



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE FACING HISTORY SCHOOL

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

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

SUPERINTENDENT: **MARISOL BRADBURY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Danny Perkowski	*UFT Chapter Leader or Designee	
Melanie Brown	*PA/PTA President or Designated Co-President	
Rita Laguer	DC 37 Representative, if applicable	
Roanny Pena, Alejandro Esteves	Student Representative	
	CBO Representative, if applicable	
Jeffrey Galaise	Member/Teacher	
Melanie Mac	Member/Teacher	
Marla Pretlow	Member/Parent	
Karen Clemons	Member/Parent	
Darryl McMillan	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

NYCQR 2010/2011 - Quality Statement 1.2:

“Build on articulated beliefs about student learning and models of best practices to deepen the use of questioning across the school to lift the level of student discourse and further cognitive engagement. (1.2)

There are deep beliefs about student learning, supported by observation feedback and discussions at teams. Although there are consistent routines, as flexible grouping, inconsistencies in strategic questioning by teachers limits surfacing of gaps in understanding and high-level student-led discourse in some classrooms. Promising models of differentiation exist, including subgroups; but without greater consistency, some students reach high levels of work only through extensive tutoring and revision. This pattern which is being addressed by the school has caused lower course passage and on-time graduation rates than peers and city.” – NYCQR 11/1/2011 for 02M303 “What the school needs to improve”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> 2.2 School leader’s vision | <input checked="" type="checkbox"/> x | 2.4 School leader’s use of resources |
| <input type="checkbox"/> 2.3 Systems and structures for school development | <input type="checkbox"/> | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

By June 2013, in order to strengthen the effectiveness of our teaching practices and promote greater student engagement, 100% of teachers will participate in eight grade-specific professional development sessions and four peer observations to support their understanding and implementation of an agreed upon research-based teaching framework.

Instructional strategies/activities

Strategy: Implement monthly professional development workshops and two peer observations per semester to ensure we strengthen Facing History’s common language and understanding of what quality teaching looks like.

Activity: All staff, in their respective departments, will engage in 1-2 hours of Professional Development per month (during their circular 6 time) that will focus on developing and modeling a range of proven strategies to help provide students with multiple entry points to the curriculum and continued support of their learning needs. We will, as a minimum, develop teachers capacity in the following areas: Questioning and discussion strategies, purposeful and flexible grouping, differentiation, planning and organization, art integration to support differentiation, lesson planning, Universal Design for Learning, and creating learning profiles. To further strengthen our work in this area, administrators will engage in frequent cycles of observation, using a common observation template, that will allow us to determine effective practices, areas of challenge, and to provide teachers with specific, actionable feedback. Furthermore, we will use the results of our observations to map areas of common need and strength across subjects and grades as a means to strategically plan our future Professional Development offerings

Key Personnel/Resource Allocations:

- Instructional Coach will spend 10 periods a week observing and coaching individual staff in English, Social Studies, Math, Science and World Language to help support teachers in the above categories and help design and implement monthly professional development (TL FSF)
- Special Education Department Mentor will spend 5 periods a week observing and supporting special education teachers and ICT pairings in the above categories. (TL FSF)

- Urban Arts Partnership will support the above goal with the following supports (Title 1 PF):
 - Professional Development regarding art integration and differentiation: 3 hours per semester. These activities will ensure that teachers receive the necessary trainings to support them with art integration and differentiation. The PD will also provide essential understanding of the importance of how the school values the importance of art integration in the core content classes and the importance of differentiation to support the needs of all students. The art PD and integration will support all levels of learners to access the content and articulate their learning through a variety of modalities.
 - Art integration to support teachers of ELLs and Sped: 2 periods a week per semester for 3 classes = 6 periods a week per semester
- The CDT - Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) will be created by October to meet weekly with Administration for 2 hours to help plan professional development, create peer observation template, support department in peer observations and discuss outcomes and findings based on student engagement. CDT have 12 members that meet for 2 hours a week for 8 months (Title 1 PF/TL FSF): 2 hours x 12 teachers x 32 weeks = 768 hours. The work of CDT will ensure that there is teacher voice in processes and policies and allow for a fluid communication back to departments regarding new changes and structures and lead their teams and departments.
- Dr. Kathie Nunely of Layered Curriculum will give a 5-hour workshop on Layered Curriculum in March to support student engagement and differentiation. (Title 1 PF). Presentations & Teacher Trainings: Dr. Nunley provides keynote and full day seminars on Differentiating Instruction with Layered Curriculum and Brain-Based Learning for state, national and international organizations.
- A consultant from Organized Simplicity, a DOE vendor, will give a 3 hour workshop in January on teacher planning and preparation and provide individualized supports (10 hours) for teachers identified by Administration as needing support. (Title 1 PF). Their support is a vital component of this goal because it will help teachers to identify and create classroom structures of organization to better support them in planning and preparation and promote classroom engagement.

Targets (benchmarks) and timeline:

- By October 2012, we will create the Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration)
- Two professional development workshops will happen by end cycle 1 (November 2012)
- Two professional development workshops will happen by end cycle 2 (January 2013)
- Two professional development workshops will happen by end cycle 3 (April 2013)
- Two professional development workshops will happen by end cycle 4 (June 2013)
- Two peer observation will happen during semester 1
- Two peer observation will happen during semester 2
- The Curriculum Development Team will discuss key findings from peer observational data to inform subsequent professional development workshops twice during each semester (after the observations happen)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Instructional Coach – TL & FSF)
- SPeD Mentor – TL & FSF
- Urban Arts – Title1
- CDT – Title 1 PF/TL FSF,
- Dr. Katie Nunley (Curriculum & Staff Development) - Title 1 PF
- Organized Simplicity Consultant (Curriculum & Staff Development) - Title 1 PF

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

NYCQR 2010/2011 - Quality Statement 2.2:

“Develop structures for formative assessments informed by a sophisticated system of portfolio assessments to ensure organic responses to students’ instructional needs. (2.2)

As a consortium school, there is a long-standing practice for teams of teachers by grade and content to use summative tasks to make school-wide and team decisions about curricula and organization. The school has correctly identified the need to deepen the use of periodic assessment to more precisely uncover content and skill gaps preventing students and groups to demonstrate deeper learning. While some teachers naturally monitor and adjust in lesson design, absent a school wide system for formative assessments, including checks for understanding and real time response, gaps widen requiring remediation, including young men for whom targeted intervention is now occurring.” - NYCQR 11/1/2011 for 02M303 “What the school needs to improve”

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 3.2 Enacted curriculum
_____ 3.3 Units and lesson plans
_____ 3.4 Teacher collaboration
 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, 100% of teachers will create and implement 10 formative assessments per semester (20 for the school year) to provide data to better inform instruction and increase departmental pass rates by 5 percentage points per cycle when compared to pass rates from the 2011-2012 school year.

Instructional strategies/activities

Strategies:

- We will create a Curriculum Development Team (CDT) comprised of 12 teachers (at least 2 per department, the UFT chapter chair and an administrator) to align curriculum to Common Core State Standards and creating formative and summative assessments that are aligned to the CCLS.
- The Administrative team will create a school-wide grading policy as a means to create a common framework to support students, parents and teachers. This will ensure consistency from teacher to teacher and content area to content area.
- We will create a comp time position for an Instructional Coach to support individual teachers identified by administration as needing support in implementing and gathering data from formative assessments.
- We will provide 45 minutes of weekly of department grade team planning time for teachers to ensure teachers have the common time to plan and reflect on the formative assessments. In turn allowing them to inform upcoming instruction.
- We will purchase an online grading system
- We will purchase Atlas, curriculum development software to ensure curricula consistency, common core alignment and support to new staff as they will have access to curriculum online.
- We will have professional development on the need and purpose for formative assessments and how to use data/evidence to best inform curriculum.

Activity:

- The CDT will meet weekly to engage in curriculum alignment and the creation of formative and summative assessments across content areas.

- The Administrative team will create a school-wide grading policy.
- The CDT and administration team will analyze data from scholarship reports.
- The CDT will lead grade teams in analyzing data from formative assessments in weekly department grade team meetings.
- The CDT will upload revised curriculum maps, formative and summative assessments to curriculum mapping software.
- The Instructional Coach will meet with teachers identified by administration to look at classroom data and inform instruction to better meet the needs of the students. These teachers are identified as being new teachers to the profession, new teachers to our school and teachers in need of the required DOE mentoring.
- Teachers will receive training in the use of Engrade by administration. This training will ensure teacher can begin to use the program, effectively and quickly.
- Teachers will receive training in the use of Atlas by administration. This training will ensure teacher can begin to use the program, effectively and quickly.
- Teachers will receive professional development by Dr. Katie Nunley in the importance of skills based activities and formative assessments.

Key Personnel/Resource Allocations:

- The Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) will be created by October to meet weekly with Administration for 2 hours to help plan professional development, create peer observation template, support department in peer observations and discuss outcomes and findings based on student engagement. CDT have 12 members that meet for 2 hours a week for 8 months (Title 1 PF/TL FSF): 2 hours x 12 teachers x 32 weeks = 768 hours
- Dr. Kathie Nunely of Layered Curriculum will give a 5-hour workshop on Layered Curriculum in March to support student engagement and differentiation. (Title 1 PF). Presentations & Teacher Trainings: Dr. Nunley provides keynote and full day seminars on Differentiating Instruction with Layered Curriculum and Brain-Based Learning for state, national and international organizations. Dr. Nunley's lecture comes with 4 books to help departments begin revising their curriculum for skills based learning and differentiation, including formative assessments to know where students are at for each learning target. Her model for curriculum allows for differentiation and multiple access points for students to demonstrate learning, which will help teachers to have more formative assessments. (Title 1 PF/TL FSF)
- Instructional Coach will spend 10 periods a week observing and coaching individual staff to help support teachers in analyzing classroom data and creating lesson plans and curriculum (TL FSF)
- Engrade Plus online grading system (Title 1 PF/TL FSF) 1 year contract
- Atlas Curriculum Mapping Software (Title 1 PF/TL FSF) 1 year contract
- Supplies needed for meetings: Chart paper, reams of paper, markers, pens (TL FSF)
- Teachers will receive training in the use of Engrade by administration for 2 hours at the beginning of each semester.
- Teachers will receive training in the use of Atlas by administration for 2 hours once a cycle.

Targets (benchmarks) and timeline:

- By September 2012, the Administrative team will create and implement a school-wide grading policy.
- By September 2012, the Administrative team will purchase an online grading system and a curriculum mapping software.
- By October 2012, we will create the Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) and begin curricular alignment.
- By January 2013, teachers will give at least 10 formative assessments and record scores in online grading system.
- By January 2013, the curriculum maps, formative and summative assessments will be uploaded by members of CDT.
- By February 2013, the CDT will meet with the administrative team to analyze scholarship data from semester 1.
- By June 2013, teachers will give at least 10 formative assessments and record scores in online grading system.

- By March 2013, Teachers will receive professional development by Dr. Kathie Nunley in differentiation and formative assessments.
- By June 2013, the curriculum maps, formative and summative assessments will be uploaded by members of CDT.
- By June 2013, the CDT will meet with the administrative team to analyze scholarship data from semester 1.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- CDT - Title 1 PF/TL FSF
- Instructional Coach – TL FSF
- Online Grading System - Title 1 PF/TL FSF
- Atlas Curriculum Mapping Software - Title 1 PF/TL FSF
- Supplies – TL FSF
- Dr. Katie Nunley (Curriculum & Staff Development) - Title 1 PF/TL FSF

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

NYCQR 11/1/2011 for 02M303 “What the school needs to improve”

NYCQR 3.3: Refine team and individual tracking of student mastery to incorporate changes in curriculum and to deepen the specificity of feedback to students and families in order to impact student learning of content and skills. (3.3)

Team evaluation days facilitate the tracking of school wide and department assessment results, as well as cycle narratives to families. Tracking for selected subgroups with precise plans has led to greater mastery; more so, regular analyses have produced agreed upon school wide and team goals and action plans, including emerging iLearn plans. Team and individual tracking also informs consistent feedback to students and parents on perceived next steps and needed supports. However, while most teachers give common periodic assessments, team and teacher current tracking of student-level mastery on specific content and skills produces limited understanding of root causes for gaps resulting in interventions with mixed impact on increased learned.” - **NYCQR 11/1/2011 for 02M303 “What the school needs to improve”**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 4.2 Instructional Practices and strategies 4.4 Classroom environment and culture
 4.3 Comprehensive plans for teaching 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 100% of teachers will provide students with written narrative feedback on skill mastery and acquisition eight times throughout the school year using a school-wide narrative template to increase skills-based portfolio pass rates by 10 percentage points per cycle when compared to pass rates from the 2011-2012 school year.

Instructional strategies/activities

Strategies:

- The administrative team will create a school-wide grading policy including minimum assignments that must be graded per grading category as a means to create grading consistency among all teachers and departments.
- We will create a Curriculum Development Team (CDT) comprised of 12 teachers (at least 2 per department, the UFT chapter chair and an administrator) to meet to create a common template to be used by all teachers to address skills and growth which is more easily understandable by students, parents and all staff.
- Department grade teams will meet weekly for 45 minutes to where one of their responsibilities is on ongoing assessment of skill acquisition by grade level. In turn these assessments are addressed in the narrative in a common template which is developed by the grade teams.

Activity:

- The Administrative team will create a school-wide grading policy and monitor Engrade (schoolwide online grading system) to ensure teacher compliance with

grading system and check for student pass rates across content areas.

- The CDT will create a template for narrative for teachers to use to discuss student skill levels and lead departments in writing skills/target standards in student friendly language.
- Department grade teams, including the Special Education department and ESL teachers, will meet weekly in order to analyze student work and assess student skill levels resulting from formative and summative assessments.
- Teachers will write narratives eight times a year to discuss student skill levels to comment on progression towards standards while addressing growth over time and to better help teachers identify, broaden and deepen understanding of what students can do and the progress that they make.
- Grade teams will revise the 9th and 10th grade portfolio process to focus more on skill development instead of project completion. They will identify opportunities to embed projects, activities, performance tasks, and assessments that engender the development of specifically identified skills connected to the Common Core Learning Standards.
- Any teacher on staff who choose to participate to teach an afterschool credit recovery class will have the opportunity to create a skills-based credit recovery class to support students who are need further support in certain subject-specific skills, as identified by the credit needs of the students.

Key Personnel/Resource Allocations:

- The Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) will be created by October to meet weekly with Administration for 2 hours to CDT create new narrative template in October and will meet to review and reflect before each mid or end cycle writing. CDT will help align all units with the CCLS and “unpack” the statements by creating student friendly “I can” statements regarding skill acquisition. CDT will also create the narrative template for teachers to use when writing skill and standard based feedback. CDT will then support department members in using “I can” skill language. CDT has 12 members that meet for 2 hours a week for 8 months (Title 1 PF/TL FSF): 2 hours x 12 teachers x 32 weeks = 768 hours.
- Per Session for teachers to offer a skills based credit recovery class. The number of teachers will depend on the number of students who need credit recovery. Credit recovery will also provide written narrative feedback based on skill and support the overall progress of students. Based on the 2012-2012 school year credit recovery numbers, we will need 8 teachers to offer 56 hours of credit recovery (Title 1 PF). 8 teachers x 54 hours = 432 hours plus 54 supervisor hours.
- Engrade Plus online grading system (TL FSF) 1 year contract
- Atlas Curriculum Mapping Software (TL FSF) 1 year contract
- Supplies needed for meetings: reams of paper, ink/toner, envelopes (TL FSF)
- Postage for mailing (Title 1 PF)

Targets (benchmarks) and timeline:

- By September 2012, the Administrative team will create and implement school-wide grading policy.
- By September 2012, the Administrative team will purchase an online grading system and a curriculum mapping software.
- By October 2012, we will create the Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) and create narrative template.
- Teachers will write two skill-focused narratives per student by end cycle 1 (November 2012)
- Teachers will write two skill-focused narratives per student by end cycle 2 (January 2013)
- By January 2013, 9th and 10th grade students will engage in a revised skill-based portfolio presentation in all subject areas.
- By January 2013, the CDT and administrative team will analyze skills-based portfolio pass rates.
- By March 2013, teachers will offer skills-based credit recovery classes to support students who did not master the skills from semester 1.
- Teachers will write two skill-focused narratives per student by end cycle 3 (April 2013)
- Teachers will write two skill-focused narratives per student by end cycle 4 (June 2013)
- By June 2013, 9th and 10th grade students will engage in a revised skill-based portfolio presentation in all subject areas.

- By June 2013, the CDT and administrative team will analyze skills-based portfolio pass rates.

Budget and resource alignment

- Indicate your school's Title I status: dSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- CDT - Title 1 PF/TL FSF
- Per Session for teachers for credit recovery - Title 1 PF/TL FSF
- Online Grading System - Title 1 PF/TL FSF
- Atlas Curriculum Mapping Software - Title 1 PF/TL FSF
- Supplies – TL FSF
- Postage for Mailing - Title 1 PF/TL FSF

progress.

- Members of the Advisory Committee will also create and give bi-yearly surveys to get feedback from staff about the units.
- The liaison from our Lead Partner, FHAO, will bring in school-wide guest speakers such as Shukree Tilghman - Filmmaker who made More than a Month, David Burstein a writer who wrote Fast Future; How the Millennials are Shaping our World about engaging and mobilizing young voters and Vivian Nixon an activist for formerly incarcerated women, to address issues from Advisory Unit.
- Students in Urban Arts classes will use various art forms such as visual arts, music production, video production, drumming to explore and express their identity and connect back to identities of others in our school community. We will celebrate the arts two times a year in a school-wide assembly and art created will be displayed around the school all year.

Key Personnel/Resource Allocations:

- Members of the advisory committee will meet bi-monthly to develop curriculum and lead professional development (TL FSF)
- Urban Arts Partnership will support the above goal with the following supports (Title 1 PF): There are 4 teaching artists that are here for four hours per week and one teaching artist who is here full time everyday 6h 20 minutes per day x 5 days per week = 31 hours and forty minutes.
 - Create arts-based activities to support advisory curriculum
 - Use themes covered in advisory curriculum to create art in studio classes.
 - Host two school-wide art shows throughout the year to showcase student art created around themes from advisory curriculum.
- Health Resources, Common Core Library Health Books (Title 1 SWP)
- Art Supplies (TL FSF) in order to support the work of the art teachers.

Targets (benchmarks) and timeline:

- By September 2012, we will create the Advisory Committee
- By January 2013, teachers will have four professional development workshops lead by the advisory committee.
- By January 2013, advisories will complete two complete units
- By January 2013, students will have one outside guest speaker on relevant advisory topics.
- By February 2013, students will experience a school-wide art show hosted by Urban Arts Partnership showcasing art using relevant social justice topics covered by the advisory curriculum.
- By May 2013, students will experience a school-wide art show hosted by Urban Arts Partnership showcasing art using relevant social justice topics covered by the advisory curriculum.
- By June 2013, teachers will have four professional development workshops lead by the advisory committee.
- By June 2013, advisories will complete two complete units
- By June 2013, students will have one outside guest speaker on relevant advisory topics.
- By July 2013, the administrative team and the Advisory Committee will analyze from the NYC School Survey, specifically in regards to the Safety and Respect section, to determine growth.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Per Session for Advisory Committee - Title 1 PF/TL FSF
- Urban Arts Partnership - Title 1 PF/TL FSF, Title 1 SWP and TL FSF
- Health Resources – Title 1 SWP
- Art Supplies – TL FSF

- The school will host four parent/teacher nights per year (two more than the mandated DOE parent/teacher nights) when our mid-cycle grade reports are released to communicate with parents how students can pass the cycle.
- Mid and end cycle progress reports will be mailed home eight times a year (which are 4 more full school mailings than recommended by the DOE).
- The Curriculum Development Team will create a uniform narrative system for teachers to use for written feedback that addresses the students' skills, content knowledge and mastery of Common Core Learning Standards to easily and uniformly communicate student progress to parents.
- The administrative team will purchase an online grading system (www.engage.com) that allows parents and students to access all grades for all classes.
- The school will host parent workshops on the following topics during the year:
 - Using Engage and the FHS website
 - College application process and financial aid
 - Our presentation system: portfolios, panels and PBATs.
- The school will adopt a school-wide grading policy (created by teachers) that will be explained and distributed to families via the FHS student handbook. Part of the school-wide grading policy includes the following statement: *"In order to fail a student, you must record and show all interventions, e.g., calling home, sending out letter, parent conferences on Deedalus (school online database). You cannot fail a student unless a minimum number of interventions have occurred."*
- Our school's parent coordinator will mail home bi-lingual newsletters to parents updating them on important information regarding the school.
- We will invite parents to all community events, including but not limited to: Cycle Award Ceremonies, Student Art Shows, Student Portfolio, Panel and PBAT presentations, Career Day and any other community event.
- We will make contact via mailings, automated school messenger, emails, posting to the school website, and Advisor contact.

Key Personnel/Resource Allocations:

- Members of the SLT/PTA will meet monthly (Title 1 SWP)
- Urban Arts Partnership will support the above goal with the following supports (Title 1 PF):
 - Host two school-wide art shows throughout the year to showcase student art created around themes from advisory curriculum.
- Per session for teachers for additional parent/teacher nights. 40 teachers x 6 hours = 240 hours of per session (Title 1 PF)
- Engage Plus online grading system (TL FSF)
- Supplies needed for meetings: reams of paper, ink/toner, envelopes (TL FSF)
- Postage for mailing (Title 1 PF)

Targets (benchmarks) and timeline:

- By September 2012, we will begin SLT/PTA meeting
- By September 2012, the SLT/PTA will host an informational session for incoming 9th grade parents.
- By October 2012, parents will have an opportunity to meet with teachers at a Parent/Teacher night.
- By November 2012, parents will receive two skill-focused narratives about their child in the mail.
- By December 2012, parents will have a second opportunity to meet with teachers at a Parent/Teacher night.
- By January 2013, parents will receive two skill-focused narratives about their child in the mail.
- By January 2013, parents will receive two bi-lingual newsletters including an invitation to their child's presentation.
- By February 2013, parents will be invited to the school-wide arts celebration
- By March 2013, parents will have an opportunity to meet with teachers at a Parent/Teacher night.
- By April 2013, parents will receive two skill-focused narratives about their child in the mail.
- By May 2013, parents will be invited to the school-wide arts celebration.

- By May 2013, parents will have a second opportunity to meet with teachers at a Parent/Teacher night.
- By June 2012, parents will receive two skill-focused narratives about their child in the mail.
- By June 2013, parents will received two bi-lingual newsletters.
- By July 2013, the administrative team and the SLT/PTA will analyze data from the NYC School Survey, specifically in regards to the parent communication section, to determine growth.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- SLT/PTA – Title 1 SWP
- Urban Arts Partnership - Title 1 PF/TL FSF, Title 1 SWP and TL FSF
- Per Session for teachers on extra parent/teacher nights - Title 1 PF
- Online Grading System - Title 1 PF/TL FSF
- Supplies – TL FSF
- Postage for Mailing - Title 1 PF/TL FSF

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Skills based English class	Small group	During the school day
	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	
Mathematics	Skills based additional math class	Small group	During the school day
	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	
Science	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	During the school day
Social Studies	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students to meet with Social Workers, School Psychologist per IEP	Small group, one to one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment: teachers are recruited and hired for the specific content area of vacancy. We also look for teachers who may be dual certified in either Special Education, ESL or Bilingual education as well as a content due to our high percentage of students with IEPs and English Language Learners.

Retention: Upon starting employment at Facing History regardless of years teaching, all new to FHS teachers received new teacher orientation; participate in additional new teachers check in meetings both in groups and one-on one with Administration. All new to FHS teachers receive a veteran FHS teacher mentor to support with understanding culture, policies and procedures of the school.

All teachers attend a weekly staff meeting where professional development is focused around the needs of the school and the teachers including effective lesson planning, increase student engagement, differentiation, UDL and student learning profiles, incorporating questioning and discussion techniques, effective curriculum development to meet the needs of our students. As well teacher attend the three citywide PD days outside of the school and teachers attend content specific PD outside of the school throughout the year.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

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 [?](#)

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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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 before they leave for college. This helps prepare them for college level work and removes some of the ESL scaffolding they have previously experienced.

Because all ELLs are on one team, we have been able to modify the schoolwide schedule in order to provide an additional 45 minute block of independent reading for all ELLs (9th-11th grade). This includes a pull-out focused guided reading program to meet the needs of 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.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

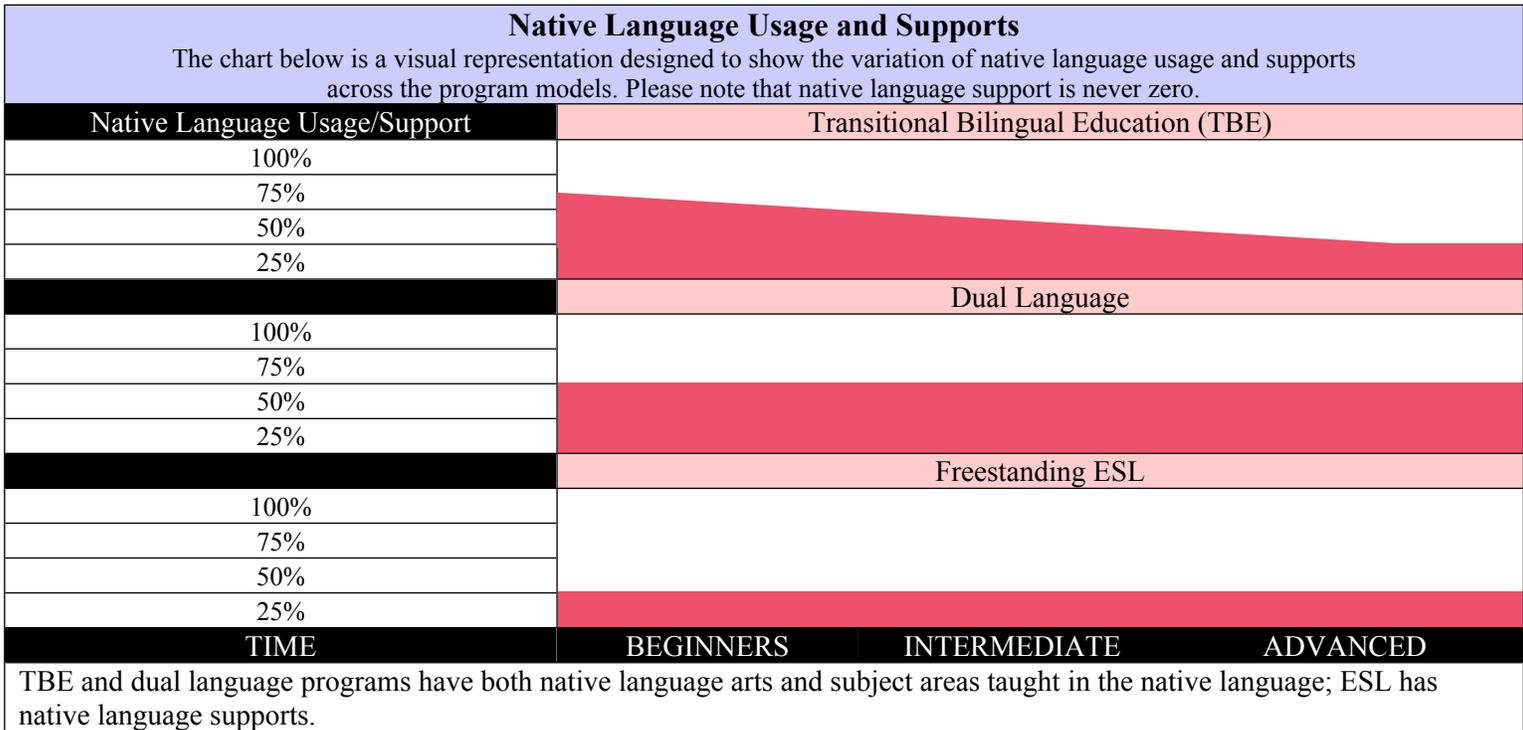
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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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.

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.

12. We mirror mainstream curricula, students have access to mainstream classes in the 12th grade, each ELL is placed in an advisory with an advisor who serves as advocate, social/academic support provider, liaison to other teachers and families. ELLs meet with their advisors 4 times weekly for academic support, goal setting, check ins, and interventions. All ELLs are also subject to rigorous performance

standards through our portfolio and panel process, as outlined by the Performance Standards Consortium. In addition, ELLs are well-represented in our advanced classes, like Senior Institute (our senior program for advanced student that includes internships and AP English) and AP History. ELLs are also represented in our new 10th grade Honors Humanities program and are frequently nominated for schoolwide honors, like speaking at the FHAO benefit dinner.

ELLs also participate in all school programming. Our Facing History and Ourselves speaker series includes Spanish translation and support to involve ELL students. Bilingual ELLs and former ELLs also help to translate student questions on stage. ELLs participate in all student clubs including the step team, the dance team, cheerleading, sports teams, the Gay Straight Alliance, the Senior Events Committee, the Spirit Committee, the Art Crew, the Men of Strength club, the Tech Crew, and the Yearbook Club. ELLs also participate in social work counseling groups including: the women's support group, the support group for young mothers, and the boys' support group. ELLs are supported in these groups by bilingual social workers (Felix Alvarez and Samara Schapiro) as well as bilingual club advisors. FHS has a culture of mutual respect and tolerance, which extends to ELL students. Because our curriculum explicitly focuses on how to stop injustice and lessen oppression, a concerted effort has been made by both students and staff to integrate ELLs into the school community. All ELLs are placed in Advisories with non-ELL peers to help them make connections with all students, despite their placement in ESL classes.

ELLs also frequently participate in our after school tutoring program and in after school and weekend volunteer opportunities through New York Cares and City Kids. Many ELLs have participated in advanced Saturday classes through our Arts partner, Urban Arts, including poetry and theater.

13. The ESL team shares a television, DVD/VCR player, stereo, laptop cart with headphones, an Elmo, Rosetta Stone, 2 projectors, two listening labs, 6 digital recorders, and a video camera that are available at all times solely for ELLs. With these resources, ESL classes incorporate a wide variety of videos, music, Powerpoint presentations, and books on tape to support reading comprehension and content in all classes. Beginner ELLs use Rosetta Stone, digital recorders and listening labs in their ESL and content classes to build pronunciation, fluency, and listening comprehension skills. Intermediate and Advanced ELLs use laptops to develop writing skills and begin to revise their own errors. Through the Urban Arts Partnership, our ESL/ELA teachers have teaching artists who plan 9th and 10th grade curricula that integrate art, poetry, photography, and drama to deepen students' understanding and provide multiple forms of expression in the classroom. All textbooks and literature used in Humanities, English, Humanities, and Science are available in Spanish. Dictionaries are available for each ELL language group in our school. The Math teachers have a remedial Math program that focuses on building language and practical life skills for SIFE ELLs and ELL SWDs. The school has a Reading A-Z subscription that has a variety of texts for all content areas from pre-school through 8th grade reading levels. The ESL team has an independent reading library with pre-school through high school texts both in English and Spanish.

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

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

16. We offer a summer intensive language development program that lasts 4 weeks. We also provide an information packet about the school in home language. There is also outreach from the students' new advisor over the summer. In addition, we send required summer reading and homework packets to better prepare students for the upcoming year. We also have an open house in the spring for admitted students and send home a Team 5 newsletter to inform parents about the format of the team.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies for two hours once per month. 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.

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

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

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

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

3. We share best practices for ELLs once a month for 1 hour at our Wednesday staff meetings. The training includes scaffolding of projects and assessments and includes looking at student work. We also have teachers analyze ELLs' work through the Childrens First Initiative. 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 intergral part of our program. After review of the Home Language Surveys, the language groups of students and their families are determined and external services through the DOE are arranged. Within thirty days of the beginning of the school year or enrollment of a new LEP student, the parents will be notified of the services they are entitled to in their home language. Letters will be mailed home with this information in the appropriate home language. Additionally, parents' translation rights and services will be posted on the school's website facinghistoryschool.org. The school website has a built-in tool for translating all web content into one of thirty languages.

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										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
	A										14	4	6	3

NYSESLAT Modality Analysis

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

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

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

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

2. Across both grade and proficiency levels, NYSESLAT data shows that reading and writing are the weakest of the students' modalities. This data is further supported by skill analyses of ELL performance on the ELA Regents. The majority of our ELLs scored Advanced or Proficient in the Listening and Speaking modalities, while a minority scored Advanced or Proficient in the Reading and Writing modalities. The majority of ELLs are at the Intermediate level of Reading and Writing – most of these students are concentrated in the 9th, 10th, and 11th grades. All students are placed in classes that are grade appropriate.

We use LAB-R data to place students into appropriate ESL courses. We analyze students' strengths in different modalities to assess whether they are eligible/appropriate for our beginner ELL "Becoming Bilingual" class and also make targeted goals for ELLs based on their strengths in various modalities. For examples, ELLs that struggle in reading are put into lower-level book clubs run by ESL and special education teachers. ELLs who struggle in listening are assisted by books on tape and tape recorders, etc.

3. Looking at this data, it is clear that reading and writing are the instructional foci of the ESL team. Starting in the 9th and 10th grades there is a heavy emphasis on students developing multiple strategies for engaging text and structuring formal writing. The ESL team, comprising Melanie Mac, Jesse Chanin, Kimberly Washburn, Karina Garcia, Maria Graziosi, Michael Stubbs, Emilie Cape, Anna Hillary, and Chandra Medford, modify the schoolwide curriculum to provide scaffolded and reading and writing assignments that are appropriate for each ELL subgroup across the content areas – English, Humanities, Math, and Science. The schoolwide adoption of reading and writing strategies such as close reading and TIED writing is an active intervention towards the development of our ELLs' reading and writing modalities. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. The advisory curriculum also includes a developmental writing workshop to support ELLs in addition to the writing they do in academic classes. Additionally, all ELLs are offered after-school enrichment tutoring on Tuesdays and Thursdays in both reading and writing.

4. Many more ELLs score advanced and proficient in the listening and speaking modalities than in the reading and writing modalities. This is true across all grade levels.

8 times a year student work is collected and analyzed by the ESL team. This includes 3 certified ESL teachers, 1 bilingual special education teacher, 2 math teachers, and a science teacher. This analysis is also supported by the principal, Dana Panagot, a former ESL teacher herself. We tailor our team goals to meet the needs of students based on this assessment of student work. Curriculum evaluations and modifications are added as necessary depending on the needs of the students. We also schedule students based on their performance on these summative and formative student work. The administrative team helps to conduct this analysis and schedule students.

We have learned that ELLs need additional support in the areas of reading and writing. The native language is used in initial assessments to determine background literacy and is also used to supplement content when appropriate. Beginner ELLs complete assignments in a mix of Spanish and their native language in order to meet CCLS while also improving their English language skills. Bilingual teachers assist in the analysis of this work.

5. n/a

6. We evaluate the success of our program for ELLs through analysis of their performance based assessments. These assessments use all 4 modalities as students are required to write extensive research papers, present their work orally, answer oral content questions, and reflect

on their own growth and progress. Teachers analyze these portfolios twice yearly.

Additional Information

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

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.

2012-13 Comprehensive Education Plan (CEP)

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: Chris Groll	Network Leader: Bill Bonner
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 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, beginning October 8, 2012 through June 7, 2013 and there will be no sessions during the weeks that the school is closed for official holidays. Additional afterschool sessions will be held during our portfolio presentation time to support student work. These presentations happen in January 2013 and June 2013. 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. These resources will be used in the afterschool sessions to further support the curriculum work that happens in classes during the day and to support the development language acquisition.

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

Part C: Professional Development

occurred or will occur bi-monthly on Wednesday afternoons. ESL team members, including ESL coordinators and teachers of ELLs who are not ESL-certified, attend regular ESL workshops at conferences hosted by School Reform Initiative (1/16/2013 - 1/19/2013), 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 2012 and April 2013. 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.

Specific PD aligned to the Title III program will be Universal Design for Learning (10/31/12), Teacher observation at Brooklyn International (An all ELL school) (12/4/12), Layered Curriculum PD (3/20/13)

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 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

Part C: Professional Development

uploaded onto the website as a record.

30% 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

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 17, Dec 12, Mar 13, May 15 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

Part D: Parental Engagement Activities

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 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		

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.
TOTAL		