



FRANK McCOURT HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M417
ADDRESS: 145 WEST 84TH STREET
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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M417 **SCHOOL NAME:** Frank McCourt High School

SCHOOL ADDRESS: 145 West 84th Street, New York, NY 10024

SCHOOL TELEPHONE: 212.362.2015 **FAX:** 212.362.5926

SCHOOL CONTACT PERSON: Danielle Salzberg **EMAIL ADDRESS:** Dsalzbe2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Danielle Salzberg

PRINCIPAL: DANIELLE SALZBERG

***UFT CHAPTER LEADER:** Kristina Kasper

***PARENTS' ASSOCIATION PRESIDENT:** Lisa Steglich

***STUDENT REPRESENTATIVE:**
(Required for high schools) Jaellen (Samantha) Taylor

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** 561

NETWORK LEADER: Derek Smith

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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Danielle Salzberg	*Principal or Designee	
Kristina Kasper	*UFT Chapter Chairperson or Designee	
Lisa Steglich	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jaellen (Sam) Taylor	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carmen Valcarcel	Member/Parent	
Damaris Mercado	Member/ Parent	
Summer Edell	Member/ UFT	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

Louis D. Brandeis High School campus sits centrally between some of New York's most exceptional cultural, academic, and historical institutions: Lincoln Center, the Apollo Theater and Symphony Space; Fordham University and Columbia University; The Studio Museum in Harlem and the American Museum of Natural History. The campus draws students from some of the most diverse Manhattan neighborhoods and shares proximity to some of the leading media outlets on the West side: Manhattan Media, Manhattan Neighborhood Network, New York Amsterdam News, and ABC. With so many potentially rich partnerships, what the campus needs is a school that will challenge those young people who have already begun to distinguish themselves through academic and artistic achievements and with service commitments to proximate neighborhoods.

A small, selective high school will bring new opportunities to the young people of the Upper West Side and Harlem, and provide options for other young people interested in traveling to the campus. The goal is create a rigorous learning community where students with a determination to succeed and willingness learn as demonstrated by their middle school grades and attendance can be challenged. Students prepared to engage in a learning process and eager to explore more deeply their passions will be empowered to develop projects based on their own questions and to set their own goals as learners.

All staff at Frank McCourt High School (FMHS) is committed to empowering our students to become exceptionally literate, life-long learners and leaders for the 21st Century. Our program and partnerships with Manhattan Media, New York Amsterdam News, universities, and museums is designed to support students as they become engaged citizens with exceptional communication skills and a strong sense of civic responsibility. We believe that by honing communication skills and expanding their repertoire of strategies for reading the world, young people will be prepared to serve their communities with conviction and integrity. We believe writing is a way of thinking and practice makes us more thoughtful and critical. And we believe readers are never passive, influencing the meaning of text as they digest; as they digest, they change themselves.

Young people with demonstrated capacity for self-expression in a variety of forms and curiosity about developments in media are encouraged to explore new strategies for communicating with different audiences. We believe that by engaging in active research and collaboration, students will graduate ready for both college and 21st century careers. Our program is designed to challenge student assumptions and engage them in investigating real-world problems through collaboration and inquiry. By asking questions and soliciting answers from many sources, they develop the independence and self-reliance they need for post-secondary success.

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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 school's use of resources: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

Trends in FMHS data:

- 34% of students are level 2 in ELA from 8th grade.
- 37% of students are level 2 in Math from 8th grade.
- We have 0 students in Citywide lowest third.
- 3 students are level 1 in ELA or Math.
- 5% of students had 10 or more absences in 8th grade.
- 17% of students have IEPs (including SETTS and related services)

We have organized the school program to include integrated courses co-taught by multiple teacher in order to provide a more personalized experience for students. We have also organized our advisory classes into small groups of not more than 15 students to support the personalization. All SPED services are provided through a push-in model that allows teachers to focus on any students struggling in a class.

Our PPT meets weekly to review student data trends and create plans for students in need. These plans are communicated to staff at weekly meetings. All staff meet for professional development weekly and this includes both instruction/curriculum planning as well as review of student work and data.

We work closely with parents to share information about school needs and prioritize next steps. Our biggest challenge is the limited resources of new schools (supplies and funding for staff).

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Goal: To support specific improvements of instructional staff in their implementation of outcomes-based assessment that meet the needs of diverse learners. Instructional teams will work together to design, revise, and adjust a set of outcomes for each 9th grade course that are aligned to NYS and common core standards.
2. To support all students at FMHS to meet individual college-readiness goals set with their families and advisors through participation in an integrated curriculum, school-based after-school programs, and school supported community experiences.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Outcomes and rubrics submitted September, January, June. • Informal and formal observation documentation. • Reflections from staff goal setting, mid-year review and end of year reflections. • Staff portfolios that will include: analysis of student work and intervisitation reports. • Analysis of student progress on course outcomes as documented through Datacation and on report cards. • Analysis of student performance on Regents exams in math and living environment (including analysis of in-house and periodic assessments.)
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Subject/Area (where relevant): Advisory

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To support all students at FMHS to meet individual college-readiness goals set with their families and advisors through participation in an integrated curriculum, school-based after-school programs, and school supported community experiences.</p>
<p>Action Plan <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>Advisory includes independent reading time 3 times per week. Independent reading time supports advisor-student conferring on reading, academic progress, and goal setting.</p> <p>Guidance staff, administration, and teachers meet monthly to develop and reflect on implementation of curriculum for advisory that is based on outcomes.</p> <p>Parent-Teacher conferences include students and focus on goal setting with advisors.</p> <p>After-school programming includes office hours for students to get coaching on strategies for meeting additional outcomes.</p> <p>Staff, families, and students will be trained on how to use information from our online gradebook to track student progress and set goals.</p> <p>Advisory curriculum will include study skills, community service, career exploration and a college trip.</p> <p>Staff will meet quarterly to review student progress. Advisors will confer with students about credit accumulation, SMART goal setting, and strategies to support individual growth.</p>

	<p>Families will receive training on graduation requirements, 9th grade college readiness expectations, and strategies to students at home.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>All students are assigned to small groups (less than 17:1) supported by one advisor.</p> <p>Advisory meets daily for 30 minutes. It is .3 of 6 teachers' regular teaching programs.</p> <p>All core curriculum libraries were used to create classroom libraries for independent reading. All additional library funding in Galaxy will be used to supplement the libraries. Grant money is being solicited to enable students to purchase additional books for the classroom libraries.</p> <p>20% the guidance counselor's role is to collaborate with administration and teachers on the development of advisory curriculum, including planning and facilitating professional development. This includes some college outreach and planning- including a spring college trip for all 9th graders.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Advisory curriculum materials include rubrics and plans for supporting student goal setting. • Documentation of monthly staff meetings related to advisory curriculum and looking at student work/data. • Whole staff quarterly analysis of student progress data including review of indicators of credit accumulation. • Documentation from weekly meetings of the PPT team, monthly meetings with the data specialist, and regular reports from Datacation. • Surveys/self-assessments by students prior to each report card.

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.. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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

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

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	35	39			2	0	0	0
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	Writing classes 3 times per week and Humanities classes 2 times per week include a second teacher. Sometimes this is a SPED teacher.
Mathematics:	ISM classes 3 times a week include a 3 teacher (SPED) and 2 times a week include a second gen. ed. Teacher to support all students.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Counselor meets with AIS students as part of a 4:1 Group 1 time per week.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). 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.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

Review of HLIS and blue card information reveals that 4 students' families require translation services.

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.

All returned blue cards were submitted in English. Advisor contact home (approximately 90% of families reached) has been completed in English. Only 1 parent has requested translation support.

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.

Staff are available to translate for all Spanish speaking families. Upon request and for families who are identified as primarily not using English at home, the school requests support from the outside contractors.

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.

Staff are available to translate for all Spanish speaking families. Upon request and for families who are identified as primarily not using English at home, the school requests support from the outside contractors.

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>.

All documents requiring translation according to CR A-663, are downloaded from DOE resources and provided in multiple 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW 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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 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" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools

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.

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.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

NOT APPLICABLE

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently do not have any STH identified students.

2. Please describe the services you are planning to provide to the STH population.

If we develop an STH population, we will provide: counseling support for students and their families through our guidance counselor and our school-based health clinic. Students will be able to rely on their advisor for consistent academic monitoring and for access to needed resources. Family outreach will be made consistently by the advisor. We will also provide academic support through our afterschool office-hours program.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR
2010-11)**

New School Application Portfolio
2010-2011

Frank McCourt High School

Project Director:
Danielle Salzberg

Section 1: Introducing Your Application Portfolio

Mission:

The mission of Frank McCourt High School (FMHS) is to empower our students to become exceptionally literate, life-long learners and leaders for the 21st Century. Our program and partnerships with Manhattan Media, Symphony Space, universities, and museums is designed to support students as they become engaged citizens with exceptional communication skills and a strong sense of civic responsibility. We believe that by honing communication skills and expanding their repertoire of strategies for reading the world, young people will be prepared to serve their communities with conviction and integrity. We believe writing is a way of thinking and practice makes us more thoughtful and critical. And we believe readers are never passive, influencing the meaning of text as they digest.

FMHS gets its focus from the efforts of local community members to meet a shared need and its name from the teacher and writer Frank McCourt. By bringing a unique focus on literacy and community service to the Upper West Side, our community will be enriched by a program designed to challenge students with a rigorous and engaging college preparatory curriculum. Over the last year, a number of community leaders, parents and elected officials have advocated for a school that can serve the diverse needs of a variety of learners across the City. We believe that by engaging in active research and collaboration, students will graduate ready for both college and 21st century careers. Our program is designed to challenge student assumptions and engage them in investigating real-world problems through teamwork and inquiry. By asking questions and soliciting answers from many sources, they develop the independence and self-reliance they need for post-secondary success.

Three Core Values:

1. 21st Century Literacy- Today's academics and professionals alike are inundated with information in an ever evolving variety of forms. Texts for review include twitter messages, webpage banners, graphic design, newspapers, scientific journals, novels, fine art, music, television, streaming video, and the list goes on. To be literate in a saturated world, young people need to learn to "read" critically, synthesize from many sources, and evaluate the applicability of the information they glean.

Project New Media Literacies at MIT (<http://newmedialiteracies.org/>) identifies 12 new skills necessary for success in the 21st century. FMHS will focus on the 6 of those most closely aligned to our community service focus (in addition to the literacy skills outlined in the NYS ELA standards):

- Play-the ability to experiment as a means of problem-solving
- Multitasking- the ability to review one's context and focus on details as needed
- Judgment- the ability to assess the trustworthiness of sources
- Negotiation- the ability to recognize and respect multiple perspectives
- Collective Intelligence- the ability to pool knowledge with others to achieve a common goal
- Visualization- the ability to interpret, create and express representations of information

2. Leadership- Great literature and art stand the test of time because they speak to a variety of audiences and provide many opportunities for discussion. Young people interested in communication and media need to investigate the impact different messages have and learn how to take responsibility for both what they say and who they speak to. By

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Section 1: Introducing Your Application Portfolio

engaging in regular community service, students will have the opportunity to develop an understanding of what it means to be a full member of a community.

3. Life-long learning- The internet has made the world a bit smaller by enabling people from all over the globe to connect in seconds rather than hours or days. And the connections have bred incredible changes in the world over the last decade. Young people need to be prepared for the quick pace at which the world continues to change; they need to skills for making transitions, evaluating new opportunities, and formulating decisions. Questioning and inquiry are key to life-long learning. By encouraging students to be inquisitive, we expect them to be prepared for any situation.

Section 2: Introducing Your School to the Community
A. Revised Fact Sheet for Community Engagement

Project Name	Frank McCourt High School		
School Level	High School	School Leader	Danielle Salzberg
Temporary Phone #		School Leader	Dsalzbe2@schools.nyc.gov
Grades '09-'10	9	Grades at Scale	9-12

Description:

Our goal is create a rigorous learning community where students with a determination to explore and willingness learn can be challenged. Students prepared to engage in a learning process and eager to investigate more deeply their passions will be empowered to develop projects based on their own questions and to set their own goals as learners.

Program elements:

Outcomes-based assessment- Grades at FMHS are not an average of scores on tests, quizzes, or even projects. Instead, teachers at our school begin with a set of outcomes they expect all students to master by the end of their courses.

- Outcomes define both the content and the skills students need to prove deep understanding and knowledge of a particular discipline.
- Each course will have a set of outcomes students are expected to master.
- A web-based tool will report information to students and families. Ex. Students in 9th grade ELA may work on outcomes related to NYS standards 1 and 3 as well as the new media literacy skills of judgment and visualization. Each student will get a rubric of how to demonstrate proficiency, and will know that a homework on Greek mythology and an essay on oral traditions will be the measures.

Problem-Based Learning- Evolved from the medical school case study model, problem-based learning pedagogy provides opportunities for students to:

- Engage in relevant research.
- Investigate authentic problems.
- Build their critical thinking capacity and content knowledge by developing their own related research questions, reviewing materials, and presenting solutions. Ex. Work with Jewish Home Lifecare's Manhattan branch to plan and implement a technology course for the elderly, everything from a business plan for setting up the facility and recruiting interested students to training teachers and managing the program.
- Classes meet in blocks to allow extended time for student teams to explore and process the information they gather, enabling students to work at their own pace and set their own independent learning goals.

Advisory- All FMHS students will participate in a 4 year advisory program.

- Students will begin in 9th grade and remain together with the same

Section 2: Introducing Your School to the Community

A. Revised Fact Sheet for Community Engagement

and other school staff to meet students' individual

needs. Community Service-

- Three collaborative community service projects are required of all students before they graduate.
- Projects will be facilitated through our Advisory program and culminate with community events to share and celebrate findings.

Action Research Internship-

- After completing a core curriculum, FMHS students will select from a menu of courses to fulfill required credits.
- Each FMHS student is expected to earn at least two credits through a self-guided community-based action research.
- ~~Projects will be nurtured by teacher-sponsors and local community~~ mentors.
- 9th and 10th grade exploratory opportunities will provide a chance for them to identify interests.

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Why Frank McCourt High School?

pects you to ask and answer questions and collaborate in teams.

Advisory to build support and a sense of community in the school. All students have an advisor who works your family to set goals and support progress for all 4 years .

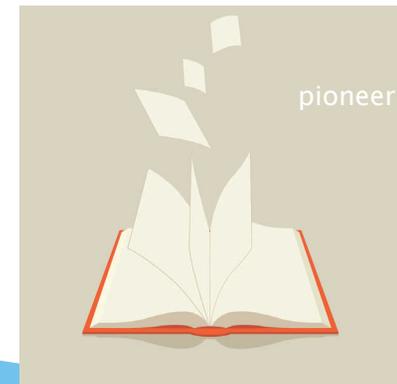
Action Research Internships that combine real world experience, independent study and career exploration all in one.

Unique grading policy that put you in the drivers seat. You get to prove what you learned with each assignment and to measure your own success on rubrics.

Leadership opportunities for

Frank McCourt High School

Writing for thinking
Writing for learning
Writing for action



Frank McCourt High School

Frank McCourt High School
Louis D. Brandeis Campus
145 West 84th Street
E-mail: fmhsnyc@gmail.com

fmhsnyc@gmail.com

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Why Frank McCourt HS?

Do you stay up late with a flash light and book under your covers?

Did you have a blast volunteering at last year's community service day?

Do you wait with baited breathe for the latest manga to be released Stateside?

Is your favorite part of the school week the lab experence in science?

Do you ask more questions that your teacher sometimes has time to answer?



Are you just not sure what you want to do next but so curious you can't wait to find out?

If the answer to any of these questions (or others like them) is, "YES!", then Frank McCourt High School is the place for you! At FMHS we are passionate about 3 things:

1. Questions
2. Communication
3. Community service

Questions



Classes at FMHS may feel a little different than the ones you are used to. In our classes, you are in the driver's seat. Our world is rapidly changing and most professions rely on people who are problem-solvers; they develop theories, test their ideas and share their learning with other people in order to suggest new innovations and alternatives to traditional thinking. Frank McCourt was a master provocateur, posing questions to his students and demanding thoughtful, creative answers. Our classes do the same.

Each term you will be involved in long term projects to investigate a problem. You will need to work closely with teammates to negotiate and build shared ideas, and finally to present to audiences that include everyone from your friends to your parents, local politicians and published authors.

Communication

Frank McCourt was a writer, speaker, teacher, performer, host, and collaborator for all his life. His stories are rich with his experiences communicating with the world- sorry responses to his mother, crafty comebacks to his teachers, challenges to his students. The most successful communicators are not just writers and readers, but

people who work hard to share their stories and



build in chapters with other people. At FMHS, we believe reading, writing, speaking and listening are just the basics.

To be super communicators and true WRITERS, you need to facilitate, negotiate, experiment, draft, craft, question, workshop, & evaluate. You need to test lots of audiences and different genres. And practice, practice, practice.

Community Service

In an effort
to best

research
and share
knowledge,
FMHS is
dedicated
to giving
our work
a purpose.
We are
committed
to
building a

strong campus
community;
to building roots in our school and home neighborhoods; and to contributing to the worlds we'll join outside of school. Students will complete mandatory service projects and at least 2 credits of independent study through action research internships.

Frank McCourt High School
Louis D. Brandeis Campus
145 West 84th Street
New York, NY 10024
E-mail: fmhsnyc@gmail.com

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Section 2: Introducing Your School to the Community

C. School Directory Page for the 2010-2011 New High School Directory

School Name: FRANK MCCOURT HIGH SCHOOL
Borough: MANHATTAN
Campus: LOUIS D. BRANDEIS
Address: 145 West 84th Street, NY 10024
Phone Number:
Subway Directions: 1, B, C to 86th Street
Bus Directions: M7, M10, M11, M104 to 84th Street; M86 to Columbus Ave
School Type:

In Their Own Words:

At Frank McCourt High School (FMHS) we are committed to empowering our students to become exceptionally literate, life-long learners and leaders for the 21st Century. Our program is designed to help students become engaged citizens with exceptional communication skills and a strong sense of civic responsibility. We believe that by honing communication skills and learning strategies for reading the world, young people will be prepared to serve their communities with conviction and integrity. We believe writing is a way of thinking and practice makes us more thoughtful and critical.

Courses and Program Highlights:

Programs: Advisory, Digital Media, Campus Press, Writer's Workshop, Writer-in-residence, Action Research

Partnerships:

Community Based Organizations: The Dome Project

Hospital Outreach:

Higher Education: Fordham University, Columbia School of Journalism

Culture/Arts Organizations: Symphony Space

Not-for-Profit:

Corporate: Manhattan Media

Other: New Visions for Public Schools

Extracurricular Activities:

Leadership & Support: Principal's Council, FMHS Community Council; as we expand, we expect to add student designed leadership and peer mentoring programs.

Academic: As we grow, we expect to develop student-initiated programs like Model UN, Debate, Literary Magazine, etc.

Clubs: As we grow, we expect to develop student-initiated clubs like Science Fiction Club, Film Club, Manga Club, etc.

School Sports: Louis D. Brandeis Campus hosts PSAL teams for: baseball (boys), basketball (both), bowling (both), soccer (boys), softball (girls), tennis (girls), volleyball (both), wrestling (boys). We hope to host additional club sports based on student interest.

Important Information:

- Our school uses Problem Based Learning to teach. All students will participate in regular teamwork and group presentations.
- Additional graduation requirements include: 2 credits of action research for internship research; digital portfolio defense; community service.

- Our school relies on non-traditional assessment as well as Regents-type exams for measuring student progress. Projects, presentations, and extensive writing are required for all courses.

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Section 2: Introducing Your School to the Community

D. Outreach to External Partners

FRANK MCCOURT HIGH
SCHOOL
LOUIS D. BRANDEIS EDUCATIONAL CAMPUS
145 WEST 84TH STREET
NEW YORK, NY 10024

November 9, 2009

Dear Sir/Madam:

I would like to introduce you to the Frank McCourt High School and engage you in our efforts to provide young people with a challenging and exciting school experience that will prepare them to become exceptionally literate, life-long learners and leaders for the 21st Century.

Current secondary school graduates face at least 10 career changes before they retire and many may work in 10 industries before they settle on a long-term career. By focusing on reading and writing in all their many forms, our school will provide graduates numerous opportunities for post-secondary study and careers in everything from literature to communications to social service to politics to research and beyond.

We believe two aspects of our program provide our students with a unique opportunity to engage in the community as they learn skills for future careers and academic study:

- **Community Service:** All students at Frank McCourt High School must complete 3 service projects before they graduate. Each year, they will work in teams to research community needs, develop a strategic plan to meet those needs, and implement their plan. Through these experiences, we expect students to learn important skills related to leadership and collaboration.
- **Action Research Internship:** Students are also expected to earn at least 2 credits through a self-guided community-based experience that takes them into the workplace as a participant and researcher.

Our goal is to develop partnerships in the community to support the mentoring, internship and community service programs for our students. Partners can choose to collaborate with us in the following ways:

1. Join the FMHS Program Council. This council will meet quarterly to review student progress, develop new programs to meet student needs, and evaluate current collaborations and curriculum elements. They will also help us identify real-world problems for students to investigate as part of the problem-based curriculum.
2. Adopt an Advisory. Advisory is a small group of students who remain together with the same teacher for 4 years to work on community building and leadership development. As advisors work with their small cluster of students to develop annual service projects, they will need partners to both act as a sounding board, audience, and collaborator to engage community agencies and organizations.
3. Host a shadow. Before students are ready to engage in full internships we would like to structure several shadow experiences for them. We are looking for organizations willing to host small groups of students (accompanied by a teacher) who might participate in an orientation, series of interviews, and partial day shadowing of an organization employee or team.
4. FMHS is open to additional ideas from community partners about collaboration and integrating students into the life and work of community partners.

I will be reaching out in the next few weeks to discuss with you the possibility of collaborating and partnering with our staff and students. We believe school is one piece of the community and that it is our responsibility to engage ourselves and our students in the work of making our community stronger. You can reach me at XXXXXX- XXXX any time, and feel free to explore our website at www.XXXXXX.org.

Sincerely,

Danielle Salzberg
Project Leader

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Section 3: Building Your New School Community

A. Letter to Parents/Caregivers

FRANK MCCOURT HIGH SCHOOL
LOUIS D. BRANDEIS EDUCATIONAL CAMPUS
145 WEST 84TH STREET
NEW YORK, NY 10024

May 2010

Dear Families,
Congratulations and welcome to the Frank McCourt High School community! This September, when we open our doors for the first time, you will join us as we write some of the first pages of the book of Frank McCourt High School. Your child's enrollment in FMHS is the beginning of a great story we will each share with each other over the next four years, and we look forward to beginning that dialogue with you now!

Please visit our school website at XXXXXXXX as soon as possible to create your Edline account. Beginning this summer, you will be able to log on to see course materials and summer assignment expectations for your child, and to meet the teachers through their homepages.

We also look forward to meeting you in person at our first family orientation on **June 20, 2010**. We invite you and your family to join us at **145 West 84th Street** at **6-8:30pm** for a community celebration with our partners, supporters, staff and families.

Frank McCourt High school is committed to empowering your child to become an exceptionally literate, life-long learner and leader for the 21st Century.

- Our programs and partnerships with Manhattan Media, *New York Amsterdam News*, and Manhattan Neighborhood Network, will expose your child to how the stories of New York City get told and how to tell stories that make people think.
- Relationships with Fordham and Columbia Universities will offer your child access to premier research institutions and libraries they can use to investigate their interests.
- And regular visits to the Studio Museum of Harlem and Symphony Space will enable your child to see alternative ways to tell stories.

All of our partnerships are designed to build relationships within the community and to develop mentoring, internship and community service programs for all students. They will also help us identify real-world problems for students to investigate as part of the curriculum.

As we begin to write our story, we hope that you will join us in crafting the tale. We invite you to join our first presentations when students finish their problem-

based learning units in early October. We look forward to collaborating with you and your child on the 9th grade community service projects in mid-November; and will meet with you regularly to set academic goals for and with your child. We also hope you will consider joining our PTA and one of our FMHS community book clubs.

Best wishes for a relaxing

summer! Danielle Salzberg
Principal, IA

Salzberg
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Section 3: Building Your New School Community

B. Excerpts from the Student Handbook

Welcome to FMHS!

Writing for thinking. Writing for learning. Writing for action.

Congratulations

!

You are now a member of the founding class of Frank McCourt High School!

Frank McCourt was a teacher in NYC public schools for more than 30 years and he published his first book when he was 66 years old! He proved that writing is more than a profession; it is a way of life. It helps us think up new ideas; reflect on our experiences; & challenge assumptions. Writing helps us channel our feelings about what is important and test new theories about how to achieve our dreams.

WRITERS send emails, write letters, respond to articles in the paper, keep diaries, draft homework for school, send notes to friends, respond to blogs, and thousands of other things. Anyone who thinks about the world and wants to make an impression on it is a WRITER.

WRITERS are scientists, mathematicians, journalists, doctors, lawyers, business owners, painters, dancers, and the list goes on.

When we call you a "WRITER" here, we mean communicator- and we expect you to become the best you can be!

In order to be ready for the changes coming our way this century, you need to make sure you write, read, listen, speak and think in 21st Century ways. FMHS is designed to challenge your thinking, expose you to different ways of learning, and offer you a chance to practice being the "writer" you want to be. In addition to working on all the usual skills schools ask you to focus on, we are also going to help you polish some special 21st Century skills:

- **PLAY-** FMHS expects you to participate in team problem-solving by using experimentation. When you play games with friends, you use your imagination and test different scenarios for success. We expect the same of you here.
- **MULTI-TASKING-** As you have probably noticed, you are often called upon to manage more than one task at a time. Maybe you have to do your homework while babysitting your little sister? Or you choose to play a game on your iTouch while riding the bus home and looking for your stop? Being able to isolate the important details of different experiences at the same time is a major skill you will need in college and work.
- **JUDGEMENT-** You probably have no problem deciding which movie you want to watch or book you prefer to read, but as you get older, you will need to be able to assess the trustworthiness of sources of

information and evaluate their usefulness for your life. FMHS is going to ask you to be more explicit about choices you make and reflective about your influences.

- **NEGOTIATION-** If you work with groups, you will have to negotiate. Sometimes you will have to come to consensus and compromise some of your ideas. At other times, you will need some persuasion techniques to bring teammates over to your way of thinking. There are lots of strategies FMHS will teach you to make you a stronger negotiator and more successful facilitator.
- **VISUALIZATION-** You may already be a natural at seeing pictures in your head when you read, but can you tell a story in pictures? Can you read an essay and know how to put it into chart form? Can you translate graphs into writing? FMHS will challenge you to develop these skills.
- **COLLECTIVE INTELLIGENCE-** Some of the biggest challenges facing our world will never be solved by a single person. There are things we need to accomplish to make our world safer that require us to pool our knowledge and collaborate with a team to achieve a shared goal. FMHS will give you the practice you need to join any team you want in the future.

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Section 3: Building Your New School Community

B. Excerpts from the Student Handbook

FMHS RULES!

You are now a part of one of the most exciting opportunities 9th graders in NYC can have. You are a founding student in a brand new school! And with this opportunity comes GREAT responsibility.

As we build the FMHS community, there are a few universal expectations that will guide our interactions.



1. We expect you to try your best! With all the new experiences and different expectations, we know there will be times when you get stuck. Your job is to TRY the best you can and ask for help when you need it.



2. We expect you to respect our team! It's almost impossible for you to be friends with every FMHS student (though you get extra points for trying!), but at the very least, you must treat other people as you would like to be treated. Students, staff, and visitors to FMHS deserve to feel safe and you are responsible for making that happen.



3. We expect you to participate! Whether it's in class, as part of our leadership team, through after-school programs or campus organizations, we expect you to own the school. Your voice is important to us and we expect you to respectfully share your ideas and efforts to make FMHS be an exciting place for everyone.

At times, it may be difficult to meet the high expectations we set for you. If you find yourself making bad decisions or part of a group who disrupts the positive culture we are hoping to establish, there are a few things you can expect:

- Any disruptions, challenges, failures to meet the above expectations are considered COMMUNITY VIOLATIONS.
- Until we establish a student court, all COMMUNITY VIOLATIONS will be handled by your *advisor, the guidance counselor* and *a school administrator*.
- We know the *NYC Discipline Code and Bill of Student Rights & Responsibilities* well. You should know it well, too! It will guide us in our decisions about consequences for COMMUNITY VIOLATIONS.

Section 3: Building Your New School Community

B. Excerpts from the Student Handbook



Where do I go for HELP?

High School can get intimidating- new teachers every few months; seemingly limitless numbers of outcomes to achieve; challenging expectations. If you find yourself needing help

- knowing what's for homework
- making a decision
- getting directions or learning a procedure
- finding a resource
- getting time or a shoulder to cry on
- or negotiating any other type of support...

Try the following:

LOG ON

Frank McCourt High School has a great, web-based system that lets you see your grades or find an assignment at any time. Use the account you got at orientation to log on to _____ and once at your home page you will be able to find assignments, rubrics, your grades, lists of outcomes (mastered and not), links to teacher pages, and a link to your digital portfolio. You own your own destiny at FMHS, so log on anytime to get the information you need to succeed.

Find your ADVISOR

Your advisor is trained to support you as you try to achieve your academic goals. Outcomes have you stumped? Ask your advisor. Teacher tell you that you need to get a tutor? Ask your advisor. Not sure where to find information about an after-school program? Ask your advisor.

Your advisor is your go-to person for everything you need to be a school success. S/he is also your advocate- should you need one- with other school staff, and an aide to help you talk with your parents. You need help in school, try your advisor!

NAME:

Room: _____ Email: _____ Phone: _____

Seek GUIDANCE

Is there something you're not quite comfortable sharing with an advisor, or that you're worried about keeping private? Do you just need someone to listen for a while or to help you manage frustration with a friend? Do you have questions about your health or difficult news from a relative? Our guidance team is specially trained to meet you one-on-one to share and listen OR in groups to mediate and teach strategies. All our school staff are prepared to help you through a crisis or any kind of bad day, but the guidance team has some unique skills you might find extra helpful when regular advice just won't

do. You can find them:

NAME:

Room: _____ Email: _____ Phone: _____

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Section 3: Building Your New School Community
B. Excerpts from the Student Handbook



How do I graduate?

NYC requires all students to complete 44 credits:

English	Math	Social studies	Science	Art	Second Language	PE/Health	Elective <small>(Includes Advisory)</small>
8	6	8	6	2	2	5	7

To earn a **NYS Regents diploma**, you also must pass the following NYS Regents exams with a minimum score of 65 on each:

- ELA
- US History
- Global History
- Science (Living Environment, Chemistry, or Physics)
- Math (Integrated Algebra)

And to earn a **NYS Advanced Regents diploma**, you need the following ADDITIONAL credits and Regents exams with a minimum score of 65 on each:

- 4 additional credits of Second Language
- Regents: Geometry AND Algebra 2 Trigonometry, Science (second), Second Language

At Frank McCourt High School, we believe that to be COLLEGE READY you need a bit more, so we are committed to helping you achieve a NYS Advanced Regents diploma, a minimum 75 on one Math and the ELA Regents exam, and expect that you will master several other key components of our school program. In order to receive the FMHS endorsement, you will need to successfully complete the following:

Digital Portfolio and Defense

Each year, you will be expected to submit documents to your digital portfolio and to participate in Portfolio Defense Week. You will be expected to document your learning and regularly reflect on how your mastery of particular outcomes informs your thinking about your future as a learner, leader, and literate adult. Each year, you will get a rubric and checklist for the portfolio and defense, and you will receive coaching from your advisor on how to prepare for Portfolio Defense Week.

Expect to:

- Meet daily with your advisor and in peer revision groups to get feedback on portfolio pieces
- Spend time rewriting reflections and redesigning your portfolio to reflect your current thinking about what it means to be literate, a leader, and a life-long

learner in the 21st Century.

- Share your portfolio with your family, advisor, other school staff and invited guests.

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Section 3: Building Your New School Community

B. Excerpts from the Student Handbook

Action Research Internship Credits

All students at FMHS must earn at least 2 credits by completing a mentored experience. You can conduct research in a science lab, volunteer for a political re-election campaign, work as a candy-stripper in a hospital, or the like. At the end of 10th grade, you will be expected to identify your first experience and have it approved by a panel of school staff, parents, and community volunteers. You will sign a contract to complete at least 46 hours of work and 10 hours of writing and meetings with your sponsor teacher or mentor. You will need to document your work on the project in your digital portfolio space, and participate in a symposium where you share your experience with other FMHS students.

Community Service

Your advisory will work together on 3 community service projects between your 9th grade entry to FMHS and your graduation. Your participation with your advisory will be assessed and you will be expected to make up 20 hours of volunteer work if you do not achieve a participation grade of proficient or higher each year. You will also be expected to submit a paper summarizing your research and conclusions based on the project. Project details are negotiated through the advisory curriculum, but you should expect the following:

9th grade: Community mapping project. As a way to understand the neighborhood, your advisory will research the geography, demographics, available services, and resources of the community FMHS serves. You will produce a presentation to share your learning with your families on Back-to-School night in October, and you will write a 3 page paper explaining your position on what our community's most significant resource is.

10th grade: Needs assessment. Using the community map developed the previous year, you will conduct research on the programs and services lacking in our community and propose one new project our school community might consider implementing. Your audience will be local community members, parents, campus representatives, and media. You will write a 5 page paper evaluating the effectiveness of 1-2 programs that serve as models for the new program your advisory proposes.

11th/12th grade: Project implementation. Individually or in small groups, you will design and implement a project to benefit our school community. You can choose to support a local charity or provide services to a particular population, and you can work with people from your advisory group or another. You will need to submit both a proposal and budget for your project, and have it approved by a committee of community members. And you will need to write a report that documents both the process of the project and measures its success.

Section 3: Building Your New School Community
C. Student Schedule

General Education Student

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Around the World 9	STEM Exploration 9	Elective	Around the World 9	STEM Exploration 9
9:03-10:03	Around the World 9	STEM Exploration 9	STEM Exploration 9	Around the World 9	STEM Exploration 9
10:05-11:05	Digital Portfolio	Writing Workshop	Around the World 9	Writing Workshop	Writing Workshop
11:07-11:47	Advisory	Advisory	Advisory	Advisory	Advisory
11:47-12:17	Lunch	Lunch	Lunch	Lunch	Lunch
12:17-1:17	STEM Exploration 9	Digital Portfolio	Early release	Elective	Around the World 9
1:20-2:20	STEM Exploration 9	Elective		Digital Portfolio	Around the World 9
2:23-3:23	Writing Workshop	Around the World 9		STEM Exploration	Digital Portfolio
3:25-4:25	PE	PE		PE	

Section 3: Building Your New School Community
C. Student Schedule

CTT Student

*** denotes co-teaching with SPED teacher**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Around the World 9*	STEM Exploration 9	Elective	Around the World 9*	STEM Exploration 9
9:03-10:03	Around the World 9*	STEM Exploration 9	STEM Exploration 9	Around the World 9*	STEM Exploration 9
10:05-11:05	Digital Portfolio*	Writing Workshop*	Around the World 9*	Writing Workshop*	Writing Workshop*
11:07-11:47	Advisory	Advisory	Advisory	Advisory	Advisory
11:47-12:17	Lunch	Lunch	Lunch	Lunch	Lunch
12:17-1:17	STEM Exploration 9	Digital Portfolio*	Early release	Elective	Around the World 9*
1:20-2:20	STEM Exploration 9	Elective		Digital Portfolio*	Around the World 9*
2:23-3:23	Writing Workshop*	Around the World 9*		STEM Exploration 9	Digital Portfolio*
3:25-4:25	PE	PE		PE	

Section 3: Building Your New School Community

D. Summer Orientation

Frank McCourt High School Summer Orientation 2010

The goals for the 1-day orientation include:

- Introducing students and families to FMHS core values, Frank McCourt, and the school community
- Building a sense of team spirit through group activities, presentation, and celebration
- Assessing student reading and writing skills.

The theme for the day is “first impressions”.

The day will include 2 parts: A student session and a 2-part family program.

- Student Program- Students meet in small groups to learn about FMHS in order to be able to present first impressions to their families.
 - Part 1: After some team building icebreakers, they take a learning styles survey and discuss their results with their advisory group.
 - Part 2: After some team building ice-breakers, each advisory explores one of the following: FMHS site, Brandeis campus, neighborhood (groups for north, south, east, west), Frank McCourt. Each advisory will get a packet with scavenger hunt materials, written, visual, and audio materials advisors can give students based on the surveys.
 - Part 3: Advisories reconvene and plan a presentation of the neighborhood for parents at the celebration.
- Parent program-
 - At morning drop-off, they are asked to write about first impressions (we collect and share at celebration); are invited to stay with advisory; get orientation to school.
 - At the celebration, they get to explore student work, ask questions and provide feedback. Advisories eat together- students and parents.

Section 4: Building Your Professional Learning Community

A. Selection Criteria

School Name: Frank McCourt High School

School Site: Louis D. Brandeis Educational Campus

Send application portfolio to:

Deadline to apply:

POSITIONS:

Subject to sufficient budget, positions in the school may include, but not be limited to, the following licenses: English Language Arts, Mathematics, Social Studies, Science, Special Education, Spanish, ESL, Art, Technology. Dual certification in ESL and/or Special Education and content area preferred.

DESCRIPTION:

At Frank McCourt High School (FMHS) we are committed to empowering our students to become exceptionally literate, life-long learners and leaders for the 21st Century. Our program and partnerships are designed to support students as they become engaged citizens with exceptional communication skills and a strong sense of civic responsibility. We believe that by honing communication skills and expanding their repertoire of strategies for reading the world, young people will be prepared to serve their communities with conviction and integrity. We believe that by engaging in active research and collaboration, students will graduate ready for both college and 21st century careers.

School staff is encouraged to attend a summer professional development retreat and facilitate after school programs. (*Compensation according to the UFT contract and advance notice will be provided. Staff participation in these activities is voluntary, but strongly encouraged, as it is very important to the development of the school.*)

ELIGIBILITY REQUIREMENTS:

New York City certification in the appropriate content area, with satisfactory ratings.

DUTIES AND RESPONSIBILITIES:

Roles in small schools are varied and complex, and serious consideration will be given to applicants who demonstrate through their resume, cover letter, writing sample, professional teaching portfolio, and 3 references the commitment to our mission and vision of challenging student assumptions and engaging them in investigating real-world problems through collaboration and inquiry. We expect staff to demonstrate the experience and/or willingness to become involved in these essential aspects of our school culture:

Section 4: Building Your Professional Learning Community

A. Selection Criteria

- ◆ Design and implementation of a rigorous curriculum that integrates 21st Century literacy, life-long learning, and leadership skills with core discipline standards.
- ◆ Collaborate with a professional development coach and colleagues to develop curriculum, execute problem-based learning experiences for students, and study best practices for instruction.
- ◆ Participate in regular, ongoing professional development including but not limited to: peer-facilitated inter-visitation, off-site learning walks, and collaborative inquiry.
- ◆ Serve as a faculty-advisor to a small group of students in a daily advisory, and commit to ongoing communication and collaboration with guidance staff and other school partners to deliver an effective program that supports the diverse needs of every student. This includes regular contact with students and their families about student progress, goal setting, and career/college access, as well as delivery of co-developed curriculum. (For an understanding of Advisory structures, read The Advisory Guide by Poliner and Leiber.)
- ◆ Work in an inclusion-oriented, non-tracked, non-traditional school schedule and organizational structure utilizing problem-based pedagogy, cooperative group work and constructivist learning as the primary instructional strategies.
- ◆ Participate in a 3 week summer professional development in July-August; a 1 day summer bridge program for students in August; after school/Saturday tutoring; and club programs. *Compensation according to the UFT contract and advance notice will be provided. Staff participation in these activities is voluntary, but strongly encouraged, as they are very important to the development of the school.*

SELECTION CRITERIA:

The successful candidate will demonstrate:

- Success in developing interdisciplinary problem- and project- based unit plans utilizing a backwards planning design model. (For more information about backwards planning see Wiggins and McTighe and about problem-based learning see www.bie.org.)
- Success in assessing student achievement and acquisition of skills through performance-based assessment and a variety of alternative assessment strategies.
- Success monitoring and analyzing data to drive instruction and increase student achievement.
- Familiarity with professional literature and best practice in content area.
- Success in incorporating reading and writing and differentiated instructional strategies in daily routines and classroom instruction.
- Success in incorporating hands-on and co-operative learning activities.
- Ability to seamlessly integrate technology into the classroom.

- Excellent classroom management skills.
- Experience and/or a willingness to facilitate an advisory class.

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Section 4: Building Your Professional Learning Community

A. Selection Criteria

- A commitment to working in a new start-up organization and to professional growth.
- Writing and presentation ability as evidenced by a demonstration lesson and a writing sample.

In addition to an interview, teacher candidates must present a teaching portfolio, to include a resume, evidence of curriculum planning such as course outline and lesson plans, and any teaching artifacts collected throughout the teaching career. Teaching artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must provide three references.

WORK SCHEDULE AND SALARY

As per Collective Bargaining Agreement

Section 4: Building Your Professional Learning Community
B. Teacher Schedule

Science Teacher A

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	STEM Exploration 9 B	STEM Exploration 9 A	STEM Exploration 9 B	STEM Exploration 9 B	STEM Exploration 9 A
9:03-10:03	STEM Exploration 9 B/C	STEM Exploration 9 A	STEM Exploration 9 A	STEM Exploration 9 B/C	STEM Exploration 9 A
10:05-11:05	STEM Exploration 9 C	Prep	STEM Exploration 9 C	STEM Exploration 9 C	Prep
11:07-11:47	Advisory	Advisory	Advisory	Advisory	Advisory
11:47-12:17	Lunch	Lunch	Lunch	Lunch	Lunch
12:17-1:17	Prep	PD (STEM Exploration 9 C)	CFG meeting	PD- Common Planning	STEM Exploration 9 C
1:20-2:20	PD (STEM Exploration 9 A)	STEM Exploration 9 B	All staff / 9th grade team meeting	Prep	STEM Exploration 9 C
2:23-3:23	STEM Exploration 9 A	STEM Exploration 9 B		Prep (STEM Exploration 9 A)	Prep (STEM Exploration 9 B)
3:25-4:25					

Section 4: Building Your Professional Learning Community
B. Teacher Schedule

Math teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	STEM Exploration 9 B	STEM Exploration 9 A	STEM Exploration 9 B	Prep (STEM Exploration 9 B)	STEM Exploration 9 A
9:03- 10:03	STEM Exploration 9 B/C	Prep (STEM Exploration 9 A)	PD (STEM Exploration 9 A)	STEM Exploration 9 B/ C	STEM Exploration 9 A
10:05- 11:05	PD (STEM Exploration 9 C)	Prep	STEM Exploration 9 C	STEM Exploration 9 C	Prep
11:07- 11:47	Advisory	Advisory	Advisory	Advisory	Advisory
11:47- 12:17	Lunch	Lunch	Lunch	Lunch	Lunch
12:17- 1:17	Prep	STEM Exploration 9 C	CFG meeting	PD- Common Planning	STEM Exploration 9 C
1:20- 2:20	STEM Exploration 9 A	STEM Exploration 9 B	All staff / 9th grade team meeting	Prep	STEM Exploration 9 C
2:23- 3:23	STEM Exploration 9 A	STEM Exploration 9 B		STEM Exploration 9 A	STEM Exploration 9 B
3:25- 4:25					

Section 4: Building Your Professional Learning Community
B. Teacher Schedule

SPED Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	Around the World 9	Prep	PD	Around the World 9	PD- Common Planning
9:03-10:03	Around the World 9	PD- Common Planning	Prep	Around the World 9	Prep
10:05-11:05	Digital Portfolio	Writing Workshop	Around the World 9	Writing Workshop	Writing Workshop
11:07-11:47	SETSS	SETSS	SETSS	SETSS	SETSS
11:47-12:17	Lunch	Lunch	Lunch	Lunch	Lunch
12:17-1:17	PD		CFG meeting	Prep	Around the World 9
1:20-2:20	Prep	Digital Portfolio	All staff / 9th grade team meeting	Digital Portfolio	Around the World 9
2:23-3:23	Writing Workshop	Around the World 9		PD- Common Planning	Digital Portfolio
3:25-4:25					

Section 4: Building Your Professional Community

C. Staff Handbook

**FRANK MCCOURT HIGH
SCHOOL**
LOUIS D. BRANDEIS EDUCATIONAL CAMPUS
145 WEST 84TH STREET
NEW YORK, NY 10024

July 1, 2009

Dear Staff,

Today we officially become a school and I am more than excited to welcome you to the Frank McCourt High School team! We begin, today, to write another chapter in the story of FMHS and this book will be our guide, writing resource, and drafting space. Together, we will build FMHS into an incredible place where students, staff and families alike understand our values: 21st century literacy, leadership, and life-long learning.

In *Teacher Man*, Frank McCourt acknowledges that as he bumbled his way through his early days and well into his seasoned years as a teacher, he was "learning." At one point, he describes this job as "more than a teacher. And less." He says,

"In the high school classroom you are a drill sergeant, a rabbi, a shoulder to cry on, a disciplinarian, a singer, a low-level scholar, a clerk, a referee, a clown, a counselor, a dress code-enforcer, a conductor, an apologist, a philosopher, a collaborator, a tap dancer, a politician, a therapist, a fool, a traffic cop, a priest, a mother-father-brother-sister-uncle-aunt, a bookkeeper, a critic, a psychologist, the last straw." (*Teacher Man*, 19)

You may, at points, feel like any, none or more than those things, but I can offer you support to enable you to be better at several of them. As shared by former students and colleagues, what made Frank McCourt a wonderful teacher was his ability to "provoke and be provoked". He felt responsible to innovate to meet his students' needs and to inspire the creativity that could take them constantly to new experiences.

You may be a "drill sergeant", "scholar", "conductor", "philosopher", "collaborator", "bookkeeper", or "critic" when you plan curriculum using 2 innovations:

Problem-Based Learning- Inquiry, research, and problem-solving are at the foundation of the work we design for students. At FMHS we believe that young people who learn to pose questions and develop their own theories are better prepared to engage in the 21st century world in which they live. All units should be based on an authentic problem and include skills training for students.

Outcomes-Based Assessment- By identifying for students, upfront, what is expected of them and designing experiences for them to learn, practice and demonstrate skills, we acknowledge each child develops at a different pace and requires unique opportunities to demonstrate her learning. By being explicit about expectations from the beginning, we also give students an opportunity to own their learning and take responsibility for their own mastery of skills.

You may be "drill sergeant", "singer", "referee", "clown", "conductor", "apologist" "philosopher", "collaborator", "tap dancer", "politician", "bookkeeper", or "the last straw" as **advisor** when you build supportive and honest relationships with students and their families.

We are all collaborators and pioneers on a journey to craft a foundation we believe best prepares young people for both advanced study and civic engagement. Together we will document our journey and engage in a dialogue about best practice so that as we grow we can evolve; we will use a "**Critical Friends Group**" model to get feedback on units before teaching them. Each member of our team will demonstrate commitment to deepening her/his craft through work with a **coach**; collaborating in **intervisitation**; and looking at student work in **grade team meetings**.

Each member of our staff has a role to play in the development of curriculum and related programs at the school. We are all engaged in the writing of the FMHS story- one of many voices and a single vision.

With great anticipation,
Danielle Salzberg

Principal, IA

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Section 4: Building Your Professional Learning Community
D. Summer Professional Development Plans

Frank McCourt High School
 Summer Professional Development
 July 6-8, 12-15 August 2-5, 30-31

Week	Dates	Goals	Outcomes	Facilitation Venue
1	July 6, 7, 8	<ul style="list-style-type: none"> • Introduction to FMHS mission/vision • Team building • Youth development • Orientation to 9th graders and outcomes • Intro to PD protocols 	<ul style="list-style-type: none"> • Activity for advisory re: FMHS • Draft of SBO vote for circular 6 and meeting schedule. • Set of competencies all students should have at the end of 9th grade. • Each staff member signs up to facilitate one session week of 8/2 	Outward Bound; Conference Center
2	July 12,13, 14, 15	<ul style="list-style-type: none"> • Intro to PBL • Intro to outcomes-based assessment • Intro to staff handbook 	<ul style="list-style-type: none"> • Curriculum map with list of unit problems for year. • Draft rubrics for universal outcomes • Handbook reflection 	School-based whole staff
3	August 2, 3, 4, 5	<ul style="list-style-type: none"> • School culture development • CFG unit 1 	<ul style="list-style-type: none"> • Advisory plans for week 1-2 • Plans for advisory trip • Student handbook revision • 1-to-1 curriculum coaching sessions • CFG revisions and lesson plans 	School-based whole staff

4	August 30, 31	<ul style="list-style-type: none"> • School culture: Back to School Night • CFG for unit 2 	<ul style="list-style-type: none"> • Agenda for Back to School Night • Schedule of family activities for fall • Revised unit 2 	School-based CFG
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Section 4: Building Your Professional Learning Community

D. Summer Professional Development Plans

Agenda 1

Introduction to Youth Development

The following activities are adapted from the Advancing Youth Development training, facilitated by the Youth Development Institute.

8:30-9 Breakfast + Review Agenda and Goals for the day

9-9:20 Icebreaker

Activity – Asset Search

Description – Staff will be given a prepared activity sheet listing assets. Staff will circulate and find fellow staff members who have the asset written on the sheet. The purpose of this activity is for staff to interact and get to know one another. This activity also models that which is expected of staff throughout the training - to share their leanings and knowledge with their peers.

9:20-10 Introduction to the Youth Development Approach

Activity – Paired Reading

Description – Staff will read handouts and discuss briefly with a partner. Groups will discuss and facilitator will review the handouts highlighting key points about the youth development approach to working with young people.

Key Points:

- Youth Development is a strength based approach to working with young people. A youth development approach focuses on preparation and development as its goal as opposed to prevention or deficit reduction.
- The youth development approach builds on youth assets in order to help young people reach positive outcomes. This is different from the traditional or medical model which identifies what's wrong with young people and looks to "fix them."
- The youth development approach believes that young people are at the center of their development and that the best way to work with young people is to involve them in all facets of their life.

10-11 Positive Youth Outcomes

Activity 1 – "Dear Little . . ."

Description – Staff will be asked to think of a young person in their lives and write a letter to this young person (a form letter will be provided). Once finished, staff will share their letters with the group. The facilitator will chart out all of the hopes for the young people that were outlined in the letters. The facilitator will then ask staff if they notice anything about the list. Staff will point out commonalities and things that surprise them. Facilitator then notes that during this activity the lists always contain

positive outcomes for the young people – things that we want – such as

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Section 4: Building Your Professional Learning Community

D. Summer Professional Development Plans

to be successful, to be happy, to go to college, etc. The lists never lists the things we don't want for young people – such as not to drop out of school, not to get pregnant, not to be a drug addict. Often in schools young people get clear messages about what we don't want them to do – no hats, no cell phones, no ipods. It is important that they get equally clear messages about what is expected of them.

Key Points:

- All adults have goals and expectations for young people. These expectations should be positive, not negative and they should be for all youth.
- Adults need to make their expectations clear. Youth should be made aware of goals and participate in the development of goals when possible.
- Young people get clearer messages about what they should not do, think, or become than what they should do. They need clearer expectations that include identifiable outcomes.

11-11:15 Break

11:15-12 Positive Youth Outcomes

Activity 2 –Drafting FMHS outcomes/Paired reading

Description- When planning a school it is important to plan around what the school wants the young people to achieve – positive outcomes. Staff will be given the positive youth outcome flip book. Staff will flip through the book and in pairs discuss outcomes that they will focus on in their work. Outcomes chosen will differ based on staff's role in the school. Staff will use the book to identify short-term outcomes to help young people reach the long term goal identified. Staff will also identify indicators of success for these outcomes – ways they will know young people are on track to meeting the identified outcomes. Staff will share the identified outcomes which will be tracked and can be revisited throughout the year. The flip book is a tool for staff to help them identify positive outcomes for all students and to help them be able to articulate and quantify these outcomes.

12-1 Lunch

1-2 Core Concepts of Youth Development

Activity – Pictionary/Brainstorm

Description – Staff will be divided into 4 groups. Each group will be given a card with a core concept of youth development written on it. Groups will be asked to decide how they will represent this concept visually using the rules of Pictionary (no words or numbers). A

Section 4: Building Your Professional Learning Community

D. Summer Professional Development Plans

representative from each group will draw the concept for the larger group and the larger group will try to guess what was drawn. The core concepts of youth development are – It takes a village to raise a child; Accentuate the positive; You're not the boss of me; Reach out and touch someone. Once all groups have guessed the drawn concept, the facilitator will lead the larger group in a discussion of the concept. As a group, staff will define each concept and outline concrete ways to implement each concept in the school. Staff will then discuss a potential challenge to implementing the concept and outline strategies to overcome this challenge. The youth development concepts are the corner stone of youth development.

2-2:45 Youth Needs

Activity – 40/40/40

Description – Staff are divided into three groups. Each group will be given a card with instructions. The three cards are as follows - 40 reasons why young people join youth programs, 40 reasons why young people join gangs, 40 needs of young people. Staff will chart their answers on chart paper. All three chart papers will be placed next to each other and staff will be asked to share observations. Staff will note that the lists are very similar and that there are many elements on all three lists. Facilitator will emphasize that young people have needs and they will get their needs met in either a positive or a negative way. If young people don't have opportunities to meet their needs, they will not reach the positive outcomes outlined earlier. Gangs are very skilled at letting young people know how their needs are going to be met. It is important that schools and adults who work with young people have an understanding of youth needs and create environments that help meet youth needs. Staff will be given a sheet of the universal needs of young people, as identified by research. (See attached sheet) Staff, in the same groups will look at the needs and discuss how as a school they will work to meet these needs.

2:45-3:15 Reflection + Next Steps

Activity- Talking Stick Ceremony

Description- Staff will have a few minutes to provide some written feedback about the day (what they learned, what they'd like to revisit, what protocols worked best for them) and then the group will engage in a modified "Talking Stick Ceremony". In this closing exercise, they will pass a "stick", each person having a minute to identify a take away from the day and at the end a moment of reflection to acknowledge the work done and identify next steps.

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Agenda 2

- 8:30-9** **Breakfast + Review Agenda and Goals for the day**
- 9-10:15** **Knowing 9th grade**
Activity- Build a 9th grader
Description- Staff will meet in triads and each group will get a silhouette of a 9th grader, FMHS mission, copy of the recruitment materials, and the 2 tasks candidates completed as part of the selection process. As a group, they will describe the 9th graders they expect to meet in September: likes/dislikes, interests, skills, experiences. After a gallery walk, the group will reconvene to discuss what they noticed/what surprised them. We will then share some statistics about 9th grade transition and use the Agree/Disagree protocol to discuss assumptions and what we can do to plan for the unexpected?
- 10:15-10:30** **Break**
- 10:30-11:30** **Knowing our students and ourselves**
Activity- Learning style survey
Description- All staff complete a learning style survey that explores the ways in which they learn. After individuals complete the surveys, we share and debrief: are the findings as people expected? How does this impact how we learn in PD? How we teach/interact with students? What if we gave something similar to students? Post discussion, the facilitator reveals varied learning centers around the space and invites staff to explore readings/media by Mel Levine, Search Institute, YDI, etc. (Staff choose their center based on learning styles.) We close with a discussion: What can we do at FMHS to make sure we build opportunities for people with every learning style?
- 11:30-12** **Intro FMHS assessment- competency-based**
Activity- Human Barometer
Description- Facilitator will describe the human barometer guidelines and identify the agree/disagree points in the room. The facilitator will read a statement about grading/assessment and ask staff to move closer to the point in the room that represents their beliefs. After each movement, the group will share individual choices and discuss implications for students.

Section 4: Building Your Professional Learning Community

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12-1

Lunch

1-1:30

Intro to FMHS assessment- formative

Activity- Last Word Protocol

Description- Staff will have read the Phi Delta Kappan article "Formative Assessment: What Do Teachers Need to Know?" by Margaret Heritage. In 2 groups, facilitators will guide staff in the Last Word protocol in which each group members shares a quote from the text and then listens as others respond to the quote. Their part of the session ends when they get the "last word". Each group will have time for each participant to share and to collect the quotes that made the biggest impressions. We will reconvene as a whole group to look at the significant quotes and to discuss the role formative assessment has in our school and its link to competency-based assessment.

Key points:

- f* Students should have clear expectations of what they need to accomplish and multiple opportunities to demonstrate proficiency.
- f* Student learning is the key- not the grade.
- f* Measures are meant to provide feedback students can use for their own learning.

1:30-2

Intro to FMHS assessment- universal competencies

Activity 1- Silent Wall Talk

Description- In order to review the 6 universal competencies students at FMHS must be working on (developed from New Media Literacy Project), we will chart each one and have staff divided between the charts. For 2 minutes, they should document on the chart their thinking about the competency. After 2 minutes, they will cycle to the next until all are explored. We will then reconvene to look at definitions and review examples.

2-3

Intro to FMHS assessment- universal competencies

Activity 2- Fish Bowl

Description- In the fishbowl, 2-3 people play a game. They must define their thinking for each move they make as the observers record their moves and thinking. After 6 minutes of play, the group debriefs: What skills were needed to be a good player? And works to define benchmark skills that indicate movement toward mastery at "play". After the model, the group divides into teams to do same for other 5 outcomes.

3-3:15

Reflection + Next Steps

Activity- Talking Stick Ceremony

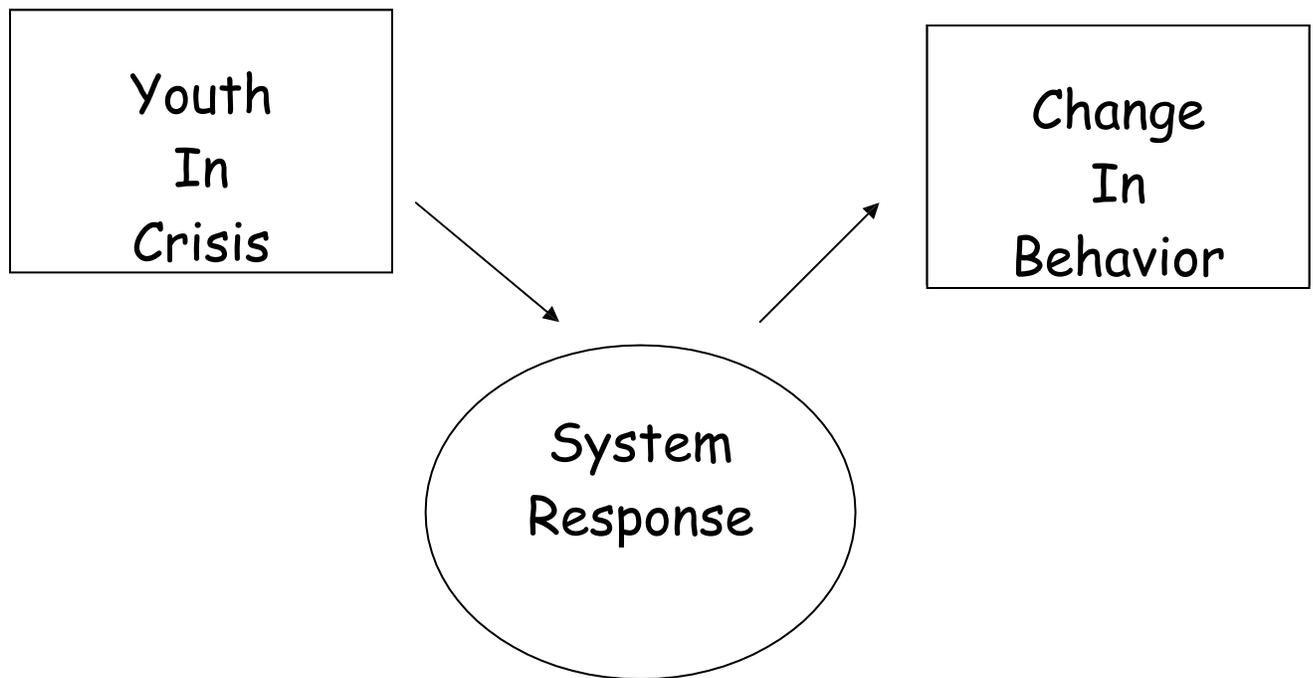
Section 4: Building Your Professional Learning Community

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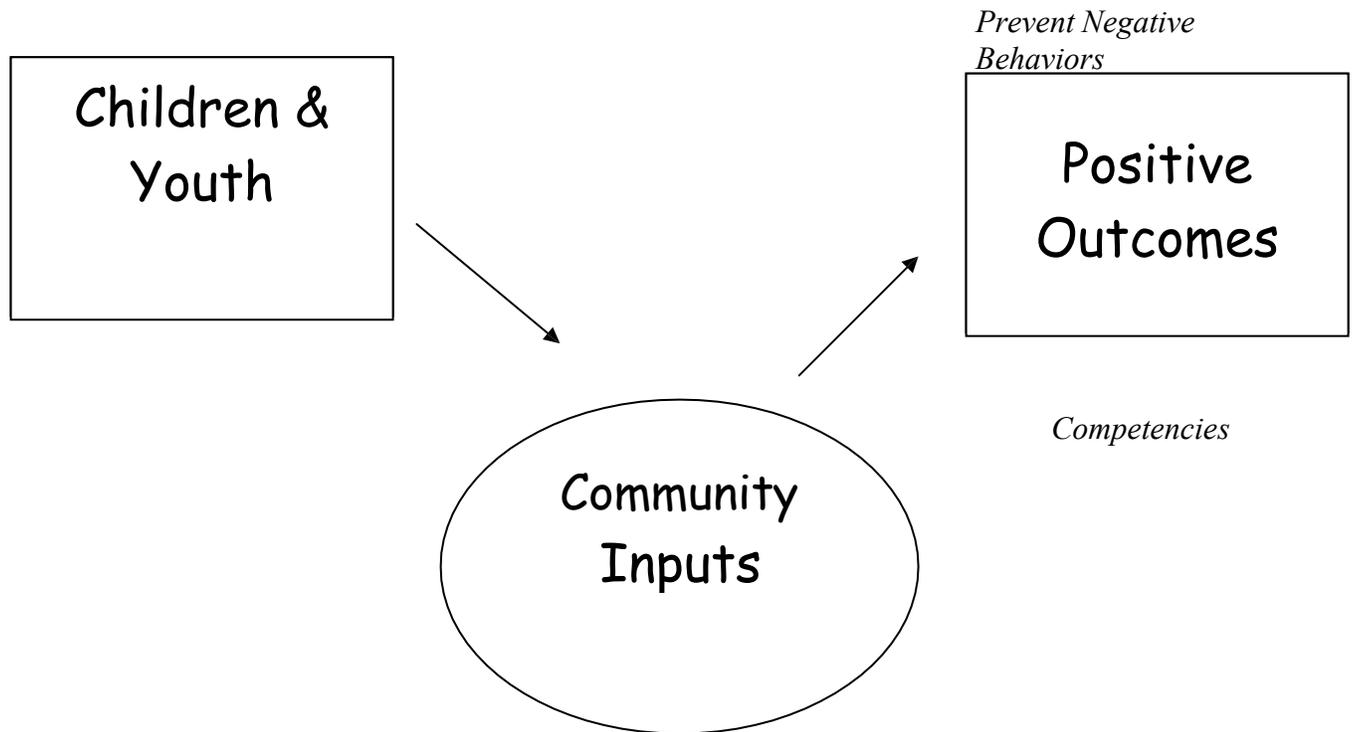
Description- Staff will have a few minutes to provide some written feedback about the day (what they learned, what they'd like to revisit, what protocols worked best for them) and then the group will engage in a modified "Talking Stick Ceremony". In this closing exercise, they will pass a "stick", each person having a minute to identify a take away from the day and at the end a moment of reflection to acknowledge the work done and identify next steps.

Session 1- Setting the Stage: The Field of Youth Development

**Traditional Planning Model
(Youth Problems)**

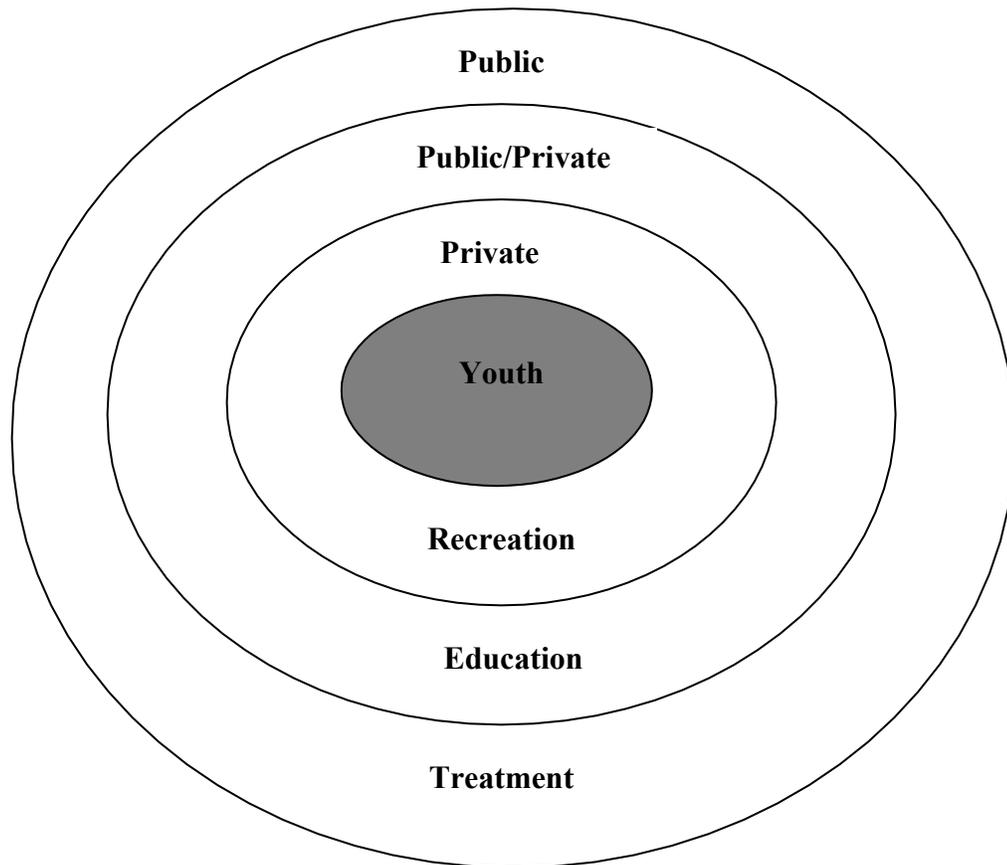


Youth Development Model



Session 1- Setting the Stage: The Field of Youth Development

A Youth- Centered Perspective



Core Concepts of Youth Development

It Takes a Village to Raise a Child

- Youth Development is a shared responsibility between family, school, community-based organizations, religious organizations, civic groups and youth themselves

You are not the Boss of Me

- Each young person meets their needs through their own unique context
- Youth are at the center of their growth

Reach out and Touch Someone

- Youth development is active not passive; it places value on making intentional connections with youth

Accentuate the Positive

- Youth Development is strength-based

Youth Outcomes

Guidelines

- All adults have goals and expectations for young people. These expectations should be positive, not negative and they should be for all youth.
- Outcomes should be SMART-

S_{pecific}

Outcomes are written in clear, descriptive language. "Train all young adults" is not specific. "Train all young adults between 18 and 24 within first year of initial assessment" is specific.

M_{easurable}

Outcomes need to be measurable. Measurement is essential to assess your team's effectiveness.

A_{ction-Oriented}

Outcomes need to be active. Outcomes outline what constituents will be able to do as a result of the program.

R_{elevant}

Outcomes support the goal and mission of the organization and the general purpose of the program or activity.

T_{ime-bound}

Objectives have a stated date of completion. "Train all young adults between 18 and 24 *within first year* of initial assessment."

Session 1- Setting the Stage: The Field of Youth Development

Positive Outcomes for Youth

(The Handbook of Positive Youth Outcomes, Youth Development Institute)

Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood.

Originality

Creative Competency

The ability to explore and develop one's own self expression

Understanding
Self & Others

Personal Competency

The ability to act in ways that reflect an understanding of one's own opinions and thoughts and those of others in order to handle situations appropriately and non-violently

Thinking &
Reasoning

Cognitive Competency

The ability to gain and use intellectual development and the integration of information into operational functions

Civic Engagement

Civic Competency

The ability to understand, respect and value the civil rights of oneself and others; and the recognition that one can further these rights for oneself and one's community by participating in the governmental process and in community service and organization

Our Bodies

Physical Health Competency

The ability to maintain one's well-being and to identify, understand and practice healthy behavior

Mental Health

Mental Health Competency

The ability to identify, understand and deal with one's emotions and feelings

Employability

Employability Competency

The ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options and the steps necessary to reach goals

Social

Social Competency

The ability and motivation to respect and affirmatively respond to difference among groups and individuals of diverse backgrounds, interests, and traditions

Session 2: Youth Workers as the Key to Supports and Opportunities for Youth

Universal Youth Needs

Young People demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others

1. Safety and Structure

A perception that one is safe in the world and that daily events are somewhat predictable

2. Belonging and Membership

A perception that one values, and is valued by others in the family and in the community

3. Self-Worth and Ability to Contribute

A perception that one is a "good person" who contributes to self and others

4. Self Awareness and Spirituality

A perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles

5. Independence and Control Over One's Life

A perception that one has control over daily events and is accountable for one's own actions and for the consequences one's actions has on others

6. A Close Lasting Relationship with at least One Adult

A perception that one has a strong and stable relationship with an adult

7. Competence and Mastery

A perception that one is building skills and that one is "making it" and will succeed in the future

Session 2: Youth Workers as the Key to Supports and Opportunities for Youth

Factors That Foster Resiliency in Young People

Caring and Trusting Relationships

Provide one-on-one relationships between young people and adult staff; involve families and caretakers; create a caring, family environment; recognize individual accomplishments of all participants; offer services within the framework of confidentiality; establish and maintain positive interactions among youth and staff; maintain open communication within organization; train staff in how to build constructive relationships. Promote relationship building among youth as well as with staff.

Opportunities for Contribution

Ensure youth have opportunities to provide input into the organization and programs; provide community service opportunities; maintain participant feedback mechanisms, and use and respond to the ideas of young people; include youth leadership; create opportunities for youth ownership of programs, space, policies and procedures, etc.

High Expectations

Encourage youth to excel and to achieve their highest goals; create a firm but respectful structure, guidelines, and rules; provide youth with opportunities to develop capacity to reason, solve problems, and empathize; provide life-skills training; focus on strengths and resiliencies (not deficits and problems). Provide opportunities for youth to understand the organization as a whole and to work with adults with different roles in the organization.

Engaging Activities

Balance individual and group activities; instill curiosity to learn from a broad range of experiences; incorporate fun and provide developmentally appropriate activities; foster creativity/flexibility; provide activities that are structured with clear goals and through which young people can create products. Help youth see the long term value of participating in the program, including their eventual involvement in post-secondary education and meaningful work.

Continuity

Sustain youth involvement over time with at least one staff person; support young people beyond the time they leave the program through alumni or other activities; create closure through formal activities at the program's end; secure mechanisms in which new staff get to know youth; provide formal orientation and other activities that create a sense of belonging and continuity for youth when they enter the program; train youth to orient new participants.

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Formative Assessment: What Do Teachers Need to Know and Do?

To many of today's teachers, assessment is synonymous with high-stakes standardized tests. But there is an entirely different kind of assessment that can actually transform both teaching and learning. Ms. Heritage describes what the skillful use of formative assessment would look like.

By Margaret Heritage

FORMATIVE assessment, if used effectively, can provide teachers and their students with the information they need to move learning forward. But after more than a hundred years of exhortations and a significant body of research on the topic, the idea that assessment and teaching are reciprocal activities is still not firmly situated in the practice of educators. Instead, assessment is often viewed as something in competition with teaching, rather than as an integral part of teaching and learning.

In our current accountability environment, assessment is not regarded as a source of information that can be used during instruction. Instead, it has become a tool solely for summarizing what students have learned and for ranking students and schools. In the process, the reciprocal relationship between teaching and assessment has been lost from sight. In a context in which assessment is overwhelmingly identified with the competitive evaluation of schools, teachers, and students, it is scarcely surprising that classroom teachers identify assessment as something external to their everyday practice.

Educators recognize that annual state tests provide too little information that arrives too late for planning instruction, and this has prompted districts and schools to supplement state assessments with interim or benchmark assessments. These typically consist of item banks, administration tools, and customized reports, and they usually are administered uniformly to all students three to four times a year. Their greater frequency notwithstanding, these assessments still do not provide teachers with information they can use for ongoing instruction. Despite the enthusiasm for these assessments at the district level and the considerable resources that are being expended on them, the fact remains that they cover too long a period of instruction and provide too little detail for effective use in ongoing instructional planning. At best, they function more as snapshots of student progress and as predictors of student performance on the end-of-year, statewide tests. Indeed, Dylan Wiliam and Marnie Thompson suggest that they might better be described as "early warning summative" tools rather than as tools that can be formative to instruction.¹ Furthermore, teachers do not control how or when these tests occur, what the purpose of the assessment is, or who is assessed. Yet these are the assessments that "count," even though they offer little help to teachers in their daily practice.

Compounding these difficulties is the fact that assessment has traditionally not been a focus of

preservice and inservice courses. As Richard Stiggins laments, U.S. educators are "a national faculty unschooled in the principles of sound assessment."² Teachers learn how to teach without learning much about how to assess. Moreover, their administrators also lack training in assessment and therefore do not have the skills to support the development of assessment competencies.

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What is missing in assessment practice in this country is the recognition that, to be valuable for instructional planning, assessment needs to be a moving picture -- a video stream rather than a periodic snapshot. If assessment is used to inform effective instruction, then that assessment is quickly rendered out of date. Student learning will have progressed and will need to be assessed again so that instruction can be planned to extend the students' new growth.

Formative assessment practices, if implemented effectively, can provide teachers and their students with the data that they need. Moreover, there is empirical evidence that formative assessment, unlike benchmark assessments, is effective in improving student achievement.³ However, in a profession that already feels burdened by the amount of assessment, there is a danger that teachers will see formative assessment as yet another external demand that takes time away from teaching.

What Is Formative Assessment?

Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal. In formative assessment, students are active participants with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take them.

Formative assessment involves a variety of strategies for evidence gathering, which can be categorized into three broad types: on-the-fly assessment, planned-for interaction, and curriculum-embedded assessment.⁴

On-the-fly assessment. On-the-fly assessment occurs spontaneously during the course of a lesson. For example, a teacher listening to group discussions hears students expressing misconceptions about the science concept she has been teaching. She then changes the direction of her lesson to provide a quick "pop-up" lesson.⁵ The pop-up lesson enables the teacher to clear up the misconceptions before proceeding with her planned instructional sequence.

Planned-for interaction. In planned-for interaction, teachers decide beforehand how they will elicit students' thinking during the course of instruction. For example, teachers plan the questions they will ask during the course of the lesson in order to enable students to explore ideas, and these questions can elicit valuable assessment information.⁶

Curriculum-embedded assessments. There are two kinds of curriculum-embedded assessments, those that teachers and curriculum developers embed in the ongoing curriculum to solicit feedback at key points in a learning sequence and those that are part of ongoing classroom activities. For example, student mathematical representations created during lessons can function as formative assessments, as can students' science notebooks that are also part of students' regular classroom activity.⁷

Elements of Formative Assessment

There are four core elements of formative assessment: 1) identifying the "gap," 2) feedback, 3) student involvement, and 4) learning progressions. Teachers need to have a clear understanding of each of these elements.

Identifying the gap. In a seminal paper in 1989, Royce Sadler established the essential purpose of formative assessment as the means to identify the gap between a student's current status in learning and some desired educational goal. He stressed that this gap will vary from student to student and spelled out the consequence for pedagogy: "If the gap is perceived as too large by a student, the goal may be

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unattainable, resulting in a sense of failure and discouragement on the part of the student. Similarly, if the gap is perceived as too 'small,' closing it might not be worth any individual effort. Hence, to borrow from Goldilocks, formative assessment is a process that needs to identify the 'just right gap.'"⁸

Educational psychologists call this "just right gap" the zone of proximal development (ZPD). Originating with Lev Vygotsky's still-influential formulation, the ZPD is defined as the distance between what the child can accomplish during independent problem solving and the level of problem solving that can be accomplished under the guidance of an adult or in collaboration with a more expert peer.⁹ The teacher's task is to identify and build on immature but maturing structures and, through collaboration and guidance, to facilitate cognitive growth. In the process, the child internalizes the resources required for solving a particular problem, and these resources become part of the child's independent developmental achievement. The term "scaffolding" characterizes the support that adults give to learners in the ZPD to move them from what they already know to what they can do next.¹⁰ Effective formative assessments, then, should identify what a student might achieve in his or her ZPD and enable teachers to adapt teaching to close the gap between the student's current state of learning and the desired state.

Feedback. Formative assessment is designed to provide feedback at multiple levels. First, it provides feedback to the teacher about current levels of student understanding. This feedback also informs what the next steps in learning should be.

Feedback also is central to guiding students through their own next steps. Sadler's model strongly emphasizes feedback to students through the use of the feedback loop. This loop involves teachers and their students in an ongoing process. Effective feedback from teachers provides clear, descriptive, criterion-

based information that indicates to the students where they are in a learning progression (defined below), how their understanding differs from the desired learning goal, and how they can move forward. The teacher takes steps to close the gap between the students' current learning and the goal by modifying instruction, assessing again to give further information about learning, modifying instruction again, and so on. In formative assessment, learners must be able to use feedback to improve their learning.¹¹ Another important aspect of the relationship between feedback and learning is that feedback has a strong effect on students' motivation and their sense of self-efficacy -- how they feel about their various abilities -- both of which are major influences on learning.

Student involvement. Improving learning through formative assessment also depends on the active involvement of students in their own assessment.¹² In formative assessment, students learn the skills of self- and peer assessment so that, as Sadler suggests, they collaborate with their teachers in developing a shared understanding of their current learning status and what they need to do to move forward in their learning. In doing so, they are using metacognitive processes. They reflect on their learning, monitoring what they know and understand and determining when they need more information. They also develop self-regulation strategies and are able to adapt their learning tactics to meet their own learning needs. Students must also collaborate with their teachers to determine the criteria for success for each step along the learning progression.

Learning progressions. If formative assessment is to provide guidance to teachers and

students, it must be linked to a learning progression. The learning progression should clearly articulate the subgoals that constitute progress toward the ultimate goal. Most state standards, by themselves, do not provide a clear progression for understanding where students are relative to desired goals. In fact, many state standards

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do not even provide a clear picture of what learning is expected. Developing learning progressions toward standards is a critical element of formative assessment. Learning progressions provide the big picture of what is to be learned, and they help teachers locate students' current learning status on the continuum along which students are expected to progress.

Students also need to have short-term goals, which are derived from the learning progression and described in terms of success criteria. Success criteria are the guide to learning while the student is engaged in the learning tasks. The success criteria provide the framework within which formative assessment takes place and make possible the interpretation of evidence.¹³

The Knowledge Teachers Need

To use formative assessment successfully in the classroom, teachers need specific knowledge and skills. Four basic elements of teacher knowledge are critical: 1) domain knowledge, 2) pedagogical content knowledge, 3) knowledge of students' previous learning, and 4) knowledge of assessment.

Domain knowledge. Teachers must know the concepts, knowledge, and skills to be taught within a domain, the precursors necessary for students to acquire them, and what a successful performance in each looks like. With this knowledge, they are able to define a learning progression of subgoals toward the desired learning that will act as the framework to guide assessment and instruction. A sufficiently detailed progression will also supply the success criteria for recognizing when students have demonstrated a successful performance and when they have not and for providing students with substantive feedback.

Teachers also need to understand student metacognition as it relates to assessment. As noted earlier, students develop the ability to monitor and assess their own learning so that they recognize when they are learning and when they are not. Linked to self-assessment is self-regulation, the will to act in ways that result in learning. And when students recognize they are not learning, they have the strategies to do something about it. Finally, teachers need to know that students' motivational beliefs -- for example, beliefs about their general level of competence or self-efficacy -- may influence their learning.¹⁴

Pedagogical content knowledge. To effectively adapt instruction to student learning, teachers' pedagogical content knowledge must include familiarity with multiple models of teaching for student achievement in a specific domain and knowledge of which model of teaching is appropriate for what purpose. As already noted, the gap between current status and learning goals will differ from student to student, so teachers will need differentiated instructional strategies and a knowledge of how to use them in the classroom. To support student self-assessment, teachers will also need to be familiar with multiple models of teaching metacognitive processes and self-assessment skills.

Students' previous learning. If teachers are to build on students' previous learning, they need to know what that previous learning is. Students' previous learning includes: 1) their level of knowledge in a specific content area, 2) their understanding of concepts in the content area (i.e., the degree to which they can make generalizations through a process of abstraction from a number of discrete examples), 3) the level of their skills specific to the content area (i.e., the capacity or competence to perform a task), 4) the attitudes the students are developing (e.g., the

value the students place on the subject, the interest they display, and their levels of initiative and self-reliance), and 5) their level of language proficiency.

Assessment knowledge. Teachers must know about the range of formative assessment strategies so that they can maximize the opportunities for gathering evidence. In addition, even though formative assessment

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strategies will not always meet accepted standards of validity and reliability, teachers need to understand that the quality of the assessment is an important concern. The overriding issue is consequential validity. Because the purpose of formative assessment is to promote further learning, its validity hinges on how effectively learning takes place in subsequent instruction. Teachers also need to know how to align formative assessments with instructional goals, and they need to ensure that the evidence from the formative assessment and the inferences they draw from it are of sufficient quality to enable them to understand where the learner is along a learning progression.¹⁵ Finally, teachers need to know that their own assessments of learning are not the only available sources of evidence; students' self- and peer assessments provide important opportunities for establishing their current learning status.

The Skills Teachers Need

In addition to an appropriate knowledge base, the successful implementation of formative assessment requires specific teacher skills. Teachers need to be able to 1) create classroom conditions that allow for successful assessment, 2) teach the students to assess their own learning and the learning of others, 3) interpret the evidence, and 4) match their instruction to the gap.

Creating the conditions. If students are going to be involved in assessment, two things need to happen. First, teachers must create a classroom culture that supports self- and peer assessment. This means that the classroom is a place where all students feel that they are respected and valued and that they have an important contribution to make. Second, teachers must have the skills to build a community of learners, characterized by a recognition and appreciation of individual differences. Classroom norms of listening respectfully to one another, responding positively and constructively, and appreciating the different skill levels among peers will enable all students to feel safe in the learning environment and to learn with and from one another. Above all, teachers will need the skills to model the "safety" norms of the classroom in their own behavior.

Student self-assessment. Teachers must teach students to assess their own learning and the learning of others. This involves helping students to set goals and criteria for success, to reflect on their own and others' understanding, and to evaluate learning according to the criteria. Strategies to involve students in self-assessment can be as simple as asking students to reflect on their performance through such questions as "Do you think that your response demonstrated understanding? If so, why do you think this? If not, why do you think you did not demonstrate understanding?" From this basis, students can learn to be more independent and can recognize when they do not understand, when they need to do something about it, and what they can do to improve.

Teacher skills also include helping students learn to give constructive feedback to their peers that can provide for future growth. From simple beginnings like saying, "It wasn't clear to me when. . ." or "I didn't understand your point about . . .," students can progress to a detailed analysis of their peers' performance against specific criteria. Once again, the teacher must model all of this in the classroom so that students see that they are collaborators with their teacher and peers in developing a shared understanding of their current learning status and what they need to do to move forward.

Interpreting evidence. Teachers' skills in drawing inferences from students' responses are crucial to the effectiveness of formative assessment. No matter what the assessment strategy -- observation, dialogue, asking for a demonstration or a written response -- teachers must examine students' responses from the perspective of what they show about their conceptions, misconceptions, skills, and knowledge. This

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involves a careful analysis of the responses in relation to the criteria for success. In essence, teachers need to infer what the "just right gap" is between the current learning and desired goals, identifying students' emerging understanding or skills so that they can build on these by modifying instruction to facilitate growth.

The analysis of student responses takes place in different time frames, depending on the method of assessment. In on-the-fly assessments, teachers have to make inferences on a moment-by-moment basis. A curriculum-embedded analysis of student work might take place after the lesson and will provide more time for close examination. In both instances the importance of domain knowledge to analysis cannot be overstated; the success of the analysis is wholly dependent on it. Without a strong base of domain knowledge there is a danger that teachers' analyses will focus on the surface aspects of learning at the expense of deeper levels of understanding. An inaccurate analysis of the students' learning status will lead to errors in what the next instructional steps will be.

The analysis of student responses also provides the substance for feedback to students. Teachers need the skills to translate their analyses into clear and descriptive feedback, matched to the criteria for success, that can be used by students to further their learning.

Matching instruction to the gap. It is axiomatic to formative assessment that, if the next instructional steps to close the gap are too hard for the student, frustration will almost certainly result, and if they are too easy, boredom and disaffection are potential outcomes. Therefore, teachers need the skills to translate their interpretations of the assessment results into instructional actions that are matched to the learning needs of their students. This involves selecting the learning experiences that will place appropriate demands on the student and ordering these experiences so that each successive element leads the student toward realizing the desired outcome. Having matched the next steps in learning to the gap, teachers' scaffolding skills come into play. Their skills in deciding on the appropriate strategy must be complemented by their skills in executing the strategy. Their job is to ensure that the student receives appropriate support so that new learning is incrementally internalized and ultimately becomes part of the student's independent achievement.

Matching the instruction to the gap cannot be done successfully without differentiating classroom instruction. In any classroom, one student's "just right gap" will not always be the same as another's. Clearly it is not practical for teachers to engage in one-on-one instruction with each student. However, strategic questioning in a whole-class lesson can provide scaffolding for a range of learning levels, while forming subgroups for instruction, assigning individual activities, and employing a combination of didactic and exploratory approaches help accommodate differences.

Conclusion

Even if teachers have all the required knowledge and skills for formative assessment, without the appropriate attitudes toward the role that formative assessment can play in teaching and learning, their knowledge and skills will lie dormant.

Teachers must view formative assessment as a worthwhile process that yields valuable and actionable information about students' learning. If they do not, formative assessment will be seen as "yet another thing" that is being externally imposed on them. Teachers must view formative assessment and the teaching process as inseparable and must recognize that one

cannot happen without the other.

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Also, if students are going to be successfully involved in monitoring and assessing their own and their peers' learning, then they need to be regarded by their teachers as partners in learning. This is not an attitude that has traditionally been prevalent in the profession.

If formative assessment is to be an integral part of professional practice, there needs to be a major investment made in teachers. This investment must begin with changes in preservice training. No teacher should exit a professional training program without the knowledge to assess student learning. Furthermore, beginning teachers must have opportunities to develop and practice the skills of assessing before they are responsible for a class of students. Teacher educators have a significant role to play in ensuring that teacher education programs equip their students with the knowledge and skills necessary to integrate teaching and assessment in classroom practice.

The investment in teachers must continue with inservice professional development that involves a commitment by leaders at all levels of the education system. Rather than providing teachers with more tests, leaders at the state, district, and school levels should invest in a coordinated effort to establish structures and provide resources that support effective professional development.

This investment is a long-term project that should not be shortchanged. The payoff will be improved teacher practices and improved student learning, and that is surely worth it.

MARGARET HERITAGE is assistant director for professional development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at the University of California, Los Angeles.

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1. Dylan Wiliam and Marnie Thompson, "Integrating Assessment with Learning: What Will It Take to Make It Work?," in Carol A. Dwyer, ed., *The Future of Assessment: Shaping, Teaching and Learning* (Mahwah, N.J.: Erlbaum, 2006).
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Last modified May 12, 2008

http://www.pdkintl.org/kappan/k_v89/k0710her.htm

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The Talking Stick Ceremony

Developed in the field by educators affiliated with NSRF.

Whoever has the stick talks, and everyone else listens. The stick is passed to the right, and as it reaches each person, s/he is invited to share briefly what the day meant for him or her. Participants might share a new insight or a question, describe some significant learning they did, or talk about what they propose to do in the future as a result of their learning during the day.

If someone does not want to speak at this time, s/he may pass the stick on to the next person. The stick can go around the circle several times in this way.

Some people conclude the activity by asking participants to look around at the people in the circle, acknowledging them in silence — what they have learned from them, what they have accomplished, and what they hope to do. Some groups then stand and turn completely around in their places, facing outward, and imagine what they will be doing in the days immediately ahead.

And then it is over.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

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Section 5: Curriculum and Instructional Model
A. High School Course Sequence

	Advisory	ELA	Social Studies	Science	Math	Art	Elective
9th grade	Advisory 9 (1)	Writing workshop 9 (1.5) Around the World 9 (Global 2/ELA 2)		STEM Exploration 9 (Living Env 2 / Algebra I-II 2)		Digital Portfolio 9 (2)	Foreign Language
							FM council
							Campus Chronicle
							FM book club
							Math Apps
10th grade	Advisory 10 (1)	Writing workshop 10 (1.5) Around the World 10 (Global 2/ELA 2)		STEM Exploration 10 (Physics 2 / Algebra + Geometry 2)		Digital Portfolio 10 (2)	Foreign Language
							FM council
							Campus Chronicle
							Theater
							Math Apps
Upper House							
	Advisory	Social Studies (4)		Science (4)	Math (4)	Action Research	Major (ELA 4)
11th grade & 12th grade	Advisory 11 (1)	US Origins (USH 1)		STEM Focus:	STEM Focus:	Internship (1) Seminar (1)	Arts: Poetry workshop, Short story seminar, Advanced Theater, etc.
		US- Modern Times (USH 1)		STEM Focus: Advanced Physics	STEM Focus: Geometry/Trig		
		Comparative Government (Govt 1)		STEM Focus: Earth Science	STEM Focus: Precalculus	College Now: Foreign	Professions: Journalism 101, Writing

	Advisory 12 (1)	Comparative Economics (Econ 1)	College Now	College Now		
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Section 5: Curriculum and Instructional Model
B. Curriculum Map

	Courses	Sample Outcomes (Adapted from EASL Institute) SWBAT...	Guiding Problems	Assessments
9 th grade	Writing Workshop 9 Around the World 9	<ul style="list-style-type: none"> • Use a wide range of texts to analyze the impact of geography on culture, politics, and economics. • Locate and interprets details from different parts of a text that support a specific point/argument. • Construct a formal essay with an introduction, body paragraphs and conclusion. • Analyze a characters actions and ideas in a piece of text. • Use a variety of note taking techniques to gather and organize information from written, visual and oral sources to support and argument. • Use all steps of the writing process to collect feedback and revise. • Demonstrate enriched 	<p>Catch the Wave- How can we share important information about our community?</p> <p>To Lead or Not to Lead: What can we learn about leadership from reading novels?</p> <p>Write This Way: How do you teach the writing process?</p> <p>Believe What you Read? Are primary sources the best form of information for learning about a society?</p>	<p>Essays</p> <p>Presentation to parents</p> <p>Feature article for local paper</p> <p>Guidebook and presentation for incoming 9th graders</p> <p>Journals</p> <p>Drafts</p> <p>Reflection</p> <p>s Debates</p>
10 th grade	Writing Workshop 10 Around the World 10	<ul style="list-style-type: none"> • Demonstrate awareness and ability to conform to specific characteristics of written genre. • Apply use of specific verbs and demonstrative adjectives to reveal increased complexity of written and spoken English. 	<p>Form = Content. True or false?</p> <p>Making Waves: How can we work with an organization to promote change?</p>	<p>Essays</p> <p>Journals</p> <p>Drafts</p> <p>Reflection</p>

Section 5: Curriculum and Instructional Model
B. Curriculum Map

		<p>the writing process.</p> <ul style="list-style-type: none"> • Write analysis and criticism of texts not discussed in class. • Identify narrative techniques and structure of fiction. • Recognize and model parallelism. • Use narrative techniques to describe a person. 	<p>What's the difference between memoir and biography?</p> <p>Who did it better? What civilization was most successful at standing the test of time?</p> <p>What's Your Line? How do</p>	<p>Debates</p> <p>Discussions</p> <p>Memoir/Biography Research paper</p>
<p>11th grade & 12th grade</p>	<p>Poetry Workshop Short Story Seminar Advanced Theater Modernis</p> <p>Journalism 101 Nature Writing Conference Prep Speech Writing New Media</p>	<ul style="list-style-type: none"> • Construct a thesis in response to non- question prompts. • Include descriptive language in writing to create mood and tone to effectively engage the reader. • Recognize the specific techniques of a particular genre and employ them for reader effect. • Demonstrate ability to evaluate effectiveness of persona/narrator's voice and write thoughtfully about it. • Reveal understanding of irony, allusion, assonance, imagery, and other literary devices through genre models and essays with evidence. • Exhibit comprehension of how to construct a research-based thesis. 	<p>Master Class- How much can my craft as (poetry, fiction, speech, etc.) writer advance?</p> <p>Believe Me! How can I use _ to persuade my audience to care?</p> <p>Echoes from the Past: What texts most influenced current ___ writing?</p> <p>Show Don't Tell: How can my writing depict my meaning?</p>	<p>Genre Portfolio</p> <p>Campaign materials for ad campaign</p> <p>Feature series for periodical</p> <p>Essays</p> <p>Journals</p> <p>Reflections</p> <p>Debates</p> <p>Discussions</p> <p>Research</p>

Section 5: Curriculum and Instructional Model
B. Curriculum Map

Section 5: Curriculum and Instructional Model
C1. Unit Plan

PROBLEM-BASED UNIT PLAN			
Name of Problem:	Catch the Wave?	Duration: 4 weeks (second unit)	
Subject/Course:	ELA	Grade Level: 9	Section: 9A
Other subject areas to be included, if any:	Global Studies		
Problem Idea Summary of the problem to be solved, scenario or setting, student roles:	<p>Students will explore what happens when communities are too homogeneous, lack opportunities to question, and limit freedom of speech. In an effort to understand the school community- what they want to contribute and what they believe makes it unique- so they can promote it to others, students will look at some challenged communities to practice questioning them and learning about collaboration. They will understand the role of leadership in the evolution of a community and the role of tolerance, dissention, and heterogeneity. They will also recognize some of the tensions that emerge from a democracy.</p> <p>Students will learn how to read a variety of texts for information, how to question texts to develop</p>		
Driving Question	How can we share important information about our community?		
Content and Skills Standards to be addressed:	<p>ELA Standards 1, Key Idea 1 (Commencement) Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written and electronic sources. ELA Standards 1, Key Idea 2 (Commencement) Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly. ELA Standards 3, Key Idea 1 (Commencement) Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria. ELA Standards 3, Key Idea 2 (Commencement) Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion and judgment is based.</p>		

		T+A	E			T+A	E
21st Century Literacy Skills	Play		X	Judgment		X	

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Section 5: Curriculum and Instructional Model								
C1. Unit Plan								
to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) in unit, but not taught or assessed:		Multi-tasking		X	Negotiation		X	
Culminating Products and Performances	Group:	Collective Intelligence		X	Visualization		X	
		Debate: A Third Wave could / could not happen here						
		Mini-PBL research on historical precursors to The Wave						
		Recruitment materials and presentation for incoming 9 th graders: Who are we looking for? What do we offer?						X
		Defining features of our school culture						Experts
Individual:		Essay comparing "The Wave" with independent reading.					: Web:	
							Other:	
PROBLEM-BASED UNIT PLAN								
Entry event to present problem, engage students: Assessments	Formative	Watch a promo for another school. What do you know? What would you need to know to prepare a better promo for our school? How do you convince someone to join our community?						
		Quizzes/Tests			Practice Presentations		X	
	Assessments (During Project)	Journal/Learning Log			Notes		X	
		Preliminary Plans/Outlines/Prototypes		X	Checklists		X	
		Rough Drafts		X	Concept Maps			

Online Tests/Exams

Other: Debate

X

**Summative
Assessments
(End of Project)**

Written Product(s), with
rubric:
Essay, materials for recruitment fair

X Other Product(s) or Performance(s), with rubric:
X Recruitment orientation

Oral Presentation, with rubric

Peer Evaluation

X

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Section 5: Curriculum and Instructional Model
C1. Unit Plan

		Multiple Choice/Short Answer Test		Self-Evaluation	X
		Essay Test		Other:	
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion After recruitment session	X	Fishbowl Discussion	
		Survey A t end	X	Other:	
Resources Needed	On-site people, facilities:	Guidance department, admin to coordinate. Location for recruitment sessions (tours and workshops) day/evening.			
	Equipment:	Projector			
	Materials:	The Lottery, The Wave, independent reading books (Animal Farm, Parable of the Sower, Fahrenheit 451, The Giver, A Clockwork Orange), sample recruitment materials,			
	Community resources:	Neighborhood newspapers, local businesses, school-webpage to promote tours			

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Section 5: Curriculum and Instructional Model
C1. Unit Plan

PROBLEM-BASED UNIT LEARNING PLAN	
Knowledge and Skills Needed by Students to successfully complete culminating products and	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community
Viewing a film for information- what to look for, how to capture thinking in double entry notes, connections, questions.	<p style="text-align: center;">↑</p> Double entry note-taking mini-lesson on opening of film. Stop and jot during film. Review and re-watch sections of film. Debrief of film.
Identifying culture characteristics- point of view. What makes a strong community people would want to belong to?	<p style="text-align: center;">↑</p> Web hunt for information related to community leadership gone wrong (Fascism, dictatorship, apartheid, ethnic cleansing, race laws in US). (PBL days to gather and present information)
Protocols for discussing texts (books, film, essays): how do we ensure everyone gets heard? How do we build a shared meaning of the text? (Sharing, building, clarifying questions, devil's advocate, etc.)	<p style="text-align: center;">↑</p> Whole class discussion of film using discussion rubric. Small group discussions of independent reading books using book club protocol. Small groups read The Lottery and discuss: could this happen today?
Questioning- level 1, 2, 3 questions	<p style="text-align: center;">↑</p> Mini-lesson on questioning (clarifying- in text, comparing- between texts, probing- beyond texts). Questioning in journaling. Questioning in discussion rubric. (Debrief to review questions asked in whole and small groups)
Compare and contrast; judgment	<p style="text-align: center;">↑</p> Compare "The Wave" to "The Lottery" as a model for comparison with independent reading. Use shared reading strategy as well and small group collaboration and presentation.
Collaboration and negotiation- coming to consensus; collective intelligence; negotiation	<p style="text-align: center;">↑</p> Fishbowl discussions on independent reading books and characteristics of school culture. Debrief. Role play negotiation between parent/child or friends, or...

Developing a presentation for parents and students



PBL- presentation by admin of recruitment materials with know need to know by students, research on how to communicate with 8th graders, development of outline/plan for session, prep of materials.

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Section 5: Curriculum and Instructional Model
C1. Unit Plan

PROBLEM-BASED UNIT CALENDAR				
Problem: How can we share important information about our community?				Start Date: September 21
Session 1 - 2	Session 3	Session 4 - 5	Session 6 - 7	Session 8
WEEK ONE				
Entry event, know-need-to know, problem review	Mini-lesson: Double entry and film viewing as a means to get questions answered. Film day 1	Film day 2	Intro discussion protocol as means to get questions answered. Whole group discussion of film	Mini PBL- could this really happen? Know-need to know Reflection- journal, revisit unit problem
WEEK TWO				
Mini PBL- could this really happen? Webhunt Debate	Assignment of independent reading Workshop on reading strategies	Workshop on reading strategies Independent reading	Mini-lesson: Book club protocol (fishbowl) Book club meetings	Book club meetings Reflection- journal, revisit unit problem
WEEK THREE				
Mini-lesson: questioning Book club meetings	Book club meetings	Mini-PBL: how can we share information about the dominant culture in our book? Entry event- read The Lottery	Mini-lesson: compare elements of comparative essay Writing workshop Essay draft hw	Reflection- book club debrief, peer evaluations, how did members negotiate? defining features hw
WEEK FOUR				

Writing workshop Workshop: editing	Whole class negotiation and debrief on the defining features of our community?	Mini- PBL- how can we sell the school? (Admin entry event, know need to know, research, drafting)	Presentation prep Essay FINAL due	Presentation rehearse Materials due Presentation TBD
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Section 5: Curriculum and Instructional Model

C1. Lesson Plan

Course: ELA		Unit Title: Catch the Wave?	
Lesson Topic: Watching a film to collect info		Grade Level(s): 9 th Grade	Timing: 2 Double periods
Stage 1 - Desired Results and Learning Outcomes			
Unit Problem: How can we share important information about our community?			
Enduring Understandings Communities need people to question and different points of view to engage in dialogue to prevent them from becoming oppressive.			
Knowledge and Skills	<p> Know Viewing a film for information- what to look for, how to capture thinking in double entry notes, connections, questions.</p>		<p> Students will be able to</p> <ul style="list-style-type: none"> • Double entry note-taking mini- lesson on opening of film. • Stop and jot during film. • Review and re-watch sections of film. • Debrief of film.
	<p> Think About <i>(self-reflection about learning experience)</i></p>		
21st Century Literacy Skills	<p>ELA Standards 1, Key Idea 1 (Commencement) Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written and electronic sources.</p>		
	<p>ELA Standards 3, Key Idea 1 (Commencement) Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.</p> <p>Judgment</p>		
Stage 2 - Assessment /Evidence			
Notes, Discussion			
Stage 3 - Learning			
Required Materials/Resources The Wave, dvd Chart paper and markers			

Section 5: Curriculum and Instructional Model

C1. Lesson Plan

Learning Activities /Procedures

DAY 1

Mini-Lesson

Re-watch the entry-event video and model note taking for students. Use think-aloud strategy to demonstrate questioning, connections, sketching.

Pre-“read” The Wave. Predict what it will be about. Watch first scene modeling double-entry notes. Stop and have students pair share, then share out with the class to see what types of responses students generate. Focus on questions and connections.

Practice

Watch the film. Students take notes.

Closing

Chart questions and connections.

DAY 2

Mini-Lesson

Revisit list of questions. Ask which ones might generate discussion. List criteria for “discussion” questions.

Practice

Watch the film. Students take notes- including discussion questions. Stop and pair share at different points.

Closing

Chart questions and choose 3 to discuss.

Homework

Write a response to each question. Use examples from film.

Differentiation (*Strategies for ELL, IEP and level 1-low 2, and students with mastery in certain outcomes*)

All students will a set of outcomes to be covered for the unit. Each outcome has a related rubric and students have access to their performance on the web at all times. Students have their own goals for demonstrating proficiency in each outcome.

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Section 5: Curriculum and Instruction Model

C2. Assessment of Unit Plan

The Great Debate I

A Third Wave: Could It Happen Here?

You will learn a lot about The Wave over the next few days. You will also learn about the power of a group and the crises that develop when people lose their ability to speak and think for themselves. Do you think it's possible that a group of new recruits like you could get swept away in the hype of being FMHS pioneers? Does that make you susceptible to The Wave?

You will be assigned to one of 2 teams: the AFFIRMATIVE or the NEGATIVE.

Affirmative team members will have to prove that it IS possible for a Third Wave to hit FMHS.

Negative team members will have to prove that it is NOT possible for a Third Wave to hit FMHS.

Your job is to demonstrate what you learned about FMHS and The Wave and to practice your negotiation skills.

Use the following checklist and rubric to prepare for the debate. All **BOLD** items must be submitted for review. Deadlines are listed below.

To Do:

- † Review double-entry notes from "The Wave" for key elements of the conditions that led to people joining The Wave.
- † Review double-entry notes from "The Wave" for descriptions of characters who joined and refused to join The Wave. **WRITE:** What were the differences between these characters? **DUE: Thursday**
- † Review discussion notes for key elements of the conditions surrounding the beginning of The Wave.
- † Create Venn Diagram comparing FMHS to the school in The Wave. **DUE: Friday**
- † Draft your speech for The Great Debate. **DUE: Monday**
- † Submit double-entry notes. **DUE: Monday**
- † Post-debate reflection. **DUE: Tuesday**

Section 5: Curriculum and Instruction Model
C2. Assessment of Unit Plan

The Great Debate I
Rubric

	Novice	Apprentice	Master
Preparation Double Entry notes Reflective writing Venn Diagram	Most notes fall on one side of the double entry	Notes balanced on both sides of the entry. Right side demonstrates understanding of questioning and connection techniques.	Apprentice demonstrates preparation for the debate and connections between film reading and FMHS experience.
	Writing lists less than 3 points of comparison for 2 characters.	Writing includes 3-5 fleshed out differences between 3 characters.	Writing includes comparisons of groups of characters as well as individuals and hints at parallels at FMHS.
	Venn diagram has less than 5 points in the middle	Venn diagram has 5 points in the middle that are shared or different characteristics.	Apprentice demonstrates preparation for the debate and connections between film reading and FMHS experience.
Participation Negotiation skills observed during group prep	Attempts to broker negotiations with team members or attempts to share insights.	Demonstrates several negotiation strategies and contributes insights to the planning.	Facilitates the negotiation of other team mates as well as her/himself.
Summation Post-debate reflection	Summarizes events during the debate. Focuses on own participation.	In addition to summary, includes reflection about next steps for own debate, negotiation, or reading skills development.	In addition to summary, includes reflection about next steps for own debate, negotiation, and reading skills development.

Section 5: Curriculum and Instructional Model

C3- Professional Development for Unit Plan

Agenda

Tuning Protocol for CFG Unit Review

12:30-2:30 Whole Staff Meeting- Tuning Protocol
2:30-3 Adminstrivia

12:30-2:30 Whole Staff Meeting- Tuning Protocol

Goals:

- † To provide feedback to teacher teams on upcoming PBL units
- † To develop CFG skills and engage in professional dialogue
- † To collect ideas for interdisciplinary work and awareness of universal competencies in other disciplines

Activity:

Pairs will present their units to the team for review. Common planning pairs will have submitted all documents in advance of the session. There will be time for 3 sessions.

5 minutes- Partners will present the unit- plan, rubrics for final assessment, and outcomes. Framing question: Do the plans engage students in PBL and in development of universal and discipline specific competencies?

5 minutes- Clarifying questions.

15 minutes- Participants review documents and take turns providing glows and grows feedback.

5 minutes- Partners reflect back on what they heard and possible next steps.

Debrief the protocol. What worked and which norms need to be reviewed? Does the protocol need tweaking?

Groups meet to negotiate upcoming visitations and set goals for the visits.

Closing and Reflection

2:30-3:00 Administrative reminders

Upcoming dates, deadlines, events, student announcements, logistics, staff announcements, celebrations, meeting scheduling, etc.



Thirty-Minute Protocols

*Developed by the Hoosier School Reform
Faculty.*

Generic Consultancy Protocol

1. Presentation includes context and framing question (5 minutes)
2. Clarifying Questions with short answers (5 minutes)
3. Paired conversation (can include probing questions) (10 minutes)
4. Presenter's reflection/conversation (5 minutes)
5. Debrief: What worked, what didn't and why? (5 minutes)

Tuning Protocol

1. Presentation of context and framing question (5 minutes)
2. Clarifying questions with short answers (5 minutes)
3. Participants review work and give warm and cool feedback (10 minutes)
4. Presenter's reflection/conversation (5 minutes)
5. Debrief: What worked, what didn't and why? (5 minutes)

Success Analysis Protocol

1. Presentation of a successful professional experience (5 minutes)
2. Clarifying questions with short answers (5 minutes)
3. Paired conversation analyzing what contributed to the success (10 minutes)
4. Presenter's reflection/conversation (5 minutes)
5. Debrief: What worked, what didn't and why? (5 minutes)

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.

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Section 5: Curriculum and Instructional Model

D. Unit Plan

PROBLEM-BASED UNIT PLAN			
Name of Problem:	Agents of Change	Duration: 7 weeks	
Subject/Course:	ELA	Grade Level: 10	Section:
Other subject areas to be included, if any:			
Problem Idea Summary of the problem to be solved, scenario or setting, student roles:			
	<p>Students will work with a non-profit organization within their community to explore ways of raising awareness of a specific cause through written and oral presentation. Through a class internship project, students will learn how the organization runs and how the organization raises awareness on a local and/or national level. In addition to learning about the philosophy and evaluating the impact of the organization, each individual in the class will learn how he/she can become an agent of change through collaborative and professional work. Students will discover the importance of professionalism and communication within a collaborative organization while creating a “class campaign” to practice and showcase the skills they have acquired.</p> <p>Students will learn how to write a variety of persuasive texts; how to present information to an intended audience; how to communicate with a professional organization; how to work with a group to set goals and delegate roles based on skill and interest; how to model their own writing as persuasive writing published by non-profit organizations.</p>		
Driving Question	How can we work with an organization to promote change?		

<p>Content and Skills Standards to be addressed:</p>	<p>ELA Standards 1, Key Idea 1 (Commencement) Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written and electronic sources. ELA Standards 2, Key Idea 2 (Commencement) Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and multilayered. ELA Standards 3, Key Idea 2 (Commencement) Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion and judgment is based. ELA Standards 4, Key Idea 1 (Commencement) Oral Communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.</p>				
	T+A	E		T+A	E

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Section 5: Curriculum and Instructional Model						
D. Unit Plan						
21st Century Literacy Skills	Play		X	Judgment		X
	Multi-tasking		X	Negotiation		X
Culminating Products and Performances	to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) in unit, but not taught or assessed:	Collective Intelligence	X	Visualization		X
		Group: Class Campaign (present to an audience within school community - students, staff, parents, invited guests) Awareness Presentation (present to non-profit organization at completion of unit)			Presentation Audience:	
	Class:			X		
	School:			X		
	Community:			X		
	Written texts and documents based on individual's work within organization			Experts:	X	
Individual:	(pieces are dependent on the goal, specific work of that organization and specific work of the student within the organization)		Web			
	Persuasive Essay based on organization's philosophy and goal(s)		: Other:			
Entry event to present problem, engage students:	PROBLEM-BASED UNIT PLAN					
	A visit from a community agency introduces their organization with a commercial/presentation and students follow-up by exploring the website of a national or local non-profit organization. What is the philosophy of the organization? What is their goal? How do they raise awareness for their cause? How do they communicate information to audiences?					
	Assessments	Formative Assessments (During Project)	Quizzes/Tests		Practice Presentations	X
			Journal/Learning Log	X	Notes	X
		Preliminary Plans/Outlines/Prototypes	X	Checklists	X	

Rough Drafts

**Summative
Assessments
(End of
Project)**

Concept Maps
Online Tests/Exams

Written Product(s), with rubric:
Persuasive literature for organization, persuasive essay

Oral Presentation, with rubric
Class Campaign

Other: Debate

Other Product(s) or Performance(s), with rubric:

Peer Evaluation

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Section 5: Curriculum and Instructional Model

D. Unit Plan

		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other: Reflective Presentation "Awareness" Presentation to non-profit organization	X
Reflection Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	X
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	
Resources Needed	On-site people, facilities:	Location for class campaign - administration to coordinate			
	Equipment:				
	Materials:	Sample materials from non-rofit organizations (website, brochures, advertisements, flyers)			
	Community resources:	Non-profit organization to work with class			

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Section 5: Curriculum and Instructional Model
D. Unit Plan

PROBLEM-BASED UNIT LEARNING PLAN	
Knowledge and Skills Needed by Students to successfully complete culminating products and	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community
<p>Creating focused questions for a purpose Note-taking based on observation, interviews (pre-created questions) and reflection.</p>	<p>Site visits to a non-profit organization Low-inference observation note-taking during site visits Mini-lesson: Questioning for information interview Response Log: Reflection of visit</p>
<p>Identifying philosophy and goals of an organization. How does a non-profit organization make an impact?</p>	<p>Web hunt of specific organization to determine its philosophy, goals and how organization aims to communicate information to audiences Discussion: What does it mean to be an agent of change? Response Logs - What do I want to contribute? What can we contribute?</p>
<p>Identifying and modeling elements of persuasive literature.</p>	<p>Mini-lesson: Strategies for reading & writing various types of persuasive and informative literature Close-reading to identify intended audience, persuasive techniques and how information is communicated Mini-lesson: emulating language and organization Literature Stations: close reading for language, organization and structure</p>
<p>Communicating with, for and to a professional organization</p>	<p>Interview skills and techniques - questioning with a purpose Discussion: importance of professionalism, written and physical communication Response logs - How do I see my role within this workplace? Guest lecture: professionalism & communication How to participate during site visits</p>
<p>Using protocols for collaboration and negotiation- coming to consensus; collective intelligence; negotiation and delegation</p>	<p>Group assessment of individual skills and interests. Delegation of tasks based on group negotiation, individual skills & needs of organization. Creating protocols to make group decisions</p>
<p>Developing a presentation for an intended audience: “class campaign”</p>	<p>Presentation: organization, writing, visual, speaking Presentation of information to physical audience (culminating project) Synthesis of group materials & information</p>

Persuasive Essay Writing; research based



Structure of an academic, persuasive essay using research
Mini lessons : steps of the writing process, organization, thesis writing, research
Peer Review - using questioning as a means for reviewing the work of peers

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Section 5: Curriculum and Instructional Model
D. Unit Plan

PROBLEM-BASED UNIT CALENDAR				
Problem: How can we work with an organization to promote change?				Start Date:
S e s s i o n 1 - 2	S e s s i o n 3	S e s s i o n 4 - 5	S e s s i o n 6 - 7	S e s s i o n 8
WEEK ONE				
Contact from organization visits class to introduce the organization and their needs. Follow-up with video and exploration of website Note-taking during presentation, video and web hunt: ¾ Goals ¾ Philosophy ¾ How organization communicates to raise awareness	Agents of Change: Discussion - what does it mean? To you? To your local community? National? World? Mini-Lesson: follow-up questioning to further research (using observation notes from web hunt)	Initial visit to organization. Site Visit #1 Note-taking: observations Use observation notes for reflection: Did my questions from yesterday get answered? What questions do I still have?	Mini-lesson: "interview" questions for the organization Focus: How can we work with this organization to promote change? What do we still need to know?	Practice interview questions Reflection- journal, revisit unit problem: How can we promote change? What are our goals?
S e s s i o n 1 - 2	S e s s i o n 3	S e s s i o n 4 - 5	S e s s i o n 6 - 7	S e s s i o n 8
WEEK TWO				

<p>Communication: Contact from organization visits class</p> <p>Focus: Use interview questions to establish:</p> <ol style="list-style-type: none"> 1. Our goals for organization 2. Organization's goals for us 3. What can we create? <p>Journal: Revisit unit problem: What can we do?</p>	<p>What type of literature will we create?</p> <p>Literature Stations: Persuasive literature of non- profit organizations</p> <p><i>f</i> Web copy, Brochures, Advertisements, Flyers, Letters</p> <p>(Groups created based on students' skills and interests)</p>	<p>Mini-lesson: Using Protocols for Group Meetings.</p> <p>Focus: Goals & Delegation</p> <p>(Use notes from meeting with contact to delegate individual roles based on needs of organization)</p>	<p>Close Read of persuasive non-profit campaign literature to model writing on:</p> <ul style="list-style-type: none"> $\frac{3}{4}$ information communicated $\frac{3}{4}$ persuasive language $\frac{3}{4}$ organization's intended audience and how audience is reached 	<p>Mini-lesson: Emulation</p> <p>Writing workshop</p>
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Section 5: Curriculum and Instructional Model

D. Unit Plan

Session 1 - 2	Session 3	Session 4 - 5	Session 6 - 7	Session 8
WEEK THREE				
<p>Group Meetings (protocol): Check-In & furthering information: What do we know? Need to know?</p> <p>HW: first draft persuasion pieces</p>	<p>Mini-lesson: professional persuasion in writing</p> <p>Share persuasive drafts. Peer review with emphasis on professional persuasion.</p>	<p>Mini-lesson: organization and layout for written persuasive pieces</p> <p>Writing Workshop</p>	<p>Guest Speaker: Professionalism & Communication in the Workplace</p> <p>Note-taking during lecture</p> <p>Reflection – journal, apply lecture to current work with organization</p>	<p>Site Visit #2 Feedback from organization on our persuasive pieces</p> <p>Journal: How did we display professionalism during site visit?</p> <p>HW: second draft</p>
WEEK FOUR				
<p>“Pair” Edit persuasion pieces</p> <p>HW: Final draft of persuasion piece</p>	<p>Final draft - persuasion piece due</p> <p>Class discussion / check-in: How can we use our literature to promote change?</p>	<p>Synthesizing materials – Groups share final persuasive literature pieces</p> <p>Fishbowl Brainstorms: How can we present this information? How is it important to our community? National community?</p>	<p>Further investigation: Introduce persuasive essay</p> <p>Focus: The importance of this cause to the greater community - brainstorm</p> <p>Mini-Lesson: Thesis Writing</p>	<p>Writing Workshop: Developing arguments</p>
WEEK FIVE				
<p>Mini-Lesson: Using primary research to support argument</p> <p>HW: Research materials for argument</p>	<p>Writing Workshop: Organization of Essay</p>	<p>Class critique (and modeling): persuasive essay</p> <p>HW: Drafting essay</p>	<p>Site Visit #3</p> <p>Focus: Organizing a campaign event</p>	<p>Class debrief of site visit</p> <p>Begin “Class Campaign” project</p>
WEEK SIX				

Essay draft due “Pair” edit	Mini-lesson: Organizing our presentation / campaign event	Synthesizing Information: How can information learned from persuasive essays further inform our presentation?	Mini-Lesson: Presenting to an intended audience: Writing, visual, speaking Final persuasive essay due	Presentation/campai gn rehearsal
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Section 5: Curriculum and Instructional Model

D. Unit Plan

Session 1 - 2	Session 3	Session 4 - 5	Session 6 - 7	Session 8
WEEK SEVEN				
Final Presentation/campaign rehearsal	Class Campaign Event: Present to local community (school, parents, teachers, administrators)	Journal: Reflection on class campaign. How did we raise awareness to our community?	Site Visit #4 “Awareness” Presentation Presentation to non-profit organization to show how our class promoted change within our community	Final Reflection & Debrief: How did we promote change? How am I an agent of change?

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Section 5: Curriculum and Instructional Model

D. Lesson Plan

Course: ELA		Unit Title: Agents of Change	
Lesson Topic: Close Read & Modeling of persuasive literature. Emulation		Grade Level(s): 10 th Grade	Timing: 2 Double periods
Stage 1 - Desired Results and Learning Outcomes			
Unit Problem: How can we work with an organization to promote change?			
Enduring Understandings An organization needs to present information in a professional and persuasive way in order to communicate its cause, convince its audience and promote change.			
Knowledge and Skills	<p>▶ Know Examining persuasive literature for information, communication of goals and persuasive techniques – how to model writing on these elements</p>		<p>▶ Students will be able to</p> <ul style="list-style-type: none"> • Close Read for specific elements of writing. • Recognize elements of persuasive writing through models. • Address a specified audience. • Emulate techniques.
	<p>▶ Think About <i>(self-reflection about learning experience)</i></p>		
21st Century Literacy Skills	<p>ELA Standards 2, Key Idea 2 (Commencement) Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and multilayered.</p>		
	<p>ELA Standards 3, Key Idea 2 (Commencement) Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion and judgment is based.</p>		
Stage 2 - Assessment /Evidence			
Annotation Share-Out Emulation			
Stage 3 - Learning			
Required Materials/Resources Sample materials (web copy, brochures, advertisements, flyers, letters) Projector/Smartboard			

Section 5: Curriculum and Instructional Model

D. Lesson Plan

Learning Activities / Procedures

DAY 1

Mini-Lesson

Close-Read of one sample persuasive text. (Sample from non-profit organization). Using overhead and one model, read aloud and annotate for: necessary information and language- voice.

While teacher conducts close-read, students take notes.

½ of the class focuses on: How does the writer communicate necessary information in a professional way?

½ of the class focuses on: What punctuation, words and phrases are used to persuade?

Share out and chart 2 lists on the board:

Necessary Information	Intended Audience	Persuasion Techniques
	(Note: This column filled out last)	

At end of share-out, ask the class: Based on our close reading, who is the intended audience? How do you know? As a class, fill out the middle column together.

Practice

Pairs: Now, focusing on our class's organization, what information is essential to communicate? Who is our intended audience? What words and phrases will help to persuade our audience? Create chart together based on brainstorm.

Closing

Chart as class. Individuals add to notes.

DAY 2

Mini-Lesson

Revisit types of persuasive literature produced by non-profit organizations (web copy, brochures, advertisements, flyers, letters). Give each group one format to emulate.

Review term: emulation. How do we get started? As a class, create a list of steps for emulating.

Practice

Each individual creates an emulation draft using chart from yesterday.

Closing

Rotate draft to another individual within group (students can see a different

“version” of the emulation.) Group member reads draft and writes a brief note to writer giving feedback based on information, persuasion & audience.

Homework

Use feedback to finish emulated draft.

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Section 5: Curriculum and Instructional Model

D. Lesson Plan

Differentiation (*Strategies for ELL, IEP and level 1-low 2, and students with mastery in certain outcomes*)

All students will have a set of outcomes to be covered for the unit. Each outcome has a related rubric and students have access to their performance on the web at all times. Students have their own goals for demonstrating proficiency in each outcome.

Section 6: Leadership and Accountability

A. Teacher teams

Frank McCourt High School

Teacher Teams

Year 1:

- **9th grade team.** This interdisciplinary team will meet weekly as part of the collaborative PD. All inquiry will take place through this team at times in pairs/small groups. Meetings will alternate between training in particular protocols to support inquiry* (looking at student work; inter-visitation/low inference observation debriefs; and CFG review of problem-based units.)
- **Collaborative partnership.** Teachers how share curriculum will meet weekly to plan and revise lessons. Initially, these meetings will be facilitated by a coach.
- **Advisory committee.** All staff will meet with teachers to plan, assess, and revise curriculum for Advisory; develop school culture practices and norms; design school-wide programs.

Capacity:

- **9, 10 and upper house teams.** (See above for description. This will remain the locus for instruction related inquiry.)
- **Collaborative partnership.** (See above.)
- **Advisory committee.** (See above)
- **Professional development committee.** Teacher, coaches, mentors and administration will meet regularly (monthly) with administration and key partner staff to review instructional practices, data on student achievement, and feedback from staff to set school-wide professional development outcomes and plan experiences to match.
- **Assessment committee.** Teachers and other key staff will meet regularly (monthly) to review school wide outcomes, rubrics, and assessment tools. This team will also be responsible for design and training around school-wide DYO assessments and use of other ITAs. This group will also organize logistics for annual digital portfolio defense and action research review.

*Inquiry focus will be determined- in year 1- based on a baseline assessment administered during orientation activities. Because of the school-wide focus on literacy, we will based focused inquiry on moving students 21st century literacy skills.

Section 6: Leadership and Accountability

B. Systems of Accountability

Using data to increase student performance:

- Baseline assessments in literacy and numeracy will be administered to all students.
- Staff will review ARIS and admissions data prior to school start and at regularly supported intervals.
- All teachers will use outcomes for each course to provide daily feedback to students and families on student progress. This will be captured in a web-based data system. Grade team leaders will regularly pull reports to compare student progress and track growth from baseline data.
- School-wide rubrics will be used each term to provide feedback and capture information on students' 21st century skill development. Information from measures will be entered into the web-based SIS.
- Low interference observations, regular review of student work, information from Advisory conferences will be reviewed and analyzed in grade team meetings.
- PSO (New Visions) generated data tools will be reviewed by individual teachers and in grade team meetings.

Using data to increase staff performance:

- Goals will be set with teachers at the start of each term. Here goals together with school-wide goals will be integrated into a checklist rubric to gather data on staff performance.
- Walk-thrus will be documented using goals-based rubrics and coaches will meet regularly to review and look for progress and trends. In addition to school-based staff, PSO support staff and partners will be invited to use these tools to collect evidence of instruction. Trends will be used to generate plans for school-wide PD sessions and meetings will take place to review inter-rater reliability issues.
- Peer inter-visitations will be documented using a rubric similar to the walk-thru checklist and be based on staff identified focus. Notes from debrief sessions and the checklists will be submitted and coaches will meet regularly to review for progress and trends.
- Formal observation documentation will be reviewed each term in conjunction with other collected data in order to reset/revisit individual and school-wide teacher goals.
- Staff reflection is critical to tracking progress at FMHS. Staff will be invited to log reflections for each PD session, goals conference, and visitation.

Data from both student and staff performance will be used to monitor and revise school-wide goals throughout the year. By instituting a quarterly review of data on both student and staff achievement, we will be able to quickly evaluate strategies and reset when necessary. As a new school, the establishment of systems will be key and goals to measure the embedding of systems and practices into the culture will drive the school-wide work.

Section 6: Leadership and Accountability
C. Using Data to Build a Culture of Continuous Learning

Steps for analyzing data:

1. Look for trends in student populations. This information will help our team develop sub-cohort strategies for supporting the students at our school. Overage, level 1, Title 1 and IEP students would require a review of budget and staffing resources. Groups of each would also impact programming decisions. For example, it might be appropriate to put all overage students together for advisory so that one person could target their support and collaborate with guidance and SBST staff to secure additional services as needed. (See overage analysis below.)
2. Assign sub-cohorts to different teams (grade-based inquiry teams, PPT) for further analysis.
3. Collect additional data from ATS, ARIS, CAP and other systems to drill down into more detailed information about individual students.
4. Conduct our own baseline assessment to provide additional, specific data based on initial impressions from step 1 and 2.
5. Develop school-wide goals and use them to focus the development of individual student goals in advisory.

SAMPLE analysis

It is clear from the data that several students are overage (4 females, 2 males), so the first step would be to determine the needs of some of these high-risk students. As a new small school with only 9th graders, it would be important to build relationships and a sense of belonging, especially among these students who are at-risk of not completing the full, 4-year sequence. We would want to both support their acceleration and provide services to build their skills, if needed.

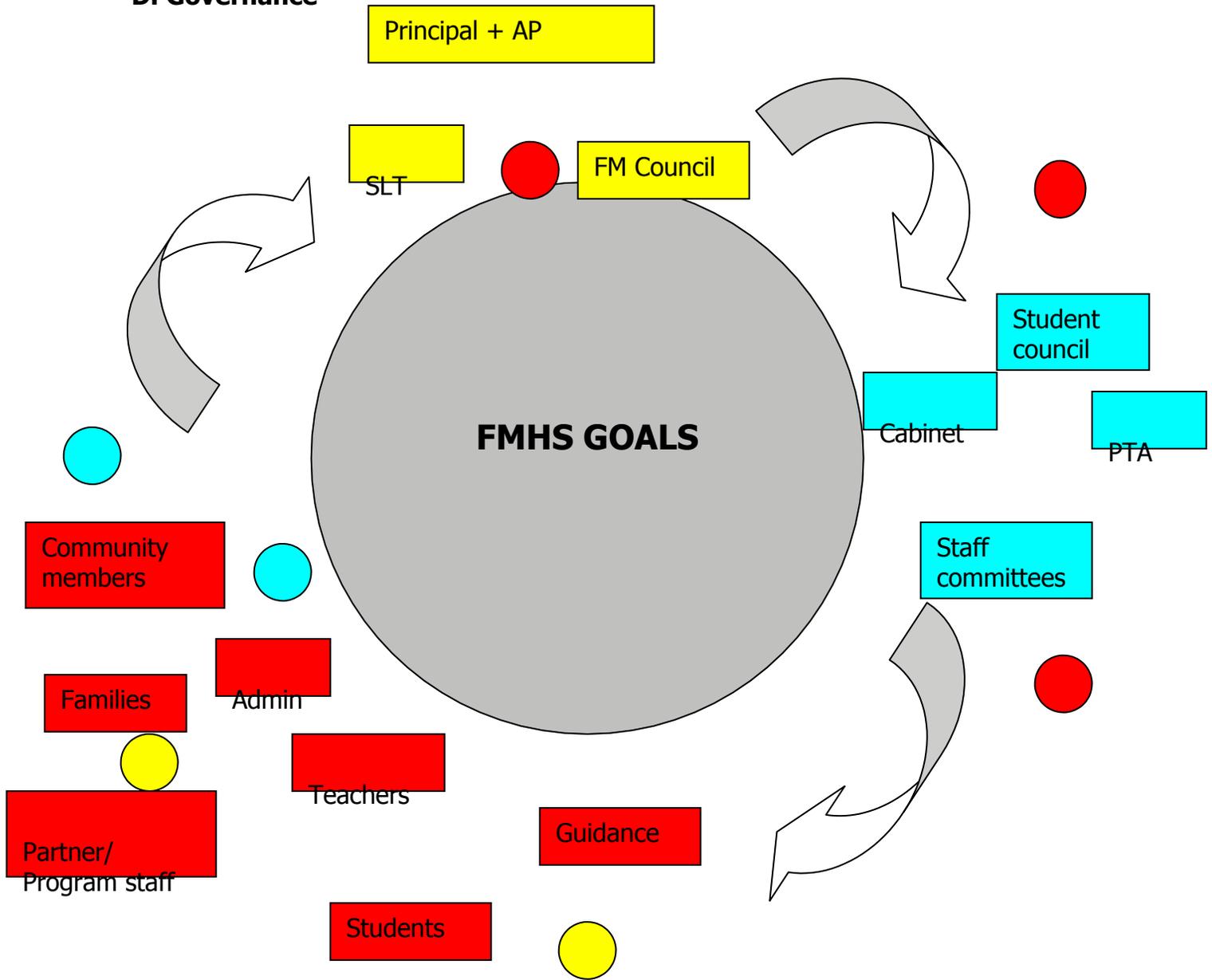
All are Title 1 eligible, and 3 have more than 10 days of absence. An attendance plan may be necessary for these students in particular as well an investigation into the historical patterns of their attendance (how did their 8th grade attendance compare to previous years?). Though none are designated ELL's, it seems possible from the combination of home language information and level 1 & 2 scores, that some could have been and may need more strategies to support their transition from ESL support. A review of testing history information may reveal more.

Student ID	Sex	Age	Grade	Home Language	SETSS	CTT	Title 1	Days Absent	ELA	Math
7	F	15	8th	Spanish			Y	9	2	1
12	F	15	8th	English		Y	Y	15	2	1
25	M	16	8th	Spanish			Y	13	2	2
26	F	16	8th	Chinese	Y		Y	18	1	1
2	F	17	8th	English			Y	0	3	4

3. Accelerate 80% of students on math measures. Develop a SETSS and AIS program aligned with students' math needs. Based on review of additional data it would become more clear how to focus the work of teachers and students to develop concept and problem-solving skills.

ELL	SETSS	SC/CTT	Title 1 eligible	ELA score	Math score
	Y		Y	1	1
	Y		Y	1	1
	Y		Y	1	1
	Y		Y	1	1
	Y			1	1
	Y			2	1
	Y			2	1
			Y	1	1
			Y	1	1
				1	1
				1	1
			Y	2	1
		Y	Y	2	1
				2	1
			Y	3	1
Y	Y		Y	2	2
	Y			2	2
	Y		Y	3	2
		Y		1	2
		Y	Y	2	2
			Y	2	2
			Y	2	2
			Y	2	2
Y				2	2
			Y	3	2
Y				4	2
				2	3
Y			Y	3	3
Y				4	3
			Y	3	4

Section 6: Leadership and Accountability
D. Governance



KEY
Generates ideas for the vision
Fine tunes ideas and generates action plans
Implements on individual levels.

Work to monitor and support

revision

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Section 6: Leadership and Accountability

E. Staffing Plan

Frank McCourt High School is committed to ensuring students become 21 century literate life long learners with strong ties to their community. Our belief is that problem-based learning pedagogy supports our goals and it requires regular interdisciplinary collaboration and block scheduling, therefore we are committed to hiring as many pedagogues as possible each year.

That said, the culture of a school and health of our students depends on sound organizational systems like those created and sustained through administrative support, and embedded youth development practices and services as provided by guidance staff.

Teachers roles, though dominated by work in their license area, would also include technology and/or art support. Every effort would also be made to look for ELA and Science teachers with dual certifications who could share programs with staff in unpaired departments.

Position	#Positions	Projected Annual Cost
Administration		
Principal	1	\$130, 000
Secretary	1	\$43,300
School Aide	1	\$23,500
Instruction		
Math 7-12	1	\$65,000
Science 7-12 (Bio)	1	\$65,000
Science 7-12 (Chem)	1	\$65,000
Social Studies 7-12	1	\$65,000
ELA 7-12	2	\$130,000
SPED 6-9 (Soc St/ELA)	1	\$65,000
ESL	F status	\$27,500
Student Support		
Guidance Counselor	1	\$76,000
Total		\$755,300

Section 6: Leadership and Accountability

F. Resource Priorities

In an effort to provide a rigorous problem-based learning experience for students that culminates in action research internships for all, our school budget would be heavily dedicated to staff. We would expect many 9-10 core courses to be co-developed and co-taught by pairs of teachers. We would expect class sizes in the upper grades to be reduced to reflect the absence of students doing field work and guided independent study. Ideally, teacher-mentors would have a 1:12 ratio with their students and an extra teacher with a work-based learning extension would coordinate the placements and matches.

At capacity (432), based on \$4064 TL per capita and \$116 Children's First per capita, we would expect to have a minimum of \$1,805,760 total TL for staffing. In addition, we would expect to have OTPS budget for professional development, per session, supplies, technology, etc.

Assuming a 15% cut, we would lose \$270,864 of the total TL.

Step 1: It would be important to reduce per session, external consultant costs, technology replacement costs, new supplies, and the like before excessing any staff. We would expect to naturally reduce our spending on equipment by the 4th year and might be able to sustain a cut by not upgrading any equipment due for replacement.

Step 2: Collaborate with campus schools to share personnel, equipment, and materials costs. (Eg. If 2 schools are using the same text for an ELA course, they might negotiate a schedule and not both order the copies.)

Step 3: We would strive to solicit support from our partners (corporate and non-profit) for materials (relationships with publishing companies for books and library supplies; arts organizations for program subsidies, CBO's to provide access for students to free services).

Step 4: After all other efforts were exhausted, we could streamline staffing by:

- Eliminating the teacher managing the internship coordination add this duty to be shared among guidance staff. (\$65,000)
- Increase teacher-student ratio for action research mentoring from 1:12 to 1:15 (from 10 teachers for 120 students to 8) (\$130,000)
- At capacity, we expect to have 2 full time guidance counselors. We could work with 1.5 and redistribute one of our a school aides to support college applications. (\$38,000)
- Because of our reliance on technology, we expect to have a director of technology from the beginning, and to be able to grow that into a 2 person position. At capacity, it is possible we will have several staff members who can share some of the responsibilities and we could cut one position for a technology teacher. (\$65,000)

Section 6: Leadership and Accountability
G. Applicant Team Resumes

Members of Applicant Team

Danielle Salzberg, Project Director, Frank McCourt High School Jessica Marchetti, Science Teacher

Leader, Millennium High School Amy Lane, ELA Teacher Leader, Millennium High School

Kerry Odom, Guidance Counselor

Jennie Soler-McIntosh, Senior Program Officer, New School Development, New Visions for Public Schools

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	FRANK McCOURT HIGH SCHOOL						
District:	3	DBN:	03M417	School		310300011417	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7			0				60.0
Grade 8			0				
Grade 9			100				
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			100	(As of October 31)	2007-08	2008-09	2009-10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			4	Superintendent Suspensions			
Number all others			15				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			
Early College HS Program Participants			

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	Number of Teachers			
# in Dual Lang. Programs			TBD	Number of Administrators and Other Professionals			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
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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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			18.0				
Hispanic or Latino			42.0				
Asian or Native Hawaiian/Other Pacific			7.0				
White			31.0				
Male			49.0				
Female			51.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		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:	
Math:		Math:	
Science:		Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

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							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
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

Frank McCourt High School

Title I Parent Involvement Policy

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

- the School Leadership Team
- **Frank McCourt High School** Parent Teacher Association
- and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

Frank McCourt High School will support parents and families of Title I students by:

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

Frank McCourt High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to

design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the **Frank McCourt High School** Title I Parent Involvement Policy, parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy. To increase and improve parent involvement and school quality, **Frank McCourt High School** will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- hire a Parent Coordinator or a dedicate a staff person to serve as a liaison between the school and families. The Parent Coordinator or dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); (Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.)
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Frank McCourt High School will further encourage school-level parental involvement by:

- hosting educational family events/activities throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- engaging an online data tool that will provide parents with real-time information about their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Frank McCourt High School

School – Parent Compact

Frank McCourt High School, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

Frank McCourt High School staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Frank McCourt High School Responsibilities:

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:
 - using academic learning time efficiently;
 - respecting cultural, racial and ethnic differences;
 - implementing a curriculum aligned to State Standards;
 - offering high quality instruction in all content areas; and
 - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Provide parents reasonable access to staff by:
 - Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
 - notifying parents of the procedures to arrange an appointment with their child's advisor or other school staff member;
 - arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
 - planning activities for parents during the school year;
- Provide general support to parents by:
 - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
 - supporting parental involvement activities as requested by parents; and
 - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
 - advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education.

I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams); and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

The final version of this document will be distributed to the school community on March 8, 2011 and will be available on file in the main office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 New Visions PSO	District	School Number 417	School Name Frank McCourt HS
Principal Danielle Salzberg		Assistant Principal Jessica Marchetti	
Coach		Coach type here	
Teacher/Subject Area Kristina Kasper/ Social Studi		Guidance Counselor Eileen Houlihan	
Teacher/Subject Area Chandler Wells/ ELA		Parent Lisa Steglich	
Teacher/Subject Area Caroline Clark/Spanish		Parent Coordinator type here	
Related Service Provider		Other Summer Edell/SPED	
Network Leader Derek Smith		Other Jill Myers/LDF	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	100	Total Number of ELLs	1	ELLs as Share of Total Student Population (%)	1.00%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

- We work with families of all students new to the system to administer the HLIS. Students are also given an oral interview. Based on the interview and HLIS, student are administered the LAB-R within 10 days of their admission. The principal works with our Spanish teacher to complete the initial screening. The principal also administers the NYSESLAT to ELL eligible students each spring.
- At this time, the principal and the counselor are prepared to meet with any family of a student newly eligible for ELL services to explain the options, share DOE materials, and discuss our school program options. We use the DOE video and parent information case materials to provide information and discuss options with families. Translators are engaged when families identify a preference or identify a comfort on their HLIS. Families learn about all three program options and their child's eligibility based on the initial screening. Students are included in the conversation and a review of our school push-in model.
- The principal and counselor work with the secretary to send entitlement notices by return receipt. This team then works together to outreach to individual families and ensure that entitlement forms are returned. As often as possible, the letters are provided during the program review and signatures collected then. The principal would work with the secretary to maintain these records.
- After meeting with families to discuss student eligibility and program options, the principal and counselor work with staff to design an appropriate program for each student and meet with parents (including a translator when necessary).
- Not applicable. As a new school with no new ELL's we do not have a history of information to use to see what families typically choose. We expect to be able to track this information using the HIBE function in ATS and in regular conferences with families of ELL students.
- NA- As we have new ELL families join our school, we will be better able to assess whether our offerings align with parent requests. We will also use trend information to inform hiring decisions and encourage professional development in teachers.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	1

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										0
Dual Language										0
ESL							1		1	1
Total	0	0	0	0	0	0	1	0	1	1

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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										1				1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	0	1	0	0	0	1								

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.

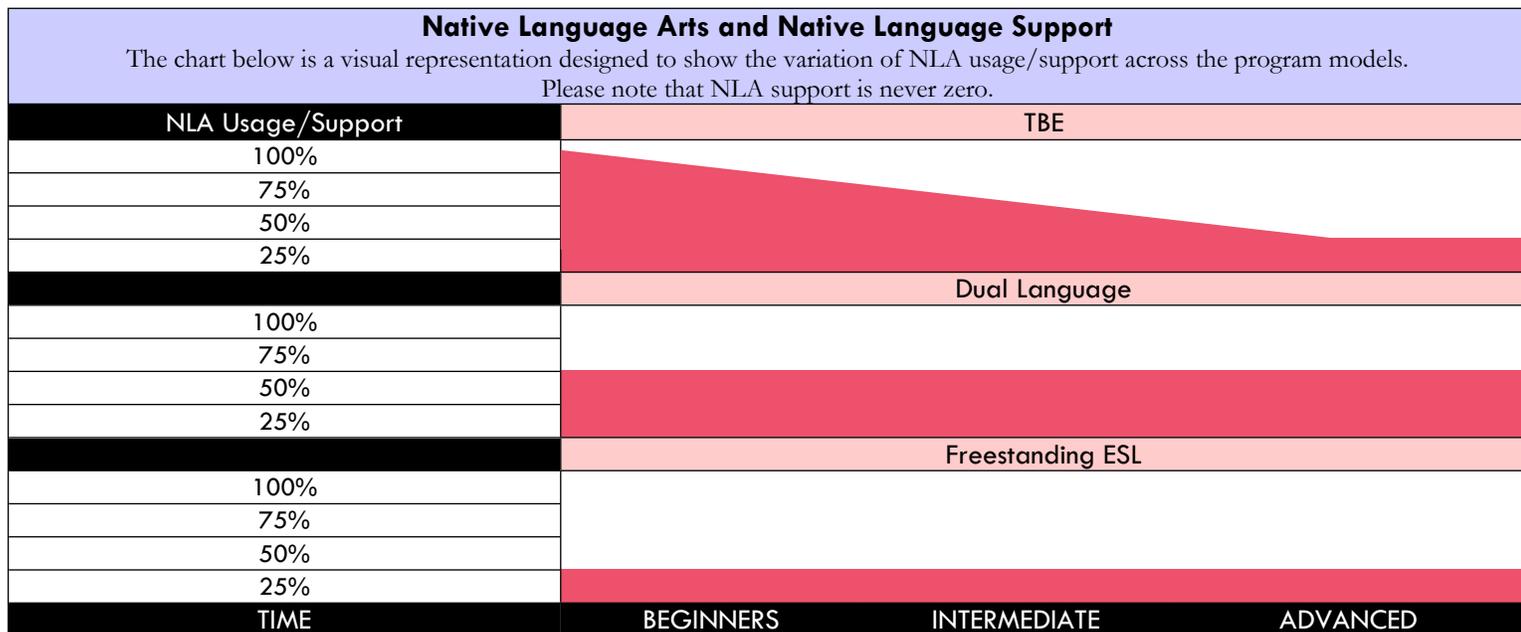
1. We use a push-in program model that ensures 5, 53 minute periods of instruction per week. Because we have just one eligible ELL, the class is homogeneous. This student is an advanced level, long-term ELL entitled to one, 180 minute unit of service. She is supported in a co-teaching environment 10 periods a week.
2. 5 periods per week, our ELL works with co-teaching teachers who focus on balanced literacy skills and support students to be successful with reading, writing and presenting. Both teachers are SPED certified and employ many of the strategies used by ESL teachers to engage students and support their learning. For 5 additional periods, the student receives support in math/science to access content and express understanding. The same strategies are used to support second language acquisition, with a focus on academic language.
3. Students take humanities, so ESL push-in occurs during this time as well and with our writing course with a focus on ELA support. Students also receive push-in support during our integrated science and math course. All staff are trained to use both oral and written instructions, to develop problem-based tasks that provide students an opportunity to engage in dialogue and test ideas, and to use graphic organizers to scaffold experiences for each student. Rituals exist in each classroom that enable students to predict their experience in class; journals are used in writing class and a lab notebook in science. Teachers are trained to provide multiple assessments to students and to plan tactile, auditory and visual experiences for students in each class.
4. Plan for subgroups
 - a. We currently do not have any SIFE students. These students would be targeted for programming in our co-teaching cohorts and receive additional support focused on literacy in our after-school program. Counseling would be provided and Advisory used to support students' development of reading fluency, comprehension and analysis skills.
 - b. We currently do not have any newcomers, but in addition to instructional support we would provide alternate materials and opportunities to partner students with students who share the same native language for classes. In addition to the protocols teachers use to encourage discussion and promote learning, these students would receive additional graphic organizers and other tools to help them access and share information and develop fluency in English.
 - c. ELLs receiving service for 4-6 years would meet with a member of the LAP team to review historical data (transcripts, NYSESLAT scores, etc.) and complete a learning style survey. This tool would be used to plan specific support for each course and align service with areas of students' greatest need. Co-teaching staff would collaborate to provide both support materials and alternate experiences for

students in class, as well as to assess students' abilities to transition. Speaking, listening, reading and writing skills would be targeted based on previous experiences of the student and in consultation with the student and family about progress-to-date.

d. Our current ELL is longterm and has an IEP for SETSS 3 periods a week. The humanities and writing is co-taught by a SPED teacher who has dual licensing 5 periods a week in which the focus is literacy support. Staff meet weekly with co-teaching colleagues to review student work, plan lesson modifications and assess student progress.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

5. Targeted intervention includes push-in service 5 times a week, small group coaching through our advisory program, online communication with families, and weekly after-school access for individual coaching.
6. Students who recently passed the NYSESLAT are programmed in classes that include push-in support to ensure they continue to have access to additional support when needed.
7. Based on current applicant data, we expect to continue to serve advanced level ELLs through our co-teaching program. We plan to hire a licensed teacher to support students specifically and will consider NLA for students graduating from dual language programs this year.
8. NA
9. All students are able to participate in all after-school and extracurricular programming including tutoring. We have a weekly schedule that is open to all our students and includes both small and large group instruction. Each course offers "office hours" in which students can work on assignments, or access support through small groups supported by the teacher. Integrated science and math support is provided twice a week for an hour and students need literacy support have access to writing and humanities teachers for 2 hours each week.
10. We have use a variety of textbooks at different levels, classroom library resources at different levels, and regular access to the internet for all students.
11. Our current ELL is a native Spanish speaker and is enrolled in a Spanish language course with a focus on reading, writing and speaking for 4 periods per week.
12. Currently we only have 9th graders, but our student receives more than her entitlement of one unit of ESL and one unit of ELA instruction. She also has access to a range of resources that are appropriate for 9th graders, including materials at a variety of levels, internet access, and after-school programming.
13. All new students participate in an orientation in June in which they are introduced to a summer assignment. ELL students will get modified assignments based on their eligibility and will have an opportunity to meet with any newly hired ELL staff at the orientation.
14. NA

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. All staff (including our AP and subject area teachers) meet weekly to study instructional strategies and curriculum design appropriate for all students. This includes differentiation strategies for ELLs as well as other students. Weekly meetings happen as a whole group and the AP and principal each coach a set of teachers through weekly observation and debriefing sessions.

2. All staff also receive training on 9th grade transition through our advisory PD training program. This includes special needs of 9th grade ELLs and SPED students. Staff learn about school-wide curriculum to support students' transitions and engage in training around strategies for engaging 9th graders and establishing routines for them.

3. Summer 2010, November 2 and January 31 include differentiation strategy training. During the summer, staff participated in 6 days of training around problem-based learning and strategies for teaching in the PBL classroom that could engage different learners (including ELLs).

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?

1. All parents are invited to monthly PTA events and SLT meetings. We also publish a newsletter for families every other month and send home regular information from both DOE and school sources. These are provided for all families, including ELLs and are translated when possible.

2. No

3. Parents are surveyed at the beginning of the year and in the mid-year and feedback is requested after events. Administration meets regularly with parent leaders as well as individual parents, and advisors are in regular contact with their students' families.

4. Most parent activities are designed by parents and for parents, but we are also planning a couple of events based on feedback from individual meetings and experiences with the students. Parents received training on high school promotional criteria, our unique outcomes-based grading system, and will receive training on how to use our online grade tracking system. Several parents have also expressed interest in workshops on raising adolescents and we plan to schedule on during the spring term.

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)														0
Intermediate(I)														0
Advanced (A)										1				1
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

NYSESLAT Modality Analysis

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

NYS ELA

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

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. At this time, because our ELLs are not in beginners, we assess them the same way we do all students. We review their 7th and 8th grade ELA and Math exam scores in combination with grades from ESL and ELA courses in middles school. We also administer a diagnostic to all 9th grader and compare with their earlier scores.
2. We have one student, so there are no trends. She tests consistently at a level 2-3.
3. Read, writing, listening and presentation are consistent parts of all aspects of our curriculum. All students practice and develop skills in all four areas in every discipline at our school.
4. NA- we do not administer ELL periodic assessments. We use data from the ELA periodic assessments, including school-designed assessments- to adjust support and instruction for ELLs and other students. Our student is developing proficiency in organizing her writing and a better ability to idnetify the main idea in her reading. She still struggles to synthesize new information with prior knowledge in writing.
5. NA
6. We use periodic assessments and in-class assessments to track the progress of all our students, including ELLs. We anticipate being able to use ELA Regents exams scores as well.

Additional Information

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

Paste 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		