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<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	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			96	96.22	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			71.4	85.9	85.9	
Grade 8		0	0	0						
Grade 9		182	237	226	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		97	85	85	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		39	21	69			1	14	TBD	
Grade 12		0	71	20						
Ungraded		2	2	1	<b>Recent Immigrants - Total Number:</b>					
Total		320	416	401	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	19	0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As 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						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	42	64	64	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	7	19	Number of Teachers	30	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	7	TBD
				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<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	100	TBD
				% more than 2 years teaching in this school	13.3	18.9	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	23.3	24.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	70	59	TBD
American Indian or Alaska Native	0.3	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.9	100	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				
White	1.9	1.7	0.7				
Multi-racial							
<b>Male</b>	53.4	50.7	50.4				
<b>Female</b>	46.6	49.3	49.6				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		Y	
Math:				Math:			
Science:				Graduation Rate:		-	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>				Ysh		-	
<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>				<b>3</b>		<b>0</b>	

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<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 (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	12.4	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	40.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	10	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = 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.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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.

### Team 1

#### Trends

Students continue to wait to the end of the semester or cycle to complete their work.

Prizes/incentives seem to help get low level students interested but the incentives need to be interesting to them.

For the most part kids who presented their science portfolio in January also presented in June. There were very few additional kids who picked it up second semester.

#### Accomplishments

#### Challenges

Approximately 15 students were consistently late on Team 1; however about 20 students were late on any given day. This created inconsistency within the classroom, both for the students as well as for the teachers. This challenge was further complicated by the Team's difficulty in developing support structures to meet the individual needs of students. Although teachers worked to support students within their classrooms and through Team tutoring, there was little specific support to engage parents and students. This will improve as we return to our inquiry studies.

Scheduling continues to be a struggles on Team 1, as well. The Team has a large number of students (approximately 20) who are not progressing at grade level. This is due either mainly to inconsistent attendance. As these students continue to lose credit, it becomes difficult for the Team to develop a academic success plan. The Social Work department has been involved in helping to resolve this issue.

Team 1 is struggling to have its students complete final presentations across all four core academic areas. Only 5 of the 30 juniors completed all four panels, and only 8 of the 30 moved on to Senior Institute.

The most significant barrier to Team 1's improvement was the restructuring of the Team. It took time for teachers to become accustomed to the school culture. As the entire Team will be returning in Sept. '10 we have already been able to establish procedures that will enable us to create supports for our students, including a new mentoring program and a more structured approach to the Team meeting model; using a distributive leadership model will enable the Team to meet more of its goals.

## Team 2

### Trends

Our team tends to have a strong core of on-track students and a small group of off-track students.

The core of on-track students tend to fulfill presentation requirements on time, which will be panels for the juniors and PBATs for senior institute this year.

### Accomplishments

Our students have consistently high attendance.

We have developed good working relationships with parents through consistency in staff, team activities, using online grading, team interventions, and having strong personal relationships with the students.

Our team teachers teach senior institute and advanced placement U.S. History due to the high numbers of our students in these classes.

### Challenges

The biggest attendance issues on our team come from students being late to school and LTAs.

Having the 11th grade split between on and off track students creates difficulties scheduling, usually resulting in one class that is too large and one class that is too small.

The off-track group of students is the group that struggles with lateness and uniform violations, preventing them from completing the requirements to move forward to panels and PBATs with the rest of their grade.

## Team 3

### Team 3

### Trends

While we have been analyzing Team 3's student transcripts we have noticed that certain advisories contain a high percentage of repeating students and/or failing students.

We have noticed that many students are missing one science portfolio.

We have noticed that the 10th grade generally has good attendance.

We have noticed that the repeaters tend to have poor uniform and attendance compliance.

We have noticed that many students who have difficulty functioning in class attend tutoring regularly and complete work.

### Accomplishments

Good classroom management with 9th graders.

Teachers are actively working together to create strategies for creating a more positive functional classroom environment for the 10th graders.

Attendance is very good in 10th grade.

Team meetings inform new teachers of policies of FHS.

E block tutoring has been established for 9th graders.

Collecting and analyzing all CFI work

Creating attainable SMART goals and action plans

Establishing consistent norms and procedures.

## Challenges

The 10th grade class is very large. Since there is only one class, many of the social problems that developed in the group last year impact the class environment. The group was split last year to address some of these problems, but this year they all travel together.

There are myriad couples who are difficult to separate within the same team, and many students have personality conflicts which distract them from class and pull them into social situations during instruction.

The 10th grade class has three periods in room 233, which is too small for the size of the group. This adds to disruption in class. This also increases the level of distraction and creates restlessness in the class because they don't have the opportunity to move or change the "scenery" for hours at a time. Since the students do not have lockers yet, it is difficult to enforce dress code because they carry their sweaters, coats, etc with them.

Students struggle with independence in class and are unable to complete work without extensive teacher intervention.

The 9th graders don't understand the importance of portfolios or portfolio process yet, and lack understanding that aside from the portfolios themselves the projects are a large part of their grade, and non-completion can result in a failing class grade as well as inability to present.

## Team 4

### Trends

Team 4 students have made a commitment to both academics and community commitment. Most tend to embody the Facing History themes of identity, race and membership, community and citizenship, and choosing to participate. Generally, the students have passed the ELA regents. They tend to struggle more in the areas of math and science, vs english and humanities. As a team, we decided to take all incoming 9th grade SPED students who do not require ESL services. Over the last two years, we noticed that our students generally benefited from the classrooms with more CTT support, hence we added more support in those areas this year.

### Accomplishments

Graduating seniors on Team 4 are attending post secondary universities and tend to excel in both areas of academics and their college communities. They show membership in their community and pride in both the school and their team. Having a class of 4th year students and 1st year students in 2010 allowed us to create a mentor model, pairing an older student and a younger student.

Regents and successfully complete portfolio-based assessment tasks. In addition, team 4 has a high graduation rate.

Students participate in Choosing to Participate exhibit.

Our ELL and SPED students earn credit at higher rates as compared to the city

Our SPED Students improve their public speaking skills as they have the chance to speak out loud in a safe and supportive environment

We have spent time building community on our team and our kids feel accountable to each other and to their teachers

We have hosted senior institute and Advanced Placement classes despite their SPED status

We have done significant outreach to Team 4 parents and have steadily increased our parent participation in parent nights and other parent events

We have high attendance at team 4 tutoring sessions

## Challenges

Team 4 struggles with overall parent participation, uniform, and overall attendance. Students that are late to the first block miss the first block. They are very motivated to complete work when in class, but if they miss class then they cannot present their portfolio, which means our portfolio percentage decreases.

## Team 5

Trends: Our students are all ESL and therefore often they enter the school with a low level of English comprehension. Because of this, they start out freshmen year struggling with some of our more advanced coursework or even completing it in Spanish. As they progress to sophomore and junior year, their English improves drastically which can be seen in their grades, their portfolio and panel scores, and their NYSESLAT scores. Many of our SPED students follow a similar path because of their language abilities. Our students' attendance also increases after freshmen year. Some of our lower ELLs have struggled to complete all their panels in junior year due to the language combined with the high expectations.

### Accomplishments

More than 5 Team 5 students passed the NYSESLAT

Team 5 has consistently high attendance

Team 5 has been successful in preparing our students to pass the English Regents and successfully complete portfolio-based assessment tasks. In addition, team 5 has a high graduation rate for ELLs and former ELLs.

Our ELL and SPED students earn credit at higher rates as compared to the city

Our ELLs improve their public speaking skills as they have the chance to speak out loud in a safe and supportive environment

We have spent time building community on our team and our kids feel accountable to each other and to their teachers

We have had several students participate in senior institute and Advanced Placement classes despite their ELL and SPED status

We have done significant outreach to Team 5 parents and have steadily increased our parent participation in parent nights and other parent events

We have high attendance at team 5 tutoring sessions

### Challenges

Some of our team members do not speak Spanish and have trouble communicating with parents and newcomer ELLs

We received approx 20 newcomer students in the middle of the year and have struggled to incorporate them in heterogeneously organized classrooms

To graduate all our students have to pass Regents and English PBATs but we have some newcomer students who still are struggling to complete basic work in English

We have some students who are struggling with attendance because of family issues

We have several SIFE students who struggle with literacy in both their native language and in English

We have many students who are overage and undercredit because of the grade they were placed in when they arrived here

English:

Trends:

Accomplishments:

Challenges:

Humanities:

Trends:

Students used tutoring more effectively and improved their ability to use in text citations properly.

Students also improved their ability to create works cited pages. In text citations, using MLA format, as well as formal TIED writing was taught at all grade levels.

The department successfully met once a week to clarify and finalize procedures and share curriculum.

The department created more challenging assessments and saw improvement in historical research and writing. Curriculum included more inquiry based learning and "real world" connections.

There was a clear split between the lower classmen and upper classmen taking Humanities classes; the 9th grade had a passing rate of 68% in Cycle 1, but only a 55% pass rate in Cycle 3 -- the 10th grade had a pass rate of 82% in Cycle 1, but only a 77% pass rate in Cycle 3. The upperclassmen, however, saw the reverse trend. The 11th grade had a 86% pass rate in Cycle 1, and a 90% pass rate in Cycle 3. The 12th grade had a 82% pass rate in Cycle 1 and a 100% pass rate in Cycle 3. (patterns were almost identical for students with special needs)

#### Accomplishments:

Senior Choosing to Participate Project exhibits improved in focus and quality this year. We can build on this for next year and try to get students to be more active outside of our CTP exhibit.

The department created more sustainable curriculum - specifically 10th grade and working towards 9th grade. Successful pbats and ctp integration. Successful partnership with urban arts in both studio and class integrations. Successful CTT classrooms with growth in student learning

The panel/pbat process was more concrete across the department, with teachers using more unified assessments, rubrics and scaffolding. This led to more students passing their presentation.

Grade teams used more aligned curriculum and assessments, as obvious through final presentations and department meeting time.

More students took the 11th grade AP-US history class in the 2009-10 school year, as compared to the 2008-09 school year.

#### Challenges:

As curriculum continues to change, more attention needs to be paid to differentiating for individual learners -- both struggling and advanced. The grade teams can help rectify this as they meet more regularly to discuss best practices, look at student work, and collaborate on curriculum design.

Not having a set (but not static) curriculum has prevented the team from moving beyond discussions of process to focusing on student work, assessing our curriculum and being innovative in our differentiation.

Incorporating both essay writing skills and content learning in meaningful way. Students having same experience regardless of classroom if taking same class (daily lessons not major assessments). As dept finding time to have meaningful and productive meetings more frequently as a whole dept (ie not missing a member).

It was difficult to be present for grade team meetings. This meeting time needs to be made public so that others do not compromise this valuable meeting time.

Science:

Trends:

**MARCH 2011**

In the 2009-2010 school year, all the lessons and projects were being created from scratch by the teachers because it was the first year that all four of the new curricula were being taught. In the 2010-2011 school year, adjustments to the curricula, lessons, and projects are being made based on our experience from last year. The department is also trying to incorporate more instruction of the experimental design throughout all four years of the curricula.

Though it seems anecdotally that the science passing rate would be low, it tends to be on par with other departments. Also, passing rates tend to increase consistently from freshman to senior year.

#### Accomplishments:

We successfully created an integrated, spiraling curriculum plan based on the needs and interests of our student population, culminating in two panel projects on photosynthesis and genetic engineering and two PBAT projects in the Neuropsychology and Animal Behavior classes.

New curricula have resulted in a higher level of engagement for the students.

This year, the majority of science teachers have the opportunity to work in collaborate team teaching classrooms.

#### Challenges:

Students who come back for a 5th year but are not on a team that teaches senior level classes must be accommodated to present PBATs.

The department averages two new teachers every year, which has a large impact in a department of six.

The availability and organization of the various supplies needed for classroom activities and projects has been difficult.

The 2010-2011 school year is the first school year that the science department has had CTT teaching, which requires adjustment to some lessons and creation of new working relationships.

While adjusting the new curricula, teachers struggle to find the best amount of content for the students, while still maintaining an inquiry environment and teaching them the necessary skills.

#### Math:

Math:

#### Trends:

In the 2009-2010 school year, projects were created using Understanding by Design by the department to help uniform the assessments. Lessons were developed and aligned during grade team meetings. Math department changed the curriculum by adding pre-calculus to help prepare students for the future AP Calculus Course. In the 2010-2011, projects were revised based on the updated rubrics. Lessons were modified to help support the projects. Pre Calculus will be introduced 11<sup>th</sup> grade 2<sup>nd</sup> semester, in lieu of statistics to help support the introduction of AP Calculus. In addition, teacher will attend the Math AP Workshop. There seems to be a trend in the data of increasing math scores from 1<sup>st</sup> year to 4<sup>th</sup> year.

#### Accomplishments:

We created a pre-calculus curriculum to help support AP Calculus. The math department developed and incorporated the Math Writing Process within all projects and major assessments. Each cycle, the department reviews curriculum and major assessments using the protocol. As a department, all teachers will create a visual chart as well as a checklist to track students' progress towards portfolio, panel and PBAT. The math departments project has successfully incorporated real-world application for the mathematical concepts.

#### Challenges.

#### World Languages:

#### Social work:

#### Trends:

**MARCH 2011**

Accomplishments:  
Challenges:

Arts Partnership:.

- ü 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

- ü 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:

- ü 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.
- ü 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 meeting the needs of students with IEPs on regular basis and effectively scaffolding to their needs.
- ü 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.
- ü 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.

- ü 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.
- ü 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.
- ü 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.
  
- ü 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
- ü Many students are developing voice for seeking help/support
- ü Students have drastically improved their writing skills
- ü Students now have the ability to tackle more challenging texts
- ü Many more students are grasping the concepts in TIEDIED writing method, making their writing more organized
- ü Content specific vocabulary knowledge and understanding has increased
  
- ü Attendance increased 3% in the 2009-2010 school year
- ü Direct link can be identified between attendance and success on performance based assessments
- ü Consistent attendance taking and review policies.
- ü Automated phone calls have been more successful.
- ü Scaffolding for students has been successful in all classes.
- ü Standard writing format has been successful across disciplines and across curriculum.
- ü Students can identify and analyze process in their writing.
- ü Consistent professional development on ways to support students
  
- ü 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.
- ü 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.
- ü 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.
- ü More assessments to measure improvements in formal writing
- ü Consistent teacher buy-in and use of formal writing.

#### Significant Aids

- ü Having teachers available after school and during lunch
- ü Parent phone calls, e-mails, conferences

- ü Individualized outreach to students (working with advisors, calling and e-mailing students personally, interventions)
- ü Staff communication and collaboration
- ü Team structure
- ü Awards (Wednesday Specials)
- ü Assistance of FHS social workers

#### Significant Barriers

- ü Lack of home access to computers and the internet
- ü Lack of home support (time, space, and someone to assist) for homework
- ü Attendance (several LTA students, average attendance 81%)
- ü Many students have low skills and low confidence
- ü Many students have experienced trauma which interferes with attention to school
- ü It is difficult to make home contact with some students and their families due to inconsistent phone service
- ü 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.
- ü Low parental attendance during parent teacher conference
- ü Students struggle submitting work on time
- ü 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/> English</p> <p>By June 2011 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: Focusing on specific 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 in all writing activities done in class.</p> <p>Realistic: The process of writing using the above format is used in all disciplines. Hence, an increase in student writing skills can be achieved.</p> <p>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.</p>	<p><input type="checkbox"/> To achieve the goal.</p>
<p><input type="checkbox"/> Passing Rate: Student Achievement: To increase the percentage of students passing Science and Math to meet New York City requirements for promotion.</p> <p>Specific: Increase pass rate by 2% in Math and Science</p> <p>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.</p> <p>Pass rates 2009 will be compared to pass rates for 2010 for each class at:</p> <ul style="list-style-type: none"> <li>Midcycle 1</li> <li>End Cycle 1</li> <li>Midcycle 2</li> <li>End Cycle 2</li> <li>Midcycle 3</li> <li>End Cycle 3</li> </ul>	<p><input type="checkbox"/> To achieve the goal.</p>

Midcycle 4  
End Cycle 4

Achievable: 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  
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. This model will support their growth in Science and Math

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  
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:  
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.

<p>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.</p> <p>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.</p>	
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>Attendance: Student attendance will increase by June 2011  Specific: We will increase our overall year to date attendance from the end of June 2010 to the end of June 2011.  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</p> <p>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.</p> <p>Realistic: This is a realistic goal because we are offering new attendance incentives for students, we are completing more outreach around attendance and cutting, we have a new and more advanced program to record and analyze attendance (Daedalus), and we have doubled the members of our teacher-run attendance committee, including adding an additional guidance counsellor.</p> <p>Timely: We will review our attendance daily. Each quarter we will review our attendance and implement additional programs if needed to increase our attendance.</p>	<p><input type="checkbox"/> To achieve the goal.</p>
<p><input type="checkbox"/></p> <p>Public Speaking: In order to meet state standards for the graduation requirement, there will be 10% increase in Speaking scores on 2010-2011 NYSESLAT as compared with 2009-2010 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</p> <p>Specific: Students will improve public speaking and presentation skills in order to be more successful on portfolio, panel, and PBAT assessments.</p> <p>Measureable: Organization of data: Each team teacher will maintain a spreadsheet</p>	<p><input type="checkbox"/> To achieve the goal.</p>

<p>to track presentation ratings for project presentations, mock portfolio/panel/PBAT presentations, and actual portfolio/panel PBAT presentations</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p> <p>Timely: Progress on public speaking will be analyzed at weekly team and department meetings. Rubric scores will be analyzed after endcycle presentations.</p> <p><input type="checkbox"/></p>	
<p><input type="checkbox"/></p> <p>Academic Intervention: Effectively collaborate with 100% of advisors and teachers to support students by June 2010.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Timely: Social Workers attend weekly team meetings. Social Workers conduct monthly advisory professional development sessions. Intervention process started at midcycle</p> <p>Principal Goals:      Improve attendance</p> <p>To improve in the Progress Report category of School Environment by increasing attendance</p>	<p><input type="checkbox"/></p> <p>To achieve the goal</p>

<p>Improve graduation rate</p> <p>To increase the percentage of students passing courses, this includes portfolios, panels, and PBATs to meet New York City requirements for promotion</p> <p>Increase 4 year college</p> <p>Increase acceptance to four year colleges and universities To increase the percentage of students in Senior Institute</p> <p>Improve Teaching and Learning</p> <p>Teachers will receive structured and authentic feedback, regarding professional practice.</p>	
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<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><input type="checkbox"/></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> </ul> <p>Students who are identified as struggling in these areas at both mid and end cycles must attend mandatory writing conferences.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></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> </ul> <p>Supplies for students – books, paper, highlighters – Contract for Excellence</p>
<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><input type="checkbox"/></p> <p>50 % of students will achieve a competent in the writing section of all projects assigned by midcycle in each subject.  School wide analysis will be conducted through rubrics and midcycle progress report  School wide analysis will be conducted through rubrics and end cycle progress report</p> <p>75% of students will achieve a competent in the writing section of all projects assigned by end cycle in each subject.</p>

**Subject Area  
(where relevant) :**

**Passing Rate**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□          Passing Rate: Student Achievement: To increase the percentage of students passing Science and Math to meet New York City requirements for promotion.          Specific: Increase pass rate by 2% in Math and Science          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</p> <p>Achievable: 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</p> <p>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              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.</p> <p>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</p>
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	<p>successful interventions that can be applicable in all classes. This model will support their growth in Science and Math</p> <p>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:</p> <ul style="list-style-type: none"> <li>one-on-one conference with student</li> <li>call home to parent/guardian</li> </ul> <p>If the problem persists, in addition to repeating the above procedures, the following actions will be taken:</p> <ul style="list-style-type: none"> <li>notification of social worker</li> <li>request for student to attend after-school tutoring</li> <li>request for parent conference</li> </ul> <p>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.</p> <p>Team Meetings</p> <ul style="list-style-type: none"> <li>meet weekly and raise students of concern as well as well-performing students</li> <li>send group letters home for students in danger of failing</li> <li>phone calls are made on behalf of team to parents/guardians</li> </ul> <p>The social work department will provide the following support:</p> <ul style="list-style-type: none"> <li>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>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><input type="checkbox"/> 1. Structure of assignments for success <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> </ul> </li> </ul>

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.

## 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.

	<p>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  phone calls are made on behalf of team to parents/guardians</p> <p>5. The social work department will provide the following support:  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.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Teacher compensation required for:  After-school tutoring  Additional parent conference evenings (Contract for Excellence Funding)</p> <p>Resources required for:  certificates, raffle prizes (school supplies)  notebooks, pens, regular classroom materials for students</p> <p>art supplies (markers, paper, glue, tape) for classes to complete projects that address multiple intelligences and student interests(Contract for Excellence Funding)</p>
<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><input type="checkbox"/> Pass rates 2009 will be compared to pass rates for 2010 for each class at:  Midcycle 1  End Cycle 1 increase 1%  Midcycle 2  End Cycle 2 increase 2%  Midcycle 3  End Cycle 3 increase 1%</p>

	<p>Midcycle 4</p> <p>End Cycle 4 increase 1%</p>
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**Subject Area  
(where relevant) :**

**Attendance**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□□□□□</p> <p>Attendance: Student attendance will increase by June 2011          Specific: We will increase our overall year to date attendance from the end of June 2010 to the end of June 2011.          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</p> <p>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)</p>
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	<p>Empowerment Committee Team will create an attendance committee that will oversee the outlined processes and protocols and reflect and revise.</p> <p>Realistic: This is a realistic goal because we are offering new attendance incentives for students, we are completing more outreach around attendance and cutting, we have a new and more advanced program to record and analyze attendance (Daedalus), and we have doubled the members of our teacher-run attendance committee, including adding an additional guidance counsellor.</p> <p>Timely: We will review our attendance daily. Each quarter we will review our attendance and implement additional programs if needed to increase our attendance.</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>☐</p> <p>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  Web 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.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Manual phone calls</li> <li>Updated automated phone system</li> <li>Time in team meetings to make phone calls</li> <li>Rewards – Pizza/movie tickets/dress down days/etc</li> <li>Charts and graphs showing attendance ( Tax Levy funding for supplies)</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><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Weekly attendance posting by advisory</li> <li>Daily printing of RDAL to view how many students are absent</li> <li>Updates on midcycles and endcycles for students.</li> <li>Regular updates of team/student/advisory attendance data</li> <li>Regular attendance reflections and interventions in team meetings.</li> <li>November 2010:</li> <li>March 2011</li> <li>June 2011</li> </ul>

**Subject Area  
(where relevant) :**

**Public Speaking**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Public Speaking: In order to meet state standards for the graduation requirement, there will be 10% increase in Speaking scores on 2010-2011 NYSESLAT as compared with 2009-2010 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</p> <p>Specific: Students will improve public speaking and presentation skills in order to be more successful on portfolio, panel, and PBAT assessments.</p> <p>Measureable: 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</p> <p>Students will receive a rubric rating (using portfolio/panel/PBAT rubrics as appropriate by</p>
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	<p>level) on speaking and presentation skills based on mock portfolio/panel/PBAT presentations in cycle 1 and 3 endcycles</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p> <p>Timely: Progress on public speaking will be analyzed at weekly team and department meetings. Rubric scores will be analyzed after endcycle presentations.</p> <p>□</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>□</p> <p>Target group: ELLs and Special Education students</p> <p>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</p> <p>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</p>

	<p>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</p> <p>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</p> <p>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</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Budget:  Materials needed: copy paper for rubrics; portfolio folders; recording devices (Contract for excellence)</p> <p>Staffing/Training:  Intra-team observations and debrief once per semester to observe and give feedback on incorporation of speaking and presentation practice in daily lessons  Monthly team meetings with rotating openers to share out speaking and presentation best practices ( Title 1 funding)</p> <p>Scheduling:  Teachers will coordinate mock presentation dates by content area in Cycles 1 and 3  Team training in March for NYSESLAT speaking section</p> <p>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</p>
<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><input type="checkbox"/> 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  10% increase in Speaking scores on 2009-2010 NYSESLAT as compared with 2008-2009 scores – April 2010</p>

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

25% - January 2010  
 25% - March 2010  
 25% - June 2010

**Subject Area  
 (where relevant) :**

**Academic Intervention**

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**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

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

	<p>Improve graduation rate</p> <p>To increase the percentage of students passing courses, this includes portfolios, panels, and PBATs to meet New York City requirements for promotion</p> <p>Increase 4 year college</p> <p>Increase acceptance to four year colleges and universities To increase the percentage of students in Senior Institute</p> <p>Improve Teaching and Learning</p> <p>Teachers will receive structured and authentic feedback, regarding professional practice.</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><input type="checkbox"/> 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> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 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> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> 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 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**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								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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>	<p><input type="checkbox"/></p> <p>Mandated after school tutoring sessions</p> <p>Optional lunch tutoring sessions</p> <p>10<sup>th</sup> and 11<sup>th</sup> grade: 2x a week skill focused classes that mirror curriculum for core subject</p> <p>Scaffolded projects</p> <p>Teacher/student writing conferences during class or tutoring (a.k.a. writing lab)</p> <p>Peer revision groups (each group targets one of the above mentioned skills) during class.</p> <p>Mid and End cycle narratives addressing their Use of TIED template</p> <p>After School Tutoring – 2 days per week</p> <p>CTT classes</p> <p>Team Interventions</p> <p>ELA tutoring provided after school, for English Language Learners.</p> <p>Wilson Reading program provided in small group instruction provided during school hours.</p> <p>Team 5 intervention meetings to discuss individual student progress, during team meeting hours.</p> <p>Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress.</p> <p>Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Mandated after school tutoring sessions</li> </ul>

	<p>Optional lunch tutoring sessions</p> <p>Destination Math: ESL math support computer platform (in class, after school, at home), can be delivered in small groups, one-to-one, etc</p> <p>Tutoring: 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> </ul> <p>Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.</p>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>□ <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> </ul> </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> <li>After School tutoring and writing workshops</li> <li>Project Rubrics that monitor these skills</li> <li>Mid and End Cycle Narratives</li> <li>Project Scaffolding that emphasizes these skills 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> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>□ Individual student conference</li> <li>Team Intervention meetings</li> <li>tutoring</li> <li>progress reports (8/year)</li> <li>social work interventions</li> <li>bi-weekly progress reports from each teacher</li> <li>parent/teacher meetings (6/year)</li> <li>automated phone calls for absence and lateness</li> <li>Team 3 internal e-mail communication system</li> <li>Team 3 "Student concern" phone calls</li> <li>CFI review work</li> <li>Parent coordinator (translation)</li> <li>Parent e-mails</li> <li>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>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> </ul>

	<p>Team 3 offers Tutoring for the students on Tuesdays from 2:50 until 5:00 pm</p> <p>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</p> <p>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.</p> <p>Scheduled bi-weekly progress reports are given out by each teacher so that students are aware of their progress.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Parent coordinator helps reach parents/guardians who are difficult to reach and provides Spanish translation.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <p>Consistent follow-up with students, advisors, and parents.</p> <p>Interventions with parents and students Team Interventions</p> <p>Writing Lab for struggling students</p> <p>Advisory Pairs</p> <p>Senior Buddies – Pairing 4<sup>th</sup>/5<sup>th</sup> year students with 1<sup>st</sup> year</p> <p>Graduation Guide Services (matching students with a graduation advisor from the Team)</p> <p>Interventions</p>

	<p style="text-align: center;">Group meetings</p> <p>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.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Fitness grams</li> <li>CPR testing</li> <li>Peer Health Exchange</li> <li>BMI readings</li> <li>OT/PT</li> <li>RAPP program</li> </ul>

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **QPL 259** in the manner 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) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Part A: Language Allocation Policy**

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

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 N/A 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>.

The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections II and III below.

**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.**

**Section I: Student and School Information**

**Grade Levels**

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 school wide have implemented a uniform reading and writing strategies which include a school wide 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.

**Number of Students to be Served:**

**LEP 81**

**Non-LEP 0**

**Number of Teachers:**

**Other Staff (Specify) n/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. 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.**

**Section II: Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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.

#### Parent Involvement

Committee meetings offer parents the opportunity to serve as liaisons between teachers, and the Parent-Teacher Association. This increases the understanding of FHS community norms and familiarity with school culture. We have available a flexible schedule for parents to attend meetings and workshops in the afternoon, evening, and on Saturdays with childcare available. We continue to 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 . We

hold an annual meeting which convenes for parents of participating children in the ESL program as well as the Title I programs to inform them of their rights and opportunities.

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. The schools website translates all documents once the user selects the preferred language.

School Parent Compact

The School Agrees	The Parent/Guardian agrees
to convene an annual meeting of Title 1 parents to inform them of the Title 1 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

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

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

\_\_\_\_\_  
Date

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

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

Home \_\_\_\_\_

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

\_\_\_\_\_  
Date

### 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.

### **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 development 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 which 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:

**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 turn keyed to all teachers on the ESL team. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.**

### **Section III. Title III Budget**

—

**School: The Facing History School**  
**BEDS Code: 310200011303**

Allocation Amount:				
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.		
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	9978.00	<input type="checkbox"/> <input type="checkbox"/> 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>Allocation Amount :</b>		
		Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$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
		Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional	\$3,522.00	Books on Tape, Digital Recorders/MP3 Players,		

		curricula, instructional materials. - Must be clearly listed.	Headphones, Consumables for resource center.
		Educational Software (Object Code 199)	
		Travel	\$1,500.00 Offsite professional development
		Other	
		<b>TOTAL</b>	<b>\$15,000.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3,522.00	<input type="checkbox"/> Books on Tape, Digital Recorders/MP3 Players, Headphones, Consumables for resource center.	
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> n/a	
<b>Travel</b>	1,500	<input type="checkbox"/> Offsite professional development	
<b>Other</b>	0	<input type="checkbox"/> n/a	
<b>TOTAL</b>	<b>9978</b>		

## **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.

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. The schools website translates all documents once the user selects the preferred language.

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

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. We have also hired a Bil-lingual special education teacher to support our special needs families as well as other families.

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

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](http://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 2010-11:	310,390.00	92,763.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,032.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,520.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	31,040.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2009-2010 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.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

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

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.

- 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.

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

:

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:

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

3. 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. 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 1 parents to inform them of the Title 1 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

1. , 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 QandA 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

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

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:

<sup>a</sup> All community members have the right to be treated with dignity and respect.

<sup>a</sup> All community members are accountable to each other as individuals and as part of a group.

<sup>a</sup> 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.

- 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)

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

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.

Date	Date	Date

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

**Section I: Schoolwide Program (SWP) Required Components**

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.

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

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.

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

- o Help provide an enriched and accelerated curriculum.

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

- o Meet the educational needs of historically underserved populations.

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

- 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.

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

- o 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.

N/A

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.

□N/A

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			263,830.00	True	
Title I, Part A (ARRA)	Federal	Yes			91,835.00	True	
Title III	Federal	Yes			15,000.00	True	
Tax Levy	Local	Yes			2,321,864.00	True	

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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

4

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:**

#### **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).

4

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 your Children First Network.

n/a



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_02M303\_111310-104743.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Empowerment</b>	District <b>02</b>	School Number <b>303</b>	School Name <b>Facing History</b>
Principal <b>Gillian Smith</b>		Assistant Principal <b>Mark Otto</b>	
Coach <b>Steven Strull</b>		Coach <b>Patricia Sutherland-Cohen</b>	
Teacher/Subject Area <b>Dana Panagot/ ESL</b>		Guidance Counselor <b>Talia Ofeck</b>	
Teacher/Subject Area <b>Jesse Chanin / ESL</b>		Parent <b>Elizabeth Guillen</b>	
Teacher/Subject Area <b>Melanie Mac/ESL &amp;French</b>		Parent Coordinator <b>Rita Laguer</b>	
Related Service Provider <b>Sarah Shapiro</b>		Other	
Network Leader <b>Marisol Bradbury</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

#### C. School Demographics

Total Number of Students in School	<b>446</b>	Total Number of ELLs	<b>91</b>	ELLs as Share of Total Student Population (%)	<b>20.40%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. 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.

Paste response to questions 1-6 here

1. Team 5 teachers, who are ESL certified, are responsible for conducting the initial screening and administering the HLIS. 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 NYSESLAT scores we analyze ELLs 4 times each year. We administer the NYSESLAT to all ELLs and ensure that students with special education have their testing modifications met.
2. 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 they want freestanding ESL, we provide further details on the program we offer. 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.
3. Entitlement letters are distributed at the beginning of the year. The ESL Coordinator provides a list of ELL students and the Entitlement letter to the school secretary. The school secretary mails out the letters and the forms. 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. In the six years since our school has opened, parents have consistently selected the freestanding program option.
4. The parent receives the DOE brochure describing the three program choices and is shown the DVD. The parent then completes the program selection form. Our bilingual ESL teachers, parent coordinator, and social workers are present to help facilitate this process. Using various data, ARIS, ATS, and former NYSESLAT scores we analyze ELL's 4 times a year.
5. In the four years since our school has opened, 100% of 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 (i.e. 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).

6. 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), participation in the parent leadership committee and PTA, parents are offered many opportunities to communicate with the school and give input regarding ESL services.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										37	18	33	4	92
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	37	18	33	4	92

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	28
SIFE	21	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	42

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						



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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										35	16	30	4	85
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1		1		2
Haitian														0
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
<b>TOTAL</b>	<b>0</b>	<b>37</b>	<b>18</b>	<b>33</b>	<b>4</b>	<b>92</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

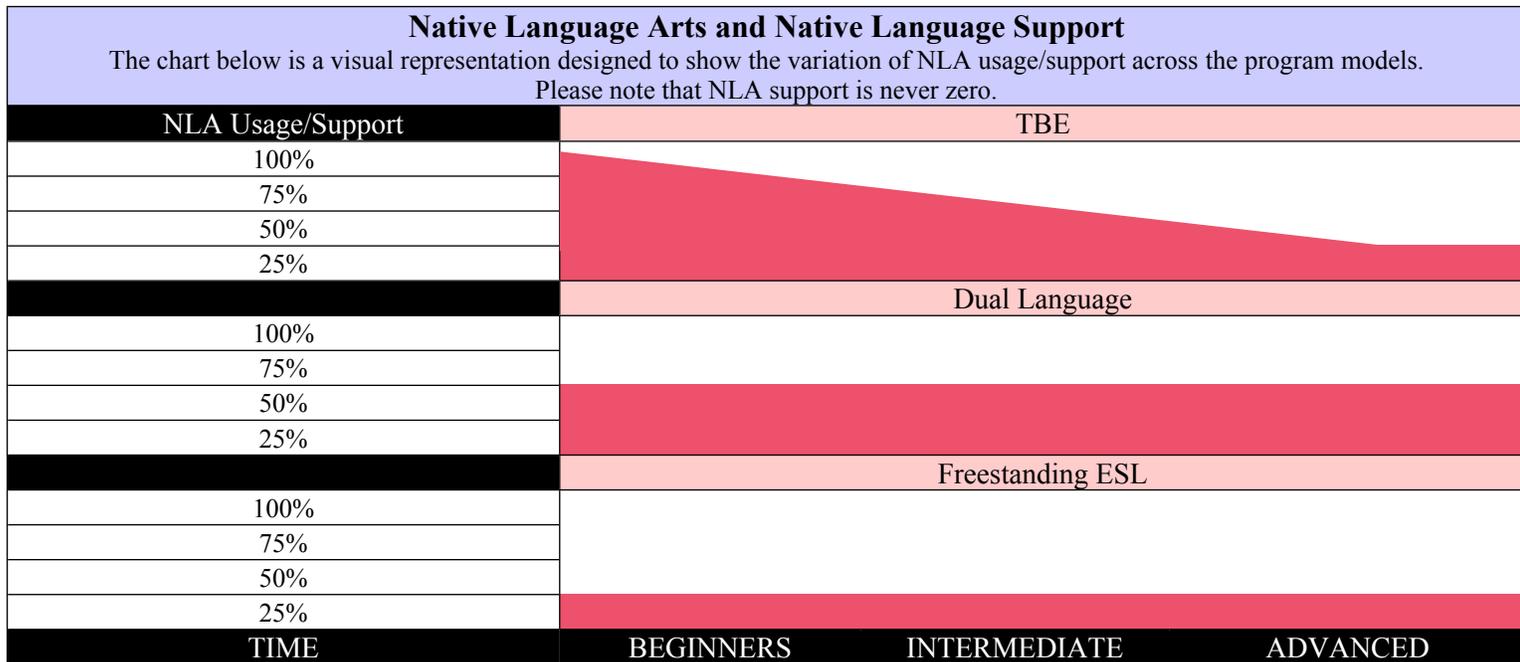
1. The school is organized into teams. Team 5 is comprised of all ELLs and students in the transitional period. These students travel together in cohorts by grade. There is block scheduling. Students have each class 4 times a week, 3 times for 60 minutes and once a week for 90 minutes. The classes are heterogeneously mixed by grade level. Instruction follows mainstream curricula, but using a sheltered content instruction model.
2. Team 5 is made up of 4 ESL certified teachers and one bilingual SPED teacher. Students receive their mandated instructional ESL minutes through their content classes in their most reading and writing intensive classes, which are Humanities and English. Beginner level students have an extra 120 minutes a week of enrichment ESL.
3. Team 5 uses a model of project based instruction in all classes to ensure that students can complete work on a level that corresponds with their English proficiency. We also use schoolwide reading and writing structures to give students uniform strategies across the content areas. All content areas are taught in English, but there is native language support and translation available through technology and bilingual teachers.
4.
  - a. The ESL team provides interventions to students identified as having low native language literacy. Such interventions include placement in the Becoming Bilingual ESL class, the Heritage Spanish class and/or after-school enrichment tutoring. We also offer referrals to outside organizations that provide additional ESL support.
  - 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. All newcomer ELLs are also placed in the Becoming Bilingual ESL class which targets basic English skills.
  - c. Please refer to form A7 of the BESIS report.
  - d. The ESL Team has identified long-term ELLs, 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.
  - e. 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.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
--	------------------	---------------------	-----------------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. 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. Math teachers use the Destination Math program, a highly interactive technology program, to help scaffold content for lower level ELLs. 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. 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.

6. 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.

7. For the upcoming schoolyear we are implementing afterschool supplementary ESL class, the addition of a bilingually certified SPED teacher, additional SPED support, and an overall new focus on public speaking.

8. None.

9. We mirror mainstream curricula, students have access to mainstream classes in the 12<sup>th</sup> grade, each ELL is placed in an advisory with an advisor who serves as advocate, social/academic support provider, liaison to other teachers and families. ELLs meet with their advisors 4 times weekly for academic support, goal setting, check ins, and interventions. All ELLs are also subject to rigorous performance standards through our portfolio and panel process, as outlined by the Performance Standards Consortium.

10. The ESL team shares a television, DVD/VCR player, stereo, laptop cart with headphones, an Elmo, Rosetta Stone, and 2 projectors that are 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.

11. 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. Students are also provided Heritage Spanish classes to give them native language support.

12. Students on higher levels are given higher level tasks. For example, we focus on basic paragraph writing in the 9<sup>th</sup> grade, but students write 6 page papers by the 11<sup>th</sup> grade. Similarly, we scaffold public speaking in the 9<sup>th</sup> grade so that by the 11<sup>th</sup> grade students can do full oral presentations. This mirrors the progression from portfolios to panels to PBATs.

13. We offer a summer intensive language development program that lasts 4 weeks. We also provide an information packet about the school in home language. There is also outreach from the students' new advisor over the summer. In addition, we send required summer

reading and homework packets to better prepare students for the upcoming year. We also have an open house in the spring for admitted students and send home a Team 5 newsletter to inform parents about the format of the team.

14. 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.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. 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.

Staff at Facing History participate in a variety of professional development 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 which 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

2. To assist teachers, we provide them with data from the Summerbridge reading and math assessments, provide a curriculum for all advisors, give a staff handbook, offer FHAO curriculum professional development seminars to develop appropriate strategies for ELLs, and place new advisors in "pods" to help give them the benefit of veterans' knowledge.

3. We share best practices for ELLs once a month for 1 hour at our Wednesday staff meetings. The training includes scaffolding of projects and assessments and includes looking at student work. We also have teachers analyze ELLs' work through the Childrens First Initiative.

### E. Parental Involvement

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

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 Leadership 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.

We use the DOE parent survey as well as the Facing History and Ourselves (FHAO) parent survey. Parent leaders on the Parent Leadership Committee call parents and do other forms of outreach in order to access and meet needs. We have an active PTA that meets once a month.

We have surveyed times that are good for parents, we provide childcare, and we focus on activities that meet their needs, like ARIS.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9	7	9	0	25
Intermediate(I)										21	6	13	2	42
Advanced (A)										7	5	6	2	20
Total	0	0	0	0	0	0	0	0	0	37	18	28	4	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	7	6	0
	I										6	1	6	0
	A										9	2	5	2
	P										15	9	9	2

READING/ WRITING	<b>B</b>										5	6	7	0
	<b>I</b>										21	8	18	3
	<b>A</b>										9	5	2	1
	<b>P</b>										1	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		6	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Fountas and Pinnell and the TCRWP methods of leveling books and assessing reading levels. The assessment of low-level reading skills has led to the creation of an independent reading program and book club curriculum.
2. 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. The majority of our ELLs scored Advanced or Proficient in the Listening and Speaking modalities, while a minority 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 9th, 10th, and 11th grades. All students are placed in classes that are grade appropriate.
3. Looking at this data, it is clear that reading and writing are the instructional foci of the ESL team. Starting in the 9th and 10th 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.
4. Many more ELLs score advanced and proficient in the listening and speaking modalities than in the reading and writing modalities. This is true across all grade levels.  
8 times a year student work is collected and analyzed. We tailor our team goals to meet the needs of students based on this assessment of student work. Curriculum evaluations and modifications are added as necessary depending on the needs of the students. We have learned that ELLs need additional support in the areas of reading and writing. The native language is used in initial assessments to determine background literacy and is also used to supplement content when appropriate.
5. n/a
6. We evaluate the success of our program for ELLs through analysis of their performance based assessments. These assessments use all 4 modalities as students are required to write extensive research papers, present their work orally, answer oral content questions, and reflect on their own growth and progress. Teachers analyze these portfolios twice yearly.

### **Additional Information**

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Facing History School, The						
<b>District:</b>	2	<b>DBN:</b>	02M303	<b>School</b>		310200011303	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.4	85.0	84.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		96.0	96.2	89.4
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	237	226	227		71.4	85.9	83.8
Grade 10	85	85	89				
Grade 11	21	69	53	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	71	20	42	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	1	1		1	14	26
Total	416	401	412	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	19	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	3	Principal Suspensions	27	19	49
# in Collaborative Team Teaching (CTT) Classes	82	83	85	Superintendent Suspensions	48	11	15
Number all others	5	4	8				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	64	64	TBD				
# ELLs with IEPs	7	19	TBD				

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	30	37	37	Number of Teachers	30	37	37
# ELLs with IEPs	3	7	7	Number of Administrators and Other Professionals	3	7	7
These students are included in the General and Special Education enrollment information above.	2	1	1	Number of Educational Paraprofessionals	2	1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	21	31	131	% fully licensed & permanently assigned to this school	100.0	100.0	86.1
				% more than 2 years teaching in this school	13.3	18.9	48.6
				% more than 5 years teaching anywhere	23.3	24.3	29.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	59.0	70.3
American Indian or Alaska Native	0.2	0.0	0.2	% core classes taught by "highly qualified" teachers	89.9	100.0	88.3
Black or African American	30.3	31.2	25.7				
Hispanic or Latino	65.4	65.1	70.4				
Asian or Native Hawaiian/Other Pacific	2.4	2.0	1.2				
White	1.7	0.7	2.4				
<b>Male</b>	50.7	50.4	49.8				
<b>Female</b>	49.3	49.6	50.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA: v
Math:	Math:
Science:	Graduation Rate: -

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA vsh	Math	Grad Rate**	Progress Target
<b>All Students</b>						-	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-		-
Hispanic or Latino				v		-
Asian or Native Hawaiian/Other Pacific Islander				-		
White				-		
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		
Economically Disadvantaged				v		-
<b>Student groups making</b>				<b>3</b>		<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	64.5	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	34					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)