



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FRANK MCCOURT HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M417

PRINCIPAL: DANIELLE SALZBERG **EMAIL:** DSALZBE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Danielle Salzberg	*Principal or Designee	
Summer Edell	*UFT Chapter Leader or Designee	
Robin Klueber	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Larry Bryant Emmy Adamczyk	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Emma Haddad	Member/ UFT	
Julie Morris	Member/ UFT	
Audrey Schwartz	Member/ Parent	
Yovana Garavito	Member/ Parent	
Ruth Martinez	Member/ Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Students scores for the Integrated Algebra Regents in June 2013 will improve by at least 20% over June 2012 scores.

Comprehensive needs assessment

Based on student performance on the Integrated Algebra Regents Exam in June 2012, we need more focus on core skills.

Based on feedback from teachers in our School Survey and during spring 2012 reflection meetings, they identified a need for help working with our heterogeneous population and restructuring the 9th grade ISM curriculum.

Instructional strategies/activities

- *Instructional Plan: Students will have experience completing at least 2 units aligned to the Common Core Learning Standards for mathematical modeling and using evidence. Integrated Science and Math teaching team will work with a PSO coach to develop, implement and reflect on these units. A special education coach from the PSO will be supporting the ICT team on how to collaborate with the teachers on supporting all students in the heterogeneous classroom.*
- *Professional Development Plan: Staff will engage in monthly department meetings to set goals and reflect on curriculum development. Staff will work with coaches/administration in weekly observations of instruction and meetings to develop common core-based units, unit outcomes to be used for assessment of all related tasks, and revision of the curriculum map to identify annual units. Staff will travel to several schools in NYC and NYS to visit classrooms where best practices are being used to engage students in CCLS.*
- *Engaging Students in Rigorous Learning Plan: Teaching team (weekly) and grade team meetings (monthly) to create effective student grouping; offer multiple assessment options for specific student outcomes (quarterly); use a variety of materials in the classroom that enable students to access information in different ways- including online resources (weekly).*
- *Systems Plan: Entering data regularly in Jumprope (our online outcomes based gradebook) so students can track progress at home; posting of assignments online on our school website; use item analysis of June 2012 data to identify challenging skill areas (fall 2012); administer a sample Regents exam diagnostic in January 2013; use item analysis data to identify challenging skills areas (spring 2013); provide after school support for students re-taking the Integrated Algebra Regents exam in June and in-class support for cohort 2015 through the scheduled ISM 10 workshop period once a week; provide additional after school support in May for the June administration of math and science exams. In order to staff the workshop, we hired an additional math teacher to support students and allocated more time for the SPED teacher in the ISM math class.*

Strategies to increase parental involvement

- *Introducing systems to parents at Curriculum Night; providing technical support and training at P-T conferences and on an as needed basis.*

Budget and resources alignment

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

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

YES Tax Levy Title I Title IIA Title III YES Grants YES Other

If other is selected describe here:

PSO relationship is providing coaching support. iZone participation is providing additional support.

Service and program coordination

We utilize the support of a grant from our Network to support our ISM teachers; it provides a bi-weekly on-site coach, quarterly network meetings and persession for planning time so teachers can develop CCS aligned curriculum.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

At least 80% of students in general education will achieve a 65 or higher on the Global History Regents in June 2013.

Comprehensive needs assessment

Our staff is continuing to develop skills around the Common Core Learning Standards and the new NYS expectations. They are also building capacity with innovative curriculum (PBL) and assessment (standards-based grading) models.

Based on feedback from teachers in our LES and during spring 2011 reflection meetings, they identified a need for help working with our heterogeneous population.

Instructional strategies/activities

- *Instructional Plan: Students will have experience completing at least two units aligned to the Common Core Learning Standards that results in the argumentative essay. PSO will be supporting the ICT team on how to collaborate with the teachers on supporting all students in the heterogeneous classroom.*
- *Professional Development Plan: Humanities teaching team will work with an administrative coach develop 2 units in each grade level aligned to the Citywide expectation that all students develop an argumentative essay. Staff will engage in monthly department meetings to set goals and reflect on curriculum development. Staff will work with coaches/administration in weekly observations of instruction and meetings to develop common core-based units, unit outcomes to be used for assessment of all related tasks, and revision of the curriculum map to identify annual units.*
- *Engaging Students in Rigorous Learning Plan: Teaching team (weekly) and grade team (monthly) meetings to create effective student grouping; offering multiple assessment options for specific student outcomes (quarterly); using a variety of materials in the classroom that enable students to access information in different way (weekly); learning style assessments in advisory (fall 2012).*
- *Systems Plan: Entering data regularly in Jumprope (our online outcomes based gradebook) so students can track progress at home; posting of assignments online. Administer sample Regents diagnostic in January 2013; use item analysis data to identify challenging skill areas.*

Strategies to increase parental involvement

- Introducing systems to parents at Curriculum Night; providing technical support and training at P-T conferences and on an as needed basis.

Budget and resources 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.

YES Tax Levy _____ Title I _____ Title IIA _____ Title III YES Grants YES Other

If other is selected describe here:

We have used grant monies from a Selective Schools grant to fund staff professional development on curriculum design and outcomes-based assessment. We have also used resources and our relationship with the iZone to send staff to other schools for research and reflection.

Service and program coordination

We utilize the support of a grant from our Network to support our humanities teachers; it provides quarterly network meetings and persession for planning time so teachers can develop CCS aligned curriculum.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Increase parent response rate to the School Survey by 10% and participation in PTA events.

Comprehensive needs assessment

- In 2012, 32% of parents responded to the School Survey (a decrease from 53% in 2011). We have increased by 50% our student population and related parent population. We have also continued to increase the number of parents who do not speak English at home. And we would like to increase satisfaction, especially in the area of engagement.

Instructional strategies/activities

- Use the new website to build a school calendar, highlight community service opportunities, spotlight college resources, streamline access to class materials, etc.
- Continue PTA fundraising efforts (\$5 for Frank, t-shirt sales, events, etc.) with a goal to raise \$10,000 this year to support school programs
- Spring workshop/event for parents with incentive where they can also have access to computers for online completion of the survey.
- Advisors will reach out to all families by phone (with translators when necessary) in the weeks prior to the survey.
- School will work with PTA to communicate with parents about the survey- how it works, what it is used for and plans it can lead to.
- At least 2 workshops scheduled for parents during spring 2013. (College nights for the underclassmen and one for 11th graders.)
- Parents invited to orientation for 9th graders (September), student readings at PTA Barnes and Noble fundraiser (December 2012), talent show (December 2012), ISM GMO presentations (Jan 2013), College Nights (March 2013), talent showcase (9 and 10, spring 2013), and portfolio presentations (June 2013)

Strategies to increase parental involvement

- See above.
- PTA restructured to create committees that allow more parents to participate in the development of PTA activities (college readiness, fundraising, parent relations)
- Email blasts from school quarterly (from the admin team, college office, etc.)
- Purchasing of Naviance – with combined school and PTA funds – for use to communicate about college
- Update school website with new features and design
- Streamline grade reporting (online) and access to student assignments (online)
- Provide regular translation for parents

Budget and resources 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 I _____ Title IIA _____ Title III YES Grants _____ Other

If other is selected describe here:

Service and program coordination

- Contract with online gradebook with better information about outcomes performance
- Contract for hosting and design for school website
- Persession allocation for translation
- Allocation of grant funds to support refreshments for workshop / parent events
- Contract with Naviance- a college exploration, application, and communication tool

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Identify 5 strategies for the 2013-14 school year that will increase personalized learning experiences for students.

Comprehensive needs assessment

- As a new and growing small school with a diverse population, we need to differentiate the experiences of our students to meet their academic and social needs. We are members of the iZone network and are looking to embed more innovative practices into our school design that will allow students to accelerate toward graduation at individualized paces. We will identify at least one strategy in each innovation domain to pilot in 2013-14: instruction (Problem-Based Learning), assessment (outcomes-based), real world learning, blended learning, and flexible use of space/time (programming).

Instructional strategies/activities

- *Instructional Plan: Students will have experience with PBL and outcomes-based assessment in every FMHS course. Real-world learning experiences will be embedded in the curriculum in at least 2 courses (internship elective and one other). Blended learning strategies will be embedded into at least 2 courses (ISM 10 and writing). We will develop a new schedule using more flexible programming strategies for the 2013-14 school year.*
- *Professional Development Plan: All teachers will self select into research groups to investigate strategies in the 5 areas (September). Research groups will meet 3 times in the fall to collect data and develop a proposal. Research groups will meet at least 3 times in the spring (2013) to prototype a strategy to try in 2013-14. In addition, departments will investigate small strategies from the different areas to try across the grade levels and will report back to the community on their experience (3 times during the year).*
- *Engaging Students in Rigorous Learning Plan: Teaching team (weekly) and grade team (monthly) meetings to create authentic problems and curriculum to support student investigation; offering multiple assessment options for specific student outcomes (quarterly); using online tools (Edmodo, blogspot, etc.) in the classroom that enable students to access information in different way (weekly).*
- *Systems Plan: Using Google Tools to track research and document pilots of different strategies.*

Strategies to increase parental involvement

- Parents participated in the development of the iZone application in 2012.
- Parents will participate in a survey about at least 3 tools/strategies that come out of the research teams.
- Parents will be invited to join planning sessions for the 2013-14 school year.

Budget and resources alignment

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

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

 YES Tax Levy Title I Title IIA Title III YES Grants YES Other

If other is selected describe here:

iZone flexfunds were used to support per diem coverage and travel expenses so teachers could conduct a site visit at a model school. Grant and Tax Levy money was and is being used to fund additional site visit (per diem teacher coverage) and persession activities to allow for teachers to meet and reflect. We will also use

grant funds to provide refreshments to students and parents who participate in planning meetings.

Service and program coordination

- See above

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	Guided reading, writing conferences, coaching	Small group	Weekly during the school day Three times a week before and after school
Mathematics	Modeling, coaching and conferring	Small group	Three times a week before and after school
Science	Modeling, coaching and conferring	Small group	Three times a week before and after school
Social Studies	Modeling, coaching and conferring	Small group	Three times a week before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group counseling	Small group	Weekly 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.

Our hiring team (teachers, guidance counselors, administrators) begin meeting weekly in March to solicit and review resumes. We have a rigorous protocol for reviewing candidates that includes:

- Reviewing resumes and inviting applicants to apply for a position.
- Requesting a unit plan from applicants for the subject area they are applying to teach. The plan must be created using our school-wide template.
- Inviting candidates with qualified unit plans to come in for an interview.
- Conducting interviews as a team (multiple interviewers) with a set of reflective questions.
- Inviting qualified candidates back to participate in a group demonstration lesson. Each candidate prepares a 10 minute lesson and must “teach” it to a room of students and hiring committee members. They must then engage in a debriefing session in which students and staff provide feedback to candidates and request that they provide feedback to each other.

We work closely with The New Teacher Project to solicit resumes, revise our interview materials, train staff in our process and develop rubrics. We also work with TNTP to reflect on the progress of new hires and strategize on how to retain effective staff members. We fund professional development opportunities, provide persuasion activities, invite staff to take on leadership roles in an effort to retain them.

FMHS
SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Derek Smith	District 03	Borough Manhattan	School Number 417
School Name Frank McCourt High School			

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

Principal Danielle Salzberg	Assistant Principal Jessica Marchetti
Coach	Coach
ESL Teacher type here	Guidance Counselor Eileen Houlihan
Teacher/Subject Area Summer Edell/SPED	Parent Lisa Steglich
Teacher/Subject Area Sarah Stahl/ELA	Parent Coordinator None
Related Service Provider	Other Jill Myers/ PSO LDF
Network Leader Derek Smith	Other Saadia Khalid/ ELA Teacher

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	16
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	219	Total Number of ELLs	2	ELLs as share of total student population (%)	0.91%
------------------------------------	------------	----------------------	----------	---	--------------

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*

All students new to the system are provided with a HLIS and, based on review by the principal, are administered the LAB-R, if necessary. Once ELL status is determined, we will administer the NYSESLAT to all eligible students.

2. At this time, the principal and the counselor are prepared to meet with any family newly eligible for ELL services to explain the options, share DOE materials, and discuss our school capacity for ESL only.
3. At this time we have not needed to distribute or manage the survey and follow-up. The principal and counselor would work with individual families to ensure that entitlement forms are returned. The principal would work with the secretary to maintain these records.
4. At this point we have not needed to newly identify placement for any students. Our plan is that the principal and counselor would work with staff to design an appropriate program for each student and meet with parents (including a translator when necessary).
5. We are a second year school with no trends as we have had no new ELL eligible admits.
6. NA

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														To t #
K	1	2	3	4	5	6	7	8	9	10	11	12		

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1			1							2
Total	1	0	0	1	0	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

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

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. We use a push-in program model that ensures more than 5 periods of instruction per week. Because we have just two eligible ELLs in 2 different sections, the classes are homogeneous.
2. In our 53 minute periods, students receive more than the needed hours per week of ESL through push-in service.
3. Students take humanities, so ESL push-in occurs during this time as well and with our writing course (ELA credit) and integrates science and math.
4. Our ELLs are not evaluated in their native languages.
5. Plan for subgroups

A. Programming and Scheduling Information

- a. SIFE- NA
- b. Newcomers- Our student(intermediate level) is taking humanities, writing and integrated math and science with support from a second teacher at least 10 periods per week who can use ESL instructional strategies. This student will be on track to take the English Regents exam in 11th grade and will participate in all pre-testing and diagnostic testing between 9th grade and 11th grade. Our student also has access to support after school.
- c. 4-6 years- Our student (advanced level) is taking humanities, writing and integrated math and science with support from a second teacher at least 5 periods per week who can use ESL instructional strategies. She is on track to take the English Regents exam in 11th grade and will participate in all pre and diagnostic testing. Our student also has access to support after school.
- d. Longterm ELLs and e. ELL's with special needs- our single ELL is longterm and has an IEP for SETSS 3 periods a week. The humanities and writing is co-taught by a SPED teacher who has dual licensing.
6. All teachers use heterogeneous grouping of students, multiple modalities for materials, assessment options, and texts at a variety of levels to engage ELLs and all students in accessing academic content and accelerating learning.
7. Our program provides for the presence of a special education teacher and general education teacher or 2 general education teachers in the classroom at the same time at least 5 times per week. this allows for guided reading groups, small group instructional support, parallel teaching, and coaching of all students, including ELLs.

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

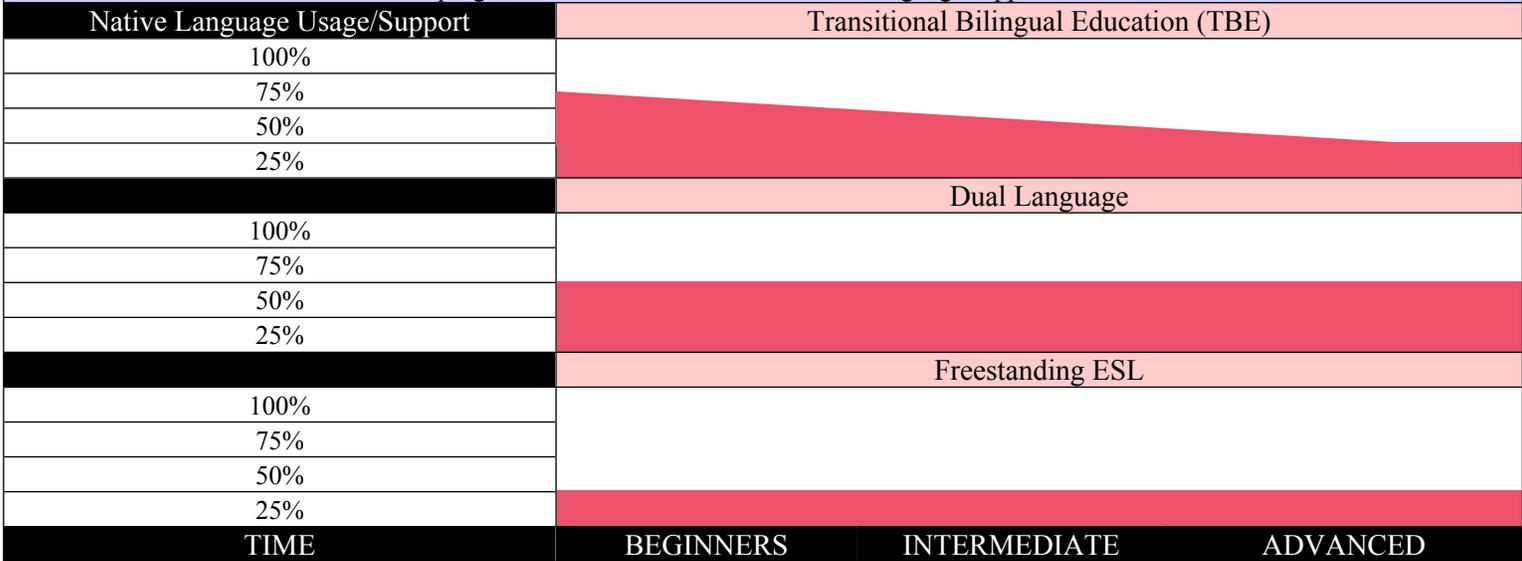
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

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. Targeted intervention includes push-in service 5 times a week, small group coaching through our advisory program, online communication with families, and weekly after-school access for individual coaching.
9. Students who recently passed the NYSESLAT are programmed in classes that include push-in support to ensure they continue to have access to additional support when needed.
10. NA
11. NA
12. All students are able to participate in all after-school and extracurricular programming including tutoring. We have a weekly schedule that is open to all our students and includes both small and large group instruction.
13. We have use a variety of textbooks at different levels, classroom library resources at different levels, and regular access to the internet for all students.
14. NA
15. Y
16. NA
17. All language options are offered to all students, including ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. All staff meet weekly to study instructional strategies and curriculum design appropriate for all students. This includes differentiation strategies for ELLs as well as other students.
 2. All staff also receive training on 9th grade transition through our advisory PD training program.
 3. Summer 2011, November 2 and January 31 include differentiation strategy training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. All parents are invited to monthly PTA events and SLT meetings. We also publish a newsletter for families every other month and send home regular information from both DOE and school sources. These are provided for all families, including ELLs and are translated when possible.
 2. No
 3. Parents are surveyed at the beginning of the year and in the mid-year and feedback is requested after events. Administration meets regularly with parent leaders as well as individual parents, and advisors are in regular contact with their students' families.
 4. Most parent activities are designed by parents and for parents, but we are also planning a couple of events based on feedback from individual meetings and experiences with the students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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. At this time, because our ELLs are not in beginners, we assess them the same way we do all students. We review their 7th and 8th grade ELA and Math exam scores in combination with grades from ESL and ELA courses in middle school. We also administer a diagnostic to all 9th graders and compare with their earlier scores.
2. Our 10th grader tested proficient last year on the NYSESLAT and is a F-ELL. Our 9th graders are different: one a level 1 in ELA and 3 in math; the other has two 2's.
3. Read, writing, listening and presentation are consistent parts of all aspects of our curriculum. All students practice and develop skills in all four areas in every discipline at our school.
4. NA- we do not administer ELL periodic assessments.
5. NA
6. We use periodic assessments and in-class assessments to track the progress of all our students, including ELLs. We use the NYSESLAT. We anticipate being able to use ELA Regents exams scores as well.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Frank McCourt High School		School DBN: 03m417	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danielle Salzberg	Principal		1/1/01
Jessica Marchetti	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Lisa Steglich	Parent		1/1/01
Sarah Stahl	Teacher/Subject Area		1/1/01
Summer Edell	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eileen Houlihan	Guidance Counselor		1/1/01

School Name: Frank McCourt High School

School DBN: 03m417

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Derek Smith	Network Leader		1/1/01
Jill Myers	Other <u>PSO LDF</u>		1/1/01
Saadia Khalid	Other <u>English Teacher</u>		1/1/01
Chandler Wells	Other <u>English Teacher</u>		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: 03m417 **School Name:** Frank McCourt High School

Cluster: _____ **Network:** CFN 561

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.

Each year, parents receive a survey at during student orientaion. We also review information on the blue cards and in ATS.

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.

Although families in our school speak more than 7 different languages at home, many also speak English at home and approximately 4% require translation in 3 different languages (Spanish, Chinese, Russian).

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.

Official documents from the DOE will be provided in translated forms and school materials will be translated in Spanish by school staff.

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.

School staff will provide oral interpretation services for Spanish. Campus staff are offered permission to provide translation for Chinese. Additional oral translation will be contracted out on an as-needed basis.

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>.

Signs are posted in the entrance of our main office indicating parents' rights to translation services. To the extent that we can, translators will be scheduled for parent meetings that require translation services. All parents will receive a copy of the survey for language translation needs with the first report card.