



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ THE FACING HISTORY SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 02M303 _____

PRINCIPAL: _____ DANA PANAGOT _____ **EMAIL:** _____ DPANAGOT@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ TAMIKA MATHISON _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mark Otto	*Principal or Designee	
Maria Graziosi	*UFT Chapter Leader or Designee	
Yvette Wilson	*PA/PTA President or Designated Co-President	
Rita Laguer	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Denise Hamilton	Member/	
Lucia Sarita	Member/	
Elsa Rivas	Member/	
Melanie Mac	Member/	
Jeffrey Galaise	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, our attendance will increase to above 86%.

Comprehensive needs assessment

- Our attendance over the last three years has increased but we know if we want to have most students earning credit and graduating, our overall school attendance needs to increase to support student achievement.

Instructional strategies/activities

- Daily attendance is taken by Advisor and all teachers. Students check in with advisor before school, advisors then know if students are on time. Advisors and the office make daily calls to students who are absent (Daily).
- Use of voice messenger to provide chronically late and absent student a wake up call. (Daily)
- We will continue to take overall daily attendance in the second block of the day and complete RDALs (attendance reversal forms) after lunch. (Daily)
- Attendance committee will meet bi-weekly to review attendance data and create interventions for absent and LTA students. (bi-weekly)
- Attendance data will be posted and visible by advisory and teams so the school community is aware of attendance rates. (weekly by advisory and team)
- Teams will create attendance incentives; students with 100% attendance will be recognized at each award ceremony (4 times a year)
- We review attendance data as a staff for each cycle (4 times a year) and create action plans by advisory and teams to increase student attendance. (4 times a year)
- Also each teacher will include class attendance on their mid and end cycle report cards (8 times a year).

Strategies to increase parental involvement

- Daily calls from advisor and/or team provides instant communication with parents about student attendance
- Teachers include class attendance on mid and end cycle narratives to further communication with parents about student success.
- We have a Spanish-speaking parent coordinator on staff who also communicates with parents about attendance issues

Strategies for attracting Highly Qualified Teachers (HQT)

- Work with local universities (NYU, BMCC, Teacher's College, etc) and have student teachers who work with staff and students
- Established ongoing relationships with TFA and the NYC Teaching Fellows.
- Member of the NY State Performance Standards Consortium and regularly attend professional development with other like-minded schools.
- Our lead partner, Facing History and Ourselves, helps us attract highly qualified teachers through their educational network.

Service and program coordination

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Budget and resources alignment

- Use of Voice Messenger services to make daily phone calls about attendance (Title 1 SWP)
- Attendance committee looks at Data and provides professional development (TL data)
- Attendance committee works with Network Attendance support (ADIP)
- Supplies, attendance awards and incentives (Title 1 SWP)
- Other budget resources:
 - * Title 1 Translation * TL Translation Services; * Children's First Inquiry * TL funds * TL DY0 Assessment

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

90% of the 12th grade students (as of September 2011) will meet graduation requirements by August 2012.

Comprehensive needs assessment

- One of our major goals is to increase graduation rate. On our Progress Report, our lowest scoring section for the last three years has been a result of our graduation rate. A major focus of this year is to support seniors not only towards graduation but also for the transition to college. The feedback from our 2011-2012 SQR pushed us to consider how curricular adjustments and better tracking systems could support student achievement.

Instructional strategies/activities

- We are transitioning to an academy model (9/10 grades and 11/12) in by the 2012-2013 school year. For the 2011-2012 school year, a group of teachers, a social worker and the college counselor will create a team to teach and support the seniors.
- This senior team will also meet weekly and serve as a senior inquiry team to monitor attendance, pass rates and graduation requirements. (weekly)
- The senior team will communicate with parents and advisors and offer tutoring twice a week for seniors. (weekly)
- The senior team will monitor student data and create intervention and graduation plans for each individual student. These plans will be evaluated 8 times a year, at mid and end cycle to make sure students are on track. If students are not on track for graduation, parents will be contacted. (8 times a year)
- The senior team will also design the necessary curriculum aligned to the common core standards to prepare students for success beyond High School. Credit recovery summer school and after school classes will be offered; the team will also work with iLearn to create blended online credit recovery courses.
- Seniors are required to take a College 101 course to support their applications and transition to college.
- The school offers trips to colleges to motivate seniors

Strategies to increase parental involvement

- Parent workshops on presentation/performance based assessment process
- College counselor provides parents support on the college application and financial aid process.
- College counselor provides workshops on graduation requirements, college application and FAFSA forms.

- Teams and advisors contact parents on a regular basis to update on progress and skill acquisition
- Each senior has an individualized graduation plan to keep each student, advisor, parents and teachers on track for graduation

Strategies for attracting Highly Qualified Teachers (HQT)

- Work with local universities (NYU, BMCC, Teacher's College, etc) and have student teachers who work with staff and students
- Established ongoing relationships with TFA and the NYC Teaching Fellows.
- Member of the NY State Performance Standards Consortium and regularly attend professional development with other like-minded schools.
- Our lead partner, Facing History and Ourselves, helps us attract highly qualified teachers through their educational network.

Service and program coordination

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Budget and resources alignment

- Per session for credit recovery classes, tutoring and PD on curriculum and instruction for teachers: TL Fair Student Funding, Title 1 SWP;
- Supplies and books: TL NYSTL Hardware, TL NYSTL Textbooks, Contract for Excellence
- Per session for PD and Curriculum Development through the New York State Performance Standards Consortium: TL DY0 Assessment
- Per session for Inquiry Team work around graduation data and subgroups: TL Children's First Inquiry Teams

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- 80% of ELL and Special Education students in all grades will accumulate the credits and requirements necessary to be promoted to the next grade by August 2012..

Comprehensive needs assessment

- According to our most recent progress report, an area for improvement was our student credit accumulation each year, especially for our Sped and ELL population. The strategies we will implement for this subgroup will also be beneficial to support general education students in credit accumulation as well.

Instructional strategies/activities

- All ELL students are on Team 5 to receive additional support, this team will meet weekly to review student data and achievement.
- Team 5 (ELL team) also received funding to support a leveled independent reading program, a English Language Skills class, and per session for after school tutoring and support.
- All Sped students are divided up between Teams A, B and 4 and 5 and each team has 2-3 special education teachers to support the team and the classes that students struggle the most in.
- The Sped department will also meet weekly to review student data and achievement. Each group will monitor midcycle and endcycle pass rates, attendance rates, student work and observational data throughout the year.
- Credit recovery and skills classes (English language and basic skills) will be offered during the summer and throughout the year.
- Each team will offer tutoring twice a week and have professional development to help create curriculum and scaffolding to help the students succeed. Necessary supplies and technology will also be purchased to help student achievement.

Strategies to increase parental involvement

- Parent workshops on presentation/performance based assessment process
- We have a Spanish speaking parent coordinator on staff who attends high school fairs, parent/teacher nights and SLT and PTA meetings.
- Have a Spanish/English school newsletter
- We use translation services for parent meetings, phone calls and letters home
- Teams and advisors contact parents on a regular basis to update on progress and skill acquisition
- Our school hosts family events: Potluck dinners, Awards Ceremonies, Dance and Talent shows, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

- Work with local universities (NYU, BMCC, Teacher's College, etc) and have student teachers who work with staff and students
- Established ongoing relationships with TFA and the NYC Teaching Fellows.
- Member of the NY State Performance Standards Consortium and regularly attend professional development with other like-minded schools.
- Our lead partner, Facing History and Ourselves, helps us attract highly qualified teachers through their educational network.

Service and program coordination

- Advisory program (in-school) provides social-emotional support and mentoring to help students stay focused, organized,
- City Kids (CBO) provide students with a space for studying and tutoring support.
- Our school is part of the Secondary Literacy Pilot offered by the DOE to help teachers of all subjects teach literacy strategies across disciplines.

Budget and resources alignment

- Per session for English Language Skills classes, PD for ELL teachers and a Spanish/English leveled reading library: Title III LEP. Title III Immigrant
- Per session and coverages for teachers to attend workshops and PD on ELL and SPED trainings: TL Fair Student Funding, Title 1 SWP;
- A range of textbooks, books and workbooks, necessary technology and audio books to meet the needs and skills of students, TL NYSTL Hardware, TL NYSTL Textbooks
- Translation services for parent nights, parent meetings, phone contact and letters home: TL Translation

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	105	105	105	105	0		100	142
10	50	45	67	58	0		100	104
11	37	46	49	39	15		115	130
12	44	40	56	44	77		77	77

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • 9th and 10th grade interdisciplinary curriculum to re-enforce skills • 10th and 11th grade: 2x a week skill focused classes that mirror curriculum for core subject scaffolded projects • Teacher/student writing conferences during class or tutoring (a.k.a. writing lab) • Peer revision groups (each group targets one of the above mentioned skills) during class. • Mid and End cycle narratives addressing specific skills and CCSS for the discipline • After School Tutoring – 2 days per week (mandated for students at-risk) and optional lunch tutoring • CTT classes • Team Interventions for students not on track • ELA tutoring provided after school and a specific language class for English Language Learners. • Wilson Reading program provided in small group instruction provided during school hours. • Weekly department meetings to discuss individual student progress, during team meeting hours. • Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress. • Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.
Mathematics	<p><u>Destination Math</u>: ESL math support computer platform (in class, after school, at home), can be delivered in small groups, one-to-one, etc</p> <p><u>Tutoring</u>: Teachers in the department provide weekly tutoring hours for all students to attend (before school, after school, lunch/advisory), delivered one-to-one and in small groups</p>

	<ul style="list-style-type: none"> • 9th and 10th grade interdisciplinary curriculum to re-enforce skills • 10th and 11th grade: 2x a week skill focused classes that mirror curriculum for core subject scaffolded projects • Teacher/student writing conferences during class or tutoring (a.k.a. writing lab) • Peer revision groups (each group targets one of the above mentioned skills) during class. • Mid and End cycle narratives addressing specific skills and CCSS for the discipline • After School Tutoring – 2 days per week (mandated for students at-risk) and optional lunch tutoring • CTT classes • Team Interventions for students not on track • Weekly department meetings to discuss individual student progress, during team meeting hours. • Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress. • Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.
Science	<ul style="list-style-type: none"> • 9th and 10th grade interdisciplinary curriculum to re-enforce skills • 10th and 11th grade: 2x a week skill focused classes that mirror curriculum for core subject scaffolded projects • Teacher/student writing conferences during class or tutoring (a.k.a. writing lab) • Peer revision groups (each group targets one of the above mentioned skills) during class. • Mid and End cycle narratives addressing specific skills and CCSS for the discipline • After School Tutoring – 2 days per week (mandated for students at-risk) and optional lunch tutoring • CTT classes • Team Interventions for students not on track • Weekly department meetings to discuss individual student progress, during team meeting hours. • Intervention meetings with targeted students to design and plan strategies that will monitor the student’s progress. • Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.
Social Studies	<ul style="list-style-type: none"> • 9th and 10th grade interdisciplinary curriculum to re-enforce skills • 10th and 11th grade: 2x a week skill focused classes that mirror curriculum for core subject scaffolded projects • Teacher/student writing conferences during class or tutoring (a.k.a. writing lab) • Peer revision groups (each group targets one of the above mentioned skills) during class. • Mid and End cycle narratives addressing specific skills and CCSS for the discipline • After School Tutoring – 2 days per week (mandated for students at-risk) and optional lunch tutoring • CTT classes • Team Interventions for students not on track • ELA tutoring provided after school and a specific language class for English Language Learners. • Wilson Reading program provided in small group instruction provided during school hours. • Weekly department meetings to discuss individual student progress, during team meeting hours.

	<ul style="list-style-type: none"> • Intervention meetings with targeted students to design and plan strategies that will monitor the student's progress. • Follow-up meetings with targeted student to determine if outcomes were productive or if modification of strategies is necessary.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Works with juniors on SAT preparation, organizes PSAT for school • Provides transcript reports for 10, 11th and 12th graders about credit needs • Works with every senior on the college application process and post-high school plans • Runs professional development for staff about transcript audits and tracking student credit accumulation • Helps students with career services and internship program • Sets up school-wide career day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Our school has 3 social workers • Social Workers provide consistent follow-up with students, advisors, and parents. • Each social worker is paired with a team to support interventions with parents and students • Senior Buddies – Pairing 4th/5th year students with 1st year students to start a mentoring program • Graduation Guide Services (matching students with a graduation advisor from the Team) • Mandated and at risk group meetings with students • Social workers set up the intervention with teachers, parents and advisors. Provide a safe place for the conversation to take place. Create academic action plans such as conduct sheets, tutoring, buy back time etc... • Social workers provide counseling or resources for outside counseling. Continue relationship and outreach to parents. • Social workers provide professional development for teachers
At-risk Health-related Services	<ul style="list-style-type: none"> • Gym Services: Fitness grams/ CPR testing/ BMI readings • Peer Health Exchange (all 9th graders receive weekly health workshops in advisory) • STD/HIV education and testing provided by Project Stay (CBP)

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Empowerment	District 2	Borough Manhattan	School Number 303
School Name Facing History School			

B. Language Allocation Policy Team Composition [i](#)

Principal Dana Panagot	Assistant Principal Mark Otto
Coach Robert Lubetsky	Coach
ESL Teacher Melanie Mac	Guidance Counselor Talia Ofeck
Teacher/Subject Area Jesse Chanin/ESL	Parent Elizabeth Guillen
Teacher/Subject Area Kimberly Washburn/English	Parent Coordinator Rita Laguer
Related Service Provider Sarah Shapiro	Other
Network Leader Gillian Smith	Other

C. Teacher Qualifications [i](#)

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	463	Total Number of ELLs	100	ELLs as share of total student population (%)	21.60%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL, which is sent by Naiad Khemraj (who speaks English only), the community associate responsible for pupil accounting. Parents of students new to the NYC public school system complete the Home Language Identification Survey (HLIS), which is administered by Naiad Khemraj. One of the three ESL teachers conducts an informal interview to assess student's level of English for students whose HLIS states that their home language is not English. The LAB-R is administered to all students whose HLIS form states that their home language is not English. The Spanish LAB-R is administered to Spanish-speaking students in order to determine proficiency in Spanish. Both the LAB-R and Spanish LAB-R are administered within 10 days of a student enrolling in school—Naiad Khemraj ensures that ESL teachers Melanie Mac, Jesse Chanin, and Kimberly Washburn are informed when a new student has been admitted whose home language is not English. The parent receives the DOE brochure describing the three language program choices and is shown the DVD. Then the students and parents meet with the principal Dana Panagot (who speaks Spanish) and social worker Felix Alvarez (who also speaks Spanish), who explains that our school offers a freestanding ESL program. If no staff member speaks the parents' and student's home language, the DOE's over-the-phone interpretation services are arranged to ensure that all information is comprehensible. The parent then completes the program selection form. In March, Naiad Khemraj mails a letter home to parents of ELLs to inform them that their child will be taking the NYSESLAT test. Naiad Khemraj, Melanie Mac, Jesse Chanin, and principal Dana Panagot create a special schedule to accommodate the administration of the NYSESLAT. The NYSESLAT is administered to all ELLs who scored Beginner, Intermediate or Advanced on previous year's test per the ATS RLAT report. Jesse Chanin, ESL teacher, ensures that students with special education have their testing modifications met per their most up-to-date IEPs. Melanie Mac, Jesse Chanin, and Kimberly Washburn administer the Speaking portion of the NYSESLAT during a two week period, by appointment. Three separate days are scheduled to administer the Listening, Reading, and Writing portions of the test. Two makeup days are available for students who were absent for the Listening, Reading, Writing or Speaking portions.

2. Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. Parents are invited to the Curriculum Night the first week of school to view the DVD about language program choices, and if they are unable to attend, the first Parent/Teacher night at the end of September. This event is facilitated by Melanie Mac, ESL teacher, and she is available at that time to answer questions in Spanish, French or English. If the parents speak a different language, DOE over-the-phone interpretation services are used. After viewing the video, the parents complete Parent Survey and Language Selection Form. For ELLs new to the NYC public school system, parents are shown the DVD during their intake meeting with Naiad Khemraj, which explains the three program choices – Transitional Bilingual Education, Freestanding English as a Second Language or a Dual Language program. After viewing the DVD about language program choices, student and parents meet with the principal Dana Panagot and social worker Felix Alvarez, who reiterate the options and answer questions. This discussion is in the parents' home language---the principal and social worker speak Spanish and if the language is not Spanish, they use the DOE's over-the-phone interpretation services. They describe the school's freestanding ESL program. Parents then complete the Parent Survey and Language Selection Form. Once parents decide they want freestanding ESL, we provide further details on the program we offer. For parents who have previously chosen a TBE/DL program and have been placed in our freestanding ESL program, a letter is mailed home by Naiad Khemraj explaining the

school's program, and inviting parents to the school for Curriculum Night or the first Parent/Teacher conference at the end of September. At this time, these parents will view the DVD, speak with Melanie Mac, meet with principal Dana Panagot and social worker Felix Alvarez, then fill out the Parent Survey and Language Selection Form. If the parents still desire a Transitional Bilingual Education or Dual Language Program, social worker Felix Alvarez notifies them by phone and mail when and if their desired program is available.

3. Entitlement letters are mailed home in the first two weeks of September by Naiad Khemraj, the community associate responsible for pupil accounting. She uses ATS data to ascertain which students require ESL services. A copy of the entitlement letter is kept in the student's file in the main office, which is maintained by Naiad Khemraj. Parent Survey and Program Selection Forms are completed during Curriculum Night the first week of school or during the first Parent/Teacher conference at the end of September. Melanie Mac returns completed forms to Naiad Kheraraj. Naiad monitors which parents have completed the forms and notifies Rita Laguer, bilingual parent coordinator, so that she can follow up by phone.

4. The parent receives the DOE brochure describing the three program choices and is shown the DVD. The parent then completes the program selection form. Our bilingual ESL teachers, parent coordinator, and social workers are present to help facilitate this process. Translators are available to explain parent choices in Spanish and French. We also use the DOE translation hotline for parents who speak a language other than Spanish, French, or English. Following their program selection, parents are sent placement letters and continued entitlement letters. These letters are maintained on file at the school. Using various data, ARIS, ATS, and former NYSESLAT scores we analyze ELL's 4 times a year.

5. In the six years since our school has opened, 100% of parents have selected the freestanding ESL program option as they feel that their children are being adequately supported by the additional supports in place for ELLs (i.e. an ESL team, bilingual teachers and support staff, extensive curricular support, performance based assessment tasks in lieu of Regents examinations, and enrichment offered during and after school). ELL coordinators monitor parent choice trends and based on this data we have continued to expand our ESL program. At the same time, various parents have requested more information about bilingual education. With this in mind, we applied and received a TBE grant to begin and expand our transitional bilingual program. We have hired more bilingual staff and have bilingual extension options for students who qualify.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	5	5		19
Push-In										0	0	0		0
Total	0	0	0	0	0	0	0	0	0	9	5	5	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	16
SIFE	24	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	36

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	34	11	0	25	9	3	36	3	13	95
Total	34	11	0	25	9	3	36	3	13	95

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

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
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		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										46	21	19	8	94
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2		1	1	4
TOTAL	0	48	21	22	9	100								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The school is organized into teams. Team 5 is comprised of all ELLs and students in the transitional period. These students travel together in cohorts by grade. There is block scheduling. Students have each class 4 times a week, 3 times for 60 minutes and once a week for 90 minutes. In addition, every day students have 45 minutes of independent reading (for advanced speakers) or focused guided reading (for beginners and intermediate speakers). The classes are heterogeneously mixed by grade level. Instruction follows mainstream curricula, but using a sheltered content instruction model.

A. Programming and Scheduling Information

2. Team 5 is made up of 3 ESL certified teachers and one bilingual SPED teacher. Students receive their mandated instructional ESL minutes through their content classes in their most reading and writing intensive classes, which are Humanities and English. Beginner level students have an extra 270 minutes a week of enrichment ESL. Therefore, intermediate and advanced ELLs receive ESL services in English (4x per week for 270 minutes total) and Humanities (4x per week for 270 minutes total) for a total of 540 minutes per week. Beginner students receive ESL services in English (4x per week for 270 minutes total), Humanities (4x per week for 270 minutes), and Beginner ESL (4x per week for 270 minutes) for a total of 810 minutes per week. We have 100 English Language Learners and 3 ESL certified teachers + one bilingual teacher which makes the student: teacher ratio 25:1. However, our lower-level ESL classes are generally capped at 18 students. We do not have a formal bilingual program as teachers have not selected that program support, but native language instruction and support is provided when requested or needed by bilingual staff, tutors, and school aides.
3. Team 5 uses a model of project based instruction in all classes to ensure that students can complete work on a level that corresponds with their English proficiency. Content information is delivered to students using ESL strategies including heavy scaffolding and visual support, language accommodations, sentence starters, vocabulary work, kinesthetic activities, and opportunities for students to practice their English skills in all 4 modalities, with a special emphasis on speaking. As an ESL team, we have a clear public speaking goal/requirement in which all students partake in all of their classes (for example, group presentations, facilitating the Do Now, leading group discussions and Socratic Seminars). We also use schoolwide reading and writing structures to give students uniform strategies across the content areas. All content areas are taught in English, as part of our ESL program, but there is native language support and translation available through technology and bilingual teachers. For example, we use Destination Math as part of our math curriculum, which has low-level ESL support as well as Spanish support. Our English and Humanities teachers, who are bilingual Spanish-speaking, teach within a freestanding ESL model, but also offer bilingual Spanish support, through translating primary-source documents, providing subtitles for movies, and translating worksheets and projects. Students also can access home language instruction and support through our rigorous after school tutoring program, which is staffed by bilingual ESL teachers as well as by bilingual paid tutors and school aides. In their non-ESL classes (math & science), students can receive ESL support by attending this tutoring program and also in their ESL advisory periods, which meet 4 times a week for 45 minutes (3 hours/week total).
4. We give all students the LAB-R in both English and Spanish (if they are Spanish-speakers) to see if they could use additional bilingual support.
- 5.a. The ESL team provides interventions to students identified as having low native language literacy. Such interventions include placement in the Becoming Bilingual ESL class, the Heritage Spanish class and/or after-school enrichment tutoring. We also offer referrals to outside organizations that provide additional ESL support. Identified SIFE students receive all of the above accommodations and also receive one-on-one academic support from our bilingual (Spanish) speech therapist. In our independent reading blocks, these students participate in small reading groups with low-level Spanish AND English books in order to help them develop both Spanish and English literacy. As they progress through the grades, this Spanish literacy support is gradually lessened in favor of higher-level English work.
- 5c. These students are on a team of teachers mainly comprised of ESL teachers. Curriculum is planned as a team, scaffolded and differentiated. Team interventions are performed with the students to provide additional support and goal setting. Students attend mandatory Tuesday/Thursday tutoring that focuses on specific ESL reading support/enrichment focusing on vocabulary and comprehension. Student writing assignments are differentiated with provided graphic organizers. Student assessment is done through performance based assessment as well as exams to give the student clear feedback on areas of strength and areas for improvement. If students are LTAs, extensive outreach is done by our attendance committee.
6. We have a leveled independent book library, with books available in both English and Spanish. We also use Reading A-Z to print lower level materials for beginner ELLs and low-level SWDs. We use a life-skills math program that is specifically targeted to low level ELLs and SWDs. We have most Humanities materials available in Spanish as well as English, and many of our classroom literature books available in both languages as well as on tape, so students can listen to the stories as they read. All teachers have been trained in supporting growth in independent and guiding reading and assessment and we have run various PDs on reading levels and reading assessments. Teachers across the content areas explicitly teacher literacy and language acquisition skills. The ESL team of teachers works together to modify common assessments and projects to specifically meet the needs of ELLs and SWDs. Most team teachers are also bilingual and can provide Spanish support. SWDs whose IEPs specify that they need bilingual instruction receive bilingual push-in and pull-out speech therapy to assist them. They also have access to the Learning Center, our resource room for SWDs, which is staffed in part by a bilingual special education teacher (Anna Hillary) and a bilingual speech therapist (Sarah Shapiro).
7. We have all ELLs in 9th, 10th, and 11th grade cohorts on one Team, regardless of language level. This allows us to provide small classes for ELLs with certified ESL and bilingual teachers, while also giving ELLs a heterogeneous classroom experience as beginner, intermediate, advanced, and proficient (former ELLs) ELLs are all together in one classroom. In addition, this allows ESL teachers to

A. Programming and Scheduling Information

make specific curricular modifications for beginning and intermediate ELLs while still providing challenging materials for advanced and proficient ELLs. In 12th grade, ELLs transition into mainstream (not ESL) classes, so they can get an experience of mainstream classes

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	beginner ELLs and students with disabilities. In addition to this targeted guided reading program, we have two new stand alone ESL classes this year that focus on foundational reading, writing, listening, and speaking skills for beginner ELLs. These classes are split into 9th grade and 10/11th grade and focus on specific grammar skills to ensure ELLs have success in their content classes and transition into using English in those classes.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. As all ELLs are scheduled with ESL team teachers, the weekly meetings of the ESL team are used to provide curricular and instructional support across all content areas to the non-ESL certified teachers. Within the team, all curricula is planned with ELLs in mind. Math teachers use the Destination Math program, a highly interactive technology program, to help scaffold content for lower level ELLs. Destination math uses low-level English and Spanish support to help give ELLs math support at their language level. In addition, math teachers, along with humanities, English, and science teachers, attend ESL trainings (within the school, through the Performance Standards Consortium, and QTEL) to help them master ESL scaffolding and teaching techniques. For newcomers, this means scaffolding classwork, homework, and major assessment tasks by providing Spanish translation, visual aids, low-level English support, sentence starters, vocabulary support, and targeted tutoring. For long-terms ELLs, planning is focused on building reading and writing skills in order to transition into mainstream ELA classes and eventually pass the ELA Regents. To provide additional accommodations for ELLs with special needs, all curricula is planned and taught with both an ESL-certified or ESL team-supported and Special Education – certified teacher. The curricula is planned with ESL-certified teachers in team meetings. SIFE students are also discussed weekly in team meetings to assess progress in all classes in order to create interventions based on specific needs of the student(s). Meeting time in the team is also used to target students who need specific academic interventions.

B. Programming and Scheduling Information--Continued

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

8. As all ELLs are scheduled with ESL team teachers, the weekly meetings of the ESL team are used to provide curricular and instructional support across all content areas to the non-ESL certified teachers. Within the team, all curricula is planned with ELLs in mind. Math teachers use the Destination Math program, a highly interactive technology program, to help scaffold content for lower level ELLs. Destination math uses low-level English and Spanish support to help give ELLs math support at their language level. In addition, math teachers, along with humanities, English, and science teachers, attend ESL trainings (within the school, through the Performance Standards Consortium, and QTEL) to help them master ESL scaffolding and teaching techniques. For newcomers, this means scaffolding classwork, homework, and major assessment tasks by providing Spanish translation, visual aids, low-level English support, sentence starters, vocabulary support, and targeted tutoring. For long-term ELLs, planning is focused on building reading and writing skills in order to transition into mainstream ELA classes and eventually pass the ELA Regents. To provide additional accommodations for ELLs with special needs, all curricula is planned and taught with both an ESL-certified or ESL team-supported and Special Education – certified teacher. The curricula is planned with ESL-certified teachers in team meetings. SIFE students are also discussed weekly in team meetings to assess progress in all classes in order to create interventions based on specific needs of the student(s). Meeting time in the team is also used to target students who need specific academic interventions.

Students are recommended for targeted ESL interventions based on: their status as SIFE students, their scores on the NYSESLAT, and their performance on English diagnostics at the beginning of the year. Students who need bilingual Spanish support are identified by their IEPs (if they are SWDs), their parents' request, and a beginner score on the NYSESLAT. We also use data from the Spanish LAB-R to identify students' Spanish literacy skills and their appropriateness for bilingual Spanish support. A bilingual school psychologist works with us to determine if low-level ELLs also require counseling or special education support.

Targeted interventions within the content areas are scheduled based on analysis of scholarship data and midcycle reports. ELLs who are failing classes or receiving low grades are discussed in ESL team meetings and receive specific interventions by the team. This could include: conferences with the student and parent, mandatory tutoring, content-area work with an ESL teacher (ex. Student would be required to attend tutoring to work with a bilingual special education teacher for help in science, if their science teacher were not ESL-certified and they were receiving a low grade in science). We analyze scholarship data and conduct these teamwide interventions on a quarterly basis, following the release of end-cycle grades.

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

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

11. None.

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

Beginning

Intermediate

Advanced

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?
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D. Professional Development and Support for School Staff

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

1. Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies for two hours once per month. These trainings occurred or will occur on Sept 5th, Nov 7th, and Dec 8th, plus two in the spring whose dates are yet to be determined. ESL team members, including ESL coordinators and teachers of ELLs who are not ESL-certified, attend regular ESL workshops at conferences hosted by National School Reform Faculty, Coalition of Essential Schools, and the New York Performance Standard Consortium. Additionally, teachers on the ESL team have attended QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers on the ESL team. The ESL team runs whole-staff PDs on effective teaching strategies for ELLs twice a year, in November and April. These PDs focus on ELL accommodations and how to help ELLs meet CCLS in the content areas. Included in the staff PDs are: school aides, secretaries, principal, assistant principals, occupational therapists, secretaries, psychologists, guidance counselors, and other school support staff. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.

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

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

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

3. We share best practices for ELLs once a month for 1 hour at our Wednesday staff meetings. The training includes scaffolding of projects and assessments and includes looking at student work. We also have teachers analyze ELLs' work through the Childrens First Initiative. The minutes from these meetings are sent out to all participants, as well as the administrative team, and a record is uploaded onto the website. In addition, any information distributed is posted on the school website so it can be referenced by all staff. Copies of all CFI work (which includes formative and summative assessments for ELLs) are uploaded onto the website as a record.

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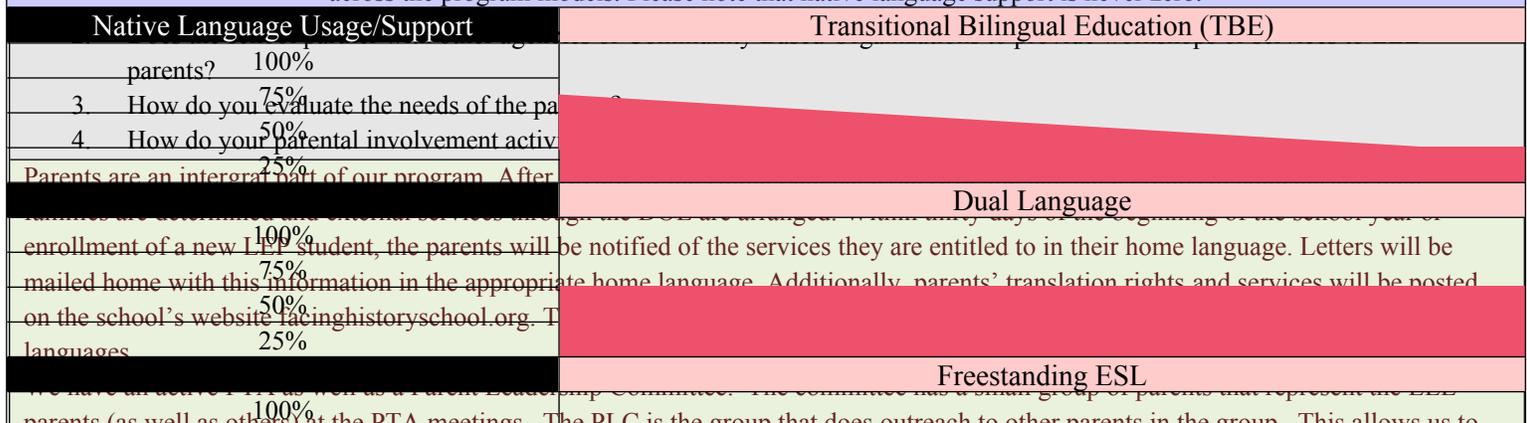
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Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

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

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

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

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

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

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

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Additional Information

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- The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology
- Advisories

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

3. We share best practices for ELLs once a month for 1 hour at our Wednesday staff meetings. The training includes scaffolding of projects and assessments and includes looking at student work. We also have teachers analyze ELLs' work through the Childrens First Initiative. The minutes from these meetings are sent out to all participants, as well as the administrative team, and a record is uploaded onto the website. In addition, any information distributed is posted on the school website so it can be referenced by all staff. Copies of all CFI work (which includes formative and summative assessments for ELLs) are uploaded onto the website as a record.

E. Parental Involvement

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

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

We have an active PTA as well as a Parent Leadership Committee. The committee has a small group of parents that represent the ELL parents (as well as others) at the PTA meetings. The PLC is the group that does outreach to other parents in the group. This allows us to

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										11	6	1		18
Intermediate(I)										23	11	11	6	51
Advanced (A)										5	2	10	3	20
Total	0	0	0	0	0	0	0	0	0	39	19	22	9	89

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										14	4	6	3
	P										10	7	9	4
READING/ WRITING	B										5	2	1	
	I										23	12	13	5
	A										8	4	8	4
	P										2			

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	18	0	5	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Fountas and Pinnell and the TCRWP methods of leveling books and assessing reading levels. The assessment of low-level reading skills has led to the creation of an independent reading program and book club curriculum.

2. Across both grade and proficiency levels, NYSESLAT data shows that reading and writing are the weakest of the students' modalities. This data is further supported by skill analyses of ELL performance on the ELA Regents. The majority of our ELLs scored Advanced or Proficient in the Listening and Speaking modalities, while a minority scored Advanced or Proficient in the Reading and Writing modalities.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M303 **School Name:** Facing History

Cluster: Chris Groll **Network:** Gillian Smtih

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.

We use the home language survey and blue cards to assess what languages parents speak. For parents who speak a language other than English, Spanish or French, we use the DOE's translation hotline to communicate important school information. For parents who speak Spanish or French, we have teachers and staff translate. All written documents sent home, as well as school messenger info, are sent in both English and Spanish. In addition, official DOE documents are sent home in all languages marked on the home language survey. We employ a bilingual (Spanish) parent coordinator who does extensive outreach with parents and answers any questions parents have.

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.

We have 94 students whose families speak Spanish. We have one Russian-speaking family, one Arabic-speaking family, one Wolof-speaking family, one Jula-speaking family, one Bengali-speaking family, one Albanian-speaking family, and one Ukrainian-speaking family. We presented the findings to all staff during a Wednesday staff meeting. The presentation included all of the resources available for translating and communicating with parents from all of the previously mentioned language groups. Additionally we hold an annual meeting which convenes for parents of participating children in the ESL/Bilingual program to inform them of the program. All notifications will be translated and mailed home. All Spanish and French translations are completed in-house and for smaller language groups, mailings are forwarded to the DOE translation services a week in advance so that they can be mailed to parents in a timely manner. Student academic progress notes will be translated and mailed home. The schools website translates all documents once the user selects the preferred language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents the school sends out are sent in both Spanish and English. Translations are done in-house by qualified administrators, the parent coordinator, and bilingually certified teachers. In addition, students whose parents need documents in French have the documents translated in house by our bilingual French teacher. For parents who require documents in languages other than English, French, or Spanish, we use the Department of Education's translation request form. If the languages are not available through the translation request system (ex. Jula, Wolof, etc), we use external vendors like LinguaLinx.

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.

Oral interpretation services will be provided at all school events, parent teacher conferences, parent association meetings, parent workshops. The majority of ESL team teachers are bilingual as well as many support staff. The school has the in-house capacity to translate Spanish and French. Bilingual Social Workers provide outreach to parents to assist in various social/emotional issues that may occur with the student. Bilingual Social Workers also provide outreach to parents to assist them in navigating the educational system as they prepare their children for college. This is additionally for all parent meetings that happen throughout the year during the school day and for communication via phone. To communicate with parents who do not speak Spanish or French, the school uses the DOE's over-the-phone interpretation services.

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 written communication - regarding registration/selection, standards and performance, conduct and discipline, safety and health, placement in Special Education and/or ELL services, transfers and discharges - is available to parents in French, Spanish and English. If a translation is not readily available in a family's home language, a cover letter or notice on the face of the English document in the appropriate covered languages indicating how a parent can request a translation or interpretation of such document is made available. Interpretation services are always available in Spanish and French during school hours. For languages other than Spanish and French, the school uses over-the-phone interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Facing History School	DBN: 02M303
Cluster Leader: Christopher Groll	Network Leader: Gillian Smith
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other:
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 4
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Students attend a afterschool program on Tuesday/Thursday that focuses on specific ESL reading support/enrichment focusing on vocabulary and comprehension and writing support. As we are a performance based assessments school all projects include writing pieces for all content classes. This extra targeted ESL support helps scaffold the work the students are doing in the daily content classes to help them understand the assignments, to provide any additional scaffolding and a provides opportunities to work on assessments, receive immediate feedback and revise assessments. Here students are given clear feedback on areas of strength and areas for improvement. All ELL students from grades 9-12 are invited to attend. Depending on when a student's daily schedule ends a student attends the after school program either from 3:00 - 4:00 or from 4:00 - 5:00 at minimum once a week throughout the year, with additional sessions held during our portfolio presentation time to support student work. These presentations happen in January and June. One session is provided in both English and Spanish language to support the beginner to intermediate level ELL students and another session is provided in all English to support the high intermediate to advanced level ELL students. The after school program is taught and/or co-taught by ELL certified teachers (3) and content specific teachers (4) and one bilingual certified teacher.

For the above programs we have used 15% of the budget to purchase books on tape, bilingual texts, digital recorders, MP3 players and headphones.

Part C: Professional Development

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

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

Begin description here:

Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies for two hours approximately once per month. These PD's occurred or will occur on Sept 5th 2011, Nov 7th 2011, Dec 8th 2011, March 5 2012, and April 22 2012 and are held from 3:00 - 5:00pm. ESL team members, including ESL coordinators and teachers of ELLs

Part C: Professional Development

who are not ESL-certified, attend regular ESL workshops at conferences hosted by School Reform Initiative (1/14/2012 - 1/16/2012), and the New York Performance Standard Consortium (monthly). Additionally, 3 teachers on the ESL team will attend QTEL workshops in literacy and content instruction, which have then been turnkeyed to all teachers on the ESL team. We have allocated 10% of the budget to support offsite professional development. The ESL team runs whole-staff PDs on effective teaching strategies for ELLs twice a year, in November 2011 and April 2012. These PDs focus on ELL accommodations and how to help ELLs meet CCLS in the content areas. Included in the staff PDs are: school aides, secretaries, principal, assistant principals, occupational therapists, secretaries, psychologists, guidance counselors, and other school support staff. The above professional development activities more than fulfill the minimum requirement for ESL professional development annually.

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

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

- Applying the Learning Standards
- Improving formal writing
- Scaffolding instruction for ELL and reading and writing through the content area, using QTEL
- Using technology as a tool to teach ELL
- The development of an interdisciplinary Humanities curriculum incorporating history, the arts, language and technology
- Advisory PD: Supporting parents of ELL students, supporting the needs of the ELL students in your heterogeneous Advisory.

We share best practices for ELLs once a month for 1 hour at our Wednesday staff meetings. The training includes scaffolding of projects and assessments and includes looking at student work. We also have teachers analyze ELLs' work through the Children's First Initiative. The minutes from these meetings are sent out to all participants, as well as the administrative team, and a record is uploaded onto the website. In addition, any information distributed is posted on the school website so it can be referenced by all staff. Copies of all CFI work (which includes formative and summative assessments for ELLs) are uploaded onto the website as a record.

65% of the Title III budget is allocated to per session for the ESL teachers to create and plan full staff PD's and to engage in ESL team curriculum development and program coordination.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: .

Parents are an integral part of our program. Within thirty days of the beginning of the school year or enrollment of a new LEP student, the parents will be notified of the services they are entitled to in their home language. If an in house staff member does not speak the home language of the students an external translation provider through the DOE will be arrange. One specific vendor is "TheBigWord, Inc." Letters will be mailed home with this information in the appropriate home language. Additionally, parents' translation rights and services will be posted on the school's website facinghistoryschool.org. The school website has a built-in tool for translating all web content into one of thirty languages.

We have an active PTA as well as a Parent Leadership Committee. The committee has a small group of parents that represent the ELL parents (as well as others) at the PTA meetings. The PLC is the group that does outreach to other parents in the group. This allows us to build capacity within our parents as well as empower them. At our first parent meeting and in our first mailing we send out a survey to investigate what topics parents are interested in. We also create workshops based on the needs we see in school. Many topics covered that parents expressed interest in include our portfolio, panel PBAT process, the school's intervention process, senior and full school activities and events. Also Social Workers run various workshops on identity, adolescent development and teens dealing with peer pressure/sex/drugs/depression (Oct 19, Dec 14, March 14, May 23 from 5:30 - 8:00pm). Parents are notified of these events through mailings, school messenger and Advisor contact home.

We have monthly parent meetings through the PTA to discuss school issues and parent concerns. We always provide translation at these meetings. This translation is provided by the DOE and/or in-house staff. We have also have parent teacher conferences 4 times a year to assist parents in understanding the high school journey. FHS also conducts end cycle student evaluations that we also invite parents to be a part of.

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

We have surveyed times that are good for parents, we provide childcare, and we focus on activities that meet their needs. We also always have translation services available.

We also host parent community building nights twice a year (Nov 2011 and May 2012 from 5:00- 7:00) for ELL parents so that parents can meet teachers and each other in a friendly and relaxed way and to

Part D: Parental Engagement Activities

make sure they feel like they are a part of the school community. Parents are notified of these events through their children, the school newsletter, letters sent home, and the school messenger. We have allocated 10% of the Title III budget for materials to support these events and engage parents, which include learning materials brochures, books and postage.

Part E: Budget

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

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) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		