



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

02M303

School Name:

THE FACING HISTORY SCHOOL

Principal:

DANA PANAGOT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Facing History School School Number (DBN): 02M303
School Level: High School Grades Served: 9-12
School Address: 525 West 50th Street, NY NY 10019
Phone Number: 212-757-2680 Fax: 212-757-2156
School Contact Person: Kristina Wylie Comenares Email Address: kwylie@schools.nyc.gov
Principal: Dana Panagot
UFT Chapter Leader: Daniel Perkowski
Parents' Association President: Karen Clemmens
School Leadership Team
Chairperson: Mark Otto
Student Representative(s): Alex Estevez, Lianka Vadi

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, NY NY 100041
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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 (Blue Ink)
Mark Otto	*Principal or Designee	
Daniel Perkowski	*UFT Chapter Leader or Designee	
Karen Clemmens	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alex Estevez, Yenny Bautista	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jeff Galaise	Member/ Teacher	
Rita Laguer	Member/ Parent and DC 37 Rep	
Marla Pretlow	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At FHS, our mission is to graduate students who are: **a) lifelong learners with the skills and knowledge for academic and professional success and b) prepared for the responsibilities of being active, thoughtful participants and leaders in a democratic society.** We believe that our relevant, academically rigorous program and the supportive, caring structures we have in place make us more than just an excellent school, but an **excellent learning community.** With the guidance of our lead partner, Facing History and Ourselves, we ask our students to go on a four year journey to help prepare them for the ethical and moral decisions of adulthood. Our school's activities, structure, and curricula are centered around four themes: **Identity, Caring and Responsibility, Decision-making, and Choosing to Participate.**

As a member of The New York Performance Standards Consortium (www.performanceassessment.org) we are part of a coalition of high schools across New York State who have pioneered the creation of educational communities synonymous with active student learning, exemplary professional development and innovative curriculum and teaching strategies for 21st century students. We have devised a system of assessment which consists of eight components including alignment with state standards, professional development, external review, and formative and summative data. Student work is documented to show their work meets and exceeds New York State Regents standards through a system of rigorous commencement-level performance-based assessment tasks. Performance on these tasks is reflected on student transcripts and results are used for college admission. The tasks require students to demonstrate accomplishment in analytical thinking, reading comprehension, research and writing skills, the application of mathematical computation and problem-solving skills, computer technology, the utilization of the scientific method in undertaking science research, appreciation of and performance skills in the arts, service learning and school to career skills. Experts external to the schools, from universities and the business world, participate in reviews of student work. By using a performance-based assessment system, we insist that assessment must not stand apart, but be continually incorporated into the day-to-day work, and schooling, of every student. For this reason, we use multiple strategies to assess students.

In conjunction with our work with our Lead Partner, Facing History and Ourselves, as well as the NY State Performance standards consortium, we also have a strong partnership with Urban Arts Partnership (UAP). We have an integrated arts program that deepens the intellectual rigor and the personal connections across the disciplines. Our arts partner, Urban Arts Partnership (UAP), provides artist-teachers who provide our independent studio arts program but also team teach with teachers in every team and every department, to build capacity around the arts, As a result, students have the opportunity to use art as a way of expressing what they have learned both within their core content classes as well as in various independent art programs throughout the day. Example: In our 10th grade English class, students study Apartheid in South Africa. Their knowledge is not only gained through readings, but also in the music they create in our African drumming class, the images they view in our photography classes and the monologues they write and perform at our end year Ubuntu celebration from our spoken word classes. Students assume the role of one of the characters from the play 'Bopha!' and create monologues expressing the voice and vision of the character as they see it. Last year we received a 3-year 21st Century grant to expand our work with art-integration, after school activities, parent engagement and professional development.

One current success we have as a school is our distributive leadership model. We have strategically structured the school in a way that builds teacher capacity, models and demands collaboration, and ensures stakeholders have a voice in our school processes and procedures.

Another current success as a school is around our work with our instructional focus. Our instructional focus for the year is to fully implement the Layered Curriculum model in all classes and all CCLS aligned units that

allows for student choice, differentiation, multiple entry points and higher order thinking. The creator of Layered Curriculum, Kathie Nunley, visits our school twice a year to support teachers in implementation through PD, small group meetings, classroom observations and one-on-one coaching. Students then demonstrate their learning as they present their work in either portfolios (roundtable group presentations) or panels (one student in front of a panel of staff, students and community members). Last year we also had the most after school activities and student participation in the 10 years we have been open. Working with our partner, Urban Arts Partnership, we are strengthening our after school programs to include more clubs and studio art classes to create stronger community.

We have two major teacher-facilitated committees that support our distributive leadership model: The Curriculum Development Team (CDT) and The Facing Ourselves Committee (FOC). CDT consists of 10 teachers (2 per department), the UFT chapter leader and a member of Administration and helps to plan professional development, revise curriculum and align to CCLS, create peer observation template, support department in peer observations and discuss outcomes and findings based on student engagement. FOC consists of a social worker, a member from our Lead Partner, Facing History and Ourselves, and 7 teachers (at least 1 per department). Their focus is to pinpoint the values that make FHS unique, and wrestle with those ideas as they connect to our own lives. With an additional focus on staff development, we will take those ideas and develop ways to engage the staff community at large in discussion, and bring these ideas to our students in advisory, curriculum and through school-wide programming. Teachers should be interested in a combination of their own learning, in leadership development, and in focusing on the mission of FHS.

This year, our school is part of both the PROSE program and Learning Partners program, both new initiatives created by Chancellor Farina.

Our current challenges as a school are our attendance rates and supporting our high need student population academically, socially and emotionally. Our attendance averages for the last two years were as follows:

SY 2013-2014: 80.74

SY 2012-2013: 80.16

Our current attendance average: **83.7%**. We realize this is a huge area we need to focus on as a low overall attendance affects student promotion and graduation.

Of the 402 students currently on register, we have the following percentages of ELL and SPED students:

% ELL: **19%**

% Sped: **25%**

The large majority of our students also come to us at Level 1 and 2, so we have a high need student population. The academic, behavioral and social-emotional needs that our students have are have the possibility of creating additional barriers when it comes to student success.

02M303 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	410	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	2	# Drama	4
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.7%	% Attendance Rate			81.3%
% Free Lunch	71.9%	% Reduced Lunch			1.4%
% Limited English Proficient	21.8%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			28.1%
% Hispanic or Latino	68.3%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.2	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.1%	% Teaching Out of Certification (2013-14)			43.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.31
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	83.0%	% of 2nd year students who earned 10+ credits			70.7%
% of 3rd year students who earned 10+ credits	60.4%	4 Year Graduation Rate			72.4%
6 Year Graduation Rate	71.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Overall we have worked collaboratively as a school in this Capacity Framework Element with our adaption of Kathie Nunley’s Layered Curriculum model and focus on revising curriculum to meet the CCLS. Our Network Conducted Peer PFQR from last year gave us the following feedback:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should:

[3.4] *Expand the collaboration between teacher teams through consistent articulation to develop and demonstrate interdisciplinary units of instruction resulting in challenging student thinking and cognitively engaging curricula for all learners.*

We gave ourselves “D” in 3.5 because one of our struggles as a consortium school is that we do not necessarily have the same quantitative data that many Regents schools have access to. Much of our feedback from previous QRs and PPOs has been around the use of data to inform decisions and instructions. Therefore, in the past year and this year we have worked to define what data we need to gather and analyze as a school, and how to make decisions using that information. We switched networks to be part of New Visions to help us create systems to track student progress, growth and help us identify and capture key data. We also purchased a Achieve 3000 to use in 9th and 10th grade classes to begin supporting student literacy and give us access to key reading data.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of our ELL students will be promoted to the next grade.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will program ICT classes with an ELL teacher so groups of ELL students have continued support, especially in their 11 th and 12 th grade years as they are writing their Performance Based Assessment Tasks (PBAT) graduation requirement papers of 6-10 pages. When this is not possible, ELL students that are not in ICT classes will receive one on one pull out support from their IEP caseworker.	ELLs with IEPs	September 2014- June 2015	Special Ed Coordinator and ELL Coordinator
We will create an ESL language class embedded in the school day in order to further support ELL students. All 9 th and 10 th grade ESL classes will use Achieve 3000 to support literacy skills.	All ELLs	September 2014- June 2015	ELL teacher
We will use our partnership with Urban Arts Partnership and have one 11 th grade ELL English class supported through an Arts Integration that will help student language acquisition. Urban Arts will provide additional support through PD, integration and after school resources for ELL population.	11 th grade ELLs	September 2014 – January 2015	ELL Coordinator and UAP Coordinator
We will continue the 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 with specific attention to support and differentiation for subgroups. CDT meets bi-weekly and will lead PD on our weekly Wednesday PD sessions.	All students	September 2014– January 2015	CDT members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. CDT meets every Monday from 4:15-6:15
2. ESL 11th grade English will receive additional art integration support by a Teaching Artist trained in art curriculum to support ELLs called “story studios”. UAP will also lead PD for ELL teachers, full staff and one on one coaching.
3. 2 additional classes (11th grade US History and 12th grade English) will benefit from an ICT pairing with an ESL teacher or pull out support from

4. All English classes taught to ELLs will be taught by a ESL certified teacher with the support of Achieve 3000
5. We have a weekly staff meeting built into the schedule every Wednesday from 1:36-4:16 to provide professional development
6. Department Grade Teams meet every other Monday for 45 minutes and are planned and facilitated by CDT members.
7. The inquiry team will meet monthly on a Thursday after school to analyze data (including data from Achieve 3000) and plan PD.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
•													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
At the end of the first semester, we will analyze the following data to see if progress is made:				
<ul style="list-style-type: none"> • Current ELL promotion data and pass rates (CDT will analyze) • Achieve 3000 reading levels (Inquiry Group will analyze) 				
UAP pass rates for ELLs (Urban Arts Coordinator and Admin will analyze)				
Part 6b. Complete in February 2015.				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
We are still waiting for the final mid-year promotion data since our deadline for NX (incompletes) and revised grade files were due on 2/25. Once we have that data we will see if we are on track to have 80% promotion for ELLs. But all other benchmarks have been met				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our Network-conducted peer PFQR from the 2013-2014 school year, we received the following feedback:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:

[5.5] *Collect and analyze data to identify and support the social and emotional developmental needs of English language learners and students with disabilities and use this analysis to develop a plan to address students’ needs and promote academic achievement.*

This is an area of strength for us. Through our work with our Lead Partner, Facing History and Ourselves, we have a comprehensive advisory program that meets 4x a week for 40 minutes and has a curriculum designed to support student socio-emotional growth and development. We have 3 full-time social workers and 4 social work interns. We have a full-time college counselor who supports seniors through the college application process. The feedback we received from the peer PFQR helped push our thinking to further support these two subgroups and how we could use our recent implementation of after school activities, art integrations and strengthened partnership with Urban Arts to support student attendance and achievement through these increase academic interventions and support.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, at least 50% of our students with an IEP or identified as ELLs will be programmed for an art studio or integration and/or participate in an afterschool activity (a club, credit recovery or tutoring.)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Working with our partner, Urban Arts Partnership, we applied for a 21 st Century Grant and were awarded it. Our goal is to increase school attendance (especially that of ELLs and SPED students) and strengthen school culture by offering a wider variety of arts programming, school clubs, and academic intervention services like credit recovery, Saturday school and ELA Regents Prep.	All students, but focus on ELL and SPED	September 2014- June 2015	Admin and 21 st C Site Coordinators
The administrative team will identify grant site coordinators and create arts and after school programming aligned to tenants of grant money	All students, but focus on ELL and SPED	September 2014- June 2015	Admin and 21 st C Site Coordinators
21 st C site coordinators will work with UAP and Parent Coordinator to organize 8 parent workshops	Parents	September 2014- June 2015	21 st C Site Coordinators and Parent Coordinator
Urban Arts Partnership will provide Teaching Artists and increase the amount of studio arts classes, after school arts programs and art integration offered.	All students, but focus on ELL and SPED	September 2014- June 2015	UAP and 21 st C Site Coordinators.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

5. We will identify 2 site coordinators to support implementation, and work closely with our liaison at Urban Arts Partnership
6. We will have 13 staff PDs allocated and check ins with 21st Century teachers/artists on Fridays once a month
7. We will have 8 parent workshops throughout the year.
8. We will schedule 8 different art studios/integrations into the school day to maximize student exposure to art
9. We will schedule after school activities for every day after school as well as Saturday.
10. Members of the grant committee will meet monthly and PD will be provided to staff
11. Urban Arts Partnership will support the above goal with the following supports: Provide additional 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, including artists for after school clubs and Saturday school.
 - a. Host a “kick-off” event where students learn about clubs and art studios.
 - b. Create arts-based activities to and clubs
 - c. Provide integration into academic classrooms to expose students to the arts and promote after school

- programs
- d. Host two school-wide art shows throughout the year as well as other chances for arts classes and clubs to showcase their work.

12. Art Supplies in order to support the work of the art teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

After the 1st semester, we will analyze the following data to see progress in this goal:

- Registration numbers/attendance for ELL students and IEP students in after school activities
- Pass rates and attendance for ELL students and IEP students in semester 1

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school's belief that all students learn best when presented with choice, case studies, and exploratory activities is informed by the New York Performance Standards Consortium and according to recent PPOs and the PFQR, this was evident across classrooms. Teaching strategies and the organization of activities consistently provide multiple entry and multiple exit points for students to demonstrate their learning, thinking, and reasoning. This is especially true in classrooms where teachers are more adept and comfortable implementing Kathie Nunley's layered curriculum model, which affords teachers greater opportunity to facilitate increased levels of engagement and to design multiple degrees of difficulty for tasks and assignments.

According to our Network-conducted peer PFQR from the 2013-2014 school year, we received the following feedback:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should:

[4.2] *Strengthen assessment practices by expanding the analysis of individual and group data to create targeted goals for students and consistently check for understanding and make timely effective instructional adjustments to meet the needs of all learners.*

Again, data plays a major role here – as does checking for understanding. Thus we chose to focus much of our PD this year and work around assessment and checking for student understanding.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of teachers will score an effective or above in Danielson 3D

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Principal will purchase Teachboost, an online software that keeps all feedback, tracks progress for each teacher and records next steps. All administrators will be trained in its use and teachers will be provided PD on how to use as well. Admin will also purchase and provide PD on Achieve 3000 – a literacy based software – for 9 th and 10 th grade classes in order to provide support and data for students and teachers.	All teachers (9 th and 10 th for Achieve 300)	September 2014- June 2015	Admin
Urban Arts Partnership will support the above goal with the following supports: <ul style="list-style-type: none"> • Professional Development regarding effective feedback on student work: 3 hours per semester. These activities will ensure that teachers are trained in one way of giving feedback regarding student work and helping students give effective feedback to each other. • Art integration to support teachers of ELLs and Sped: 2 periods a week per semester for 3 classes = 6 periods a week per semester 	Teachers	September 2014- June 2015	Admin
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: 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. CDT will create a peer observation template and help train teachers on looking for Danielson competencies. CDT was also instrumental in creating the PROSE application	Teachers	October 2014– June 2015	Admin and CDT
Dr. Kathie Nunely of Layered Curriculum (who worked with our staff last year on designing curriculum that has multiple entry points, allows for student choice, provides differentiation and creates higher order thinking) will spend two days each semester observing classrooms and giving individual teachers and teacher teams feedback on their curriculum maps, instructional outcomes, lesson plans and instructional methodologies.	Teachers	September 2014- June 2015	Admin

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

1. CDT meets every Monday from 4:15-6:15 – a per session activity
2. We have a weekly staff meeting built into the schedule every Wednesday from 1:36-4:16 to provide professional development
3. Department Grade Teams meet every other Monday for 45 minutes and are planned and facilitated by CDT members.
4. The Admin Team will each observe a number of teachers every month and record feedback in Teachboost.
5. 9th and 10th grade teachers will have 3 PDs offered by Achieve 3000 – in September, October and January.
6. Kathie Nunley, PhD will visit for two days a semester and see every teacher to give specific feedback to teachers, departments, teams and lead a full school PD

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Since we are a PROSE school for teacher evaluation and 100% of our staff chose Option PROSE, we have a mid-year check in with each teacher to discuss their progress in mid-January. In this meeting, admin will discuss their growth, especially in domain 3D, and provide targeted feedback. We will also analyze the following data as an admin team:

- Using Teachboost, we can see what percentage of teachers is scoring effective in 3D.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

According to Teachboost where we track teacher ratings, we are at 63% of our teachers with an effective rating in 3D. Therefore we are having our Master/Model teachers do openers every other week on checks for understanding and other daily assessment tools for the classroom. We are also designing more PD and admin is aligning feedback and next steps to focus on how teachers can implement more checks for understanding. CDT is conducting walk-throughs with this as a lens to generate ideas to support teachers and we are doing a round of peer observations in April focusing specifically on 3D where teachers provide feedback and support to each other in this domain. We also had two teachers that are not factored in to this data because they have been on maternity leave. We are currently doing observations of them now.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our Network-conducted peer PFQR from the 2013-2014 school year, we received the following feedback:

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:

[2.4] Develop a prioritized schedule of targeted and frequent cycle of observations that provides constructive, instructive and actionable feedback coupled by meaningful and sustained professional development based on the identified needs for continuous improvement.

However, we feel that the implementation of Option PROSE this year already addresses the above feedback and would like to focus on creating and maintaining systems for parent outreach and attendance interventions in order to increase our overall school attendance. As previously mentioned, our overall yearly attendance the past two years has been approximately 80%. We know that if we want to increase student achievement and our graduation rate, we need to focus on getting students to school. Therefore, this year we are committed to increasing our yearly attendance rate

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will raise our overall YTD attendance to 83%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Create an attendance committee that meets bi-weekly to analyze attendance data, create best practices and turnkey practices and incentives to staff. This committee will also decide upon and implement attendance incentives like movie tickets and trips for students who increase their attendance	Teachers	September 2014- June 2015	Admin (and then Committee)
Work with New Visions Network to create a new parent outreach/logging system that accurately records interventions teachers have done and can aggregate by type of intervention – including attendance	Teachers	September 2014- June 2015	Admin and New Visions
Increase parent engagement through implementation of parent workshops, an additional parent night each semester (dedicated to students in danger of failing) and a quarterly parent newsletter.	Parents	September 2014- June 2015	Admin and parent coordinator
Increase after school activities and academic interventions to help students feel a part of the larger school community and successful both academically and socio-emotionally	Students	September 2014- June 2015	21 st Century site-coordinators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Attendance Committee needs to be formed and facilitated by Principal. This group should include Principal, a social worker, teachers and a Network representative.
- Admin will work on helping New Visions create, implement and train teachers in new parent outreach logging system.
- Admin will work with parent coordinator and 21st C site coordinators to provide opportunities for more parent engagement and student engagement activities.
- Admin will schedule two additional parent nights and offer per session for teachers that stay.
- Attendance committee will decide upon a series of attendance incentives for students that may include pizza parties, movie tickets and school trips.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The Attendance Committee will analyze attendance data at every meeting. But after the first semester, they will look at the following data to see if we are meeting our goal:

- Monthly and YTD attendance
- Attendance by cohort and advisory
- Parent outreach specifically for attendance

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our Network-conducted peer PFQR from the 2013-2014 school year, we received the following feedback:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

[6.4] Expand the relationships with community services to address identified family needs, edify staff on partnerships to increase services that aid families in supporting academic achievement and narrow the gap between home-school connection.

We also received the following feedback from our school survey:

NYC School Survey Parent Response to Engagement: How often during this school year have you been invited to an event at your child’s school (workshop, program, performance, etc):

- 5 or more times: 24*
- 3-4 times: 30*
- 1-2 times: 25*
- Never: 20*

We have many resources/partnerships at the school to support student and family social and emotional health, including our 3 social workers, a recently added CATCH health program, services provided by Peer Health Exchange and Project Stay as well as our work with Urban Arts Partnership. We also applied (but did not receive) a Community Schools Grant. We also instituted a school-wide grading policy and use Engrade so parents can log in and see grades and email teachers at their convenience.

However, we feel that before we add additional partnerships, our first priority is to engage parents/guardians in our school community. We need to know about our students families before we can figure out what services to provide and additional partnerships to add. So our focus for this year is to strengthen our outreach to parents and to best use the additional constructional hours for parent outreach to build stronger relationships with our parents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The Administrative Team will work with SLT/PTA to determine processes in order to communicate more effectively with parents and encourage greater family and community engagement. We will utilize “familiesinshool.org,” “sparkaction.org,” and “boostup.org” to provide some initial entry point to our work and provide us with the ideas about how we can increase and improve our communications with families and parents. The SLT/PTA will meet monthly with a focus on increase parent/community involvement and communication. They will help to create strategies and assist in the implementation of these strategies. The SLT/PTA will lead a Freshman parent orientation in September	Parents	September 2014- June 2015	SLT and Admin
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 six times a year. 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: <ul style="list-style-type: none"> ○ Using Engrade and the FHS website ○ College application process and financial aid ○ Our presentation system: portfolios, panels and PBATs. ○ A workshop series for parents hosted by UAP and our Parent Coordinator 	Parents	September 2014- June 2015	Admin

Urban Arts will work with our Parent Coordinator to help support a series of workshops for parents on art, literacy and leadership. Student government/clubs and arts studios will work to host shows or events that parents will be invited to.	Parents	September 2014- June 2015	UAP and 21 st C Site Coordinators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Members of the SLT/PTA will meet monthly
- Urban Arts Partnership will support the above goal with the following supports
 - Host two school-wide art shows throughout the year to showcase student art created around themes from advisory curriculum.
 - Support parent coordinator in creation and implementation of parent workshop series (at least 10)
 - Host shows for the after school programming
- Per session for teachers for additional parent/teacher nights. 35 teachers x 6 hours = 210 hours of per session
- Engrade Plus online grading system
- Supplies needed for meetings: reams of paper, ink/toner, envelopes
- Translation of school handbook, mailings and key school documents or programs for families into Spanish
- Postage for mailing
- Two ride metro cards for parents who attend school for conferences or events.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

SLT meets monthly, but after the first semester will look at the following data to see if we are meeting our goal:

- Parent meeting attendance records
- Parent outreach logs by teachers

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	ELL Data	Skills based English class	Small group	During the school day
	Sped Data	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	
	9 th or 10 th grade student	Achieve 3000	Full class	
	Credit accumulation	Credit Recovery	After-school/Saturday class	After-school/Saturday class
Mathematics	8 th grade math data; 9 th grade diagnostic	Skills based additional math class	Small group	During the school day
	Sped Data	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	After-school/Saturday class
	Credit accumulation	Credit Recovery	After-school/Saturday class	
Science	Teacher observational data; Engrade	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	During the school day
	Credit accumulation	Credit Recovery	After-school/Saturday class	After-school/Saturday class
Social Studies	Teacher observational data; Engrade	Special Ed teacher pull out for skills assessment and reading and writing extra help	Small group, one to one	During the school day
	Credit accumulation	Credit Recovery	After-school/Saturday class	After-school/Saturday class
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs and teacher observational data	Mandated students to meet with Social Workers, School Psychologist per IEP	Small group, one to one	During the school day
	Attendance Data	I-connect peer mentoring group	Small Group	

02M303 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	410	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	14	# Music	2	# Drama	4
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.7%	% Attendance Rate		81.3%	
% Free Lunch	71.9%	% Reduced Lunch		1.4%	
% Limited English Proficient	21.8%	% Students with Disabilities		24.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		28.1%	
% Hispanic or Latino	68.3%	% Asian or Native Hawaiian/Pacific Islander		1.4%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.2	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.1%	% Teaching Out of Certification (2013-14)		43.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.31	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	83.0%	% of 2nd year students who earned 10+ credits		70.7%	
% of 3rd year students who earned 10+ credits	60.4%	4 Year Graduation Rate		72.4%	
6 Year Graduation Rate	71.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				

02M303 School Information Sheet Key

School Configuration (2014-15)					
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Types and Number of Special Classes (2014-15)					
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
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% of 3rd year students who earned 10+ credits	60.4%	4 Year Graduation Rate		72.4%	
6 Year Graduation Rate	71.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

3. All administrators and key staff members will attend CFN meetings, especially those regarding instructional outcomes and CCLS.
4. Our Curriculum Development Team meets every Monday to review, give feedback on and revise curriculum, share best practices and set department agendas based on curricular alignment to the CCLS.
5. Here is an overview of our Professional Development Draft for the 2013.2014 school year, including 11 workshops on curriculum and CCLS:

2014-2015 Professional Development Meeting Time

4 full PD days
34 3-hour staff meetings

PD Priorities / Time Allocation / Topics to Address

2 workshops - School Mission, Vision, Goals

- Topics:*
- Fall Meet and Greet at FH Offices
 - FH Survey results
 - Quality Review

-End of 2013-2014 year reflection

Resources:

FH Teacher and Student Survey Results

Quality Review Rubric: <http://schools.nyc.gov/Accountability/tools/review/default.htm>

8 workshops - Advisory

Topics:

- Beginning of year / Building Advisory community
- Common Culture Unit #1
- Common Culture Unit #2
- Common Culture Unit #3
- Common Culture Unit #4
- Planning time
- Transitions in the year (holidays, presentation times, end of year)

4 workshops - Adult development and team building

Topics:

- Schoolwide theme: Ubuntu
- Team-building (openers, reflective activities, readings)
- Adult topics/discussions relevant to Common Culture unit #1
- Adult topics/discussions relevant to Common Culture unit #2
- Adult topics/discussions relevant to Common Culture unit #3
- Adult topics/discussions relevant to Common Culture unit #4

8 workshops - Building Character, Building Successful Student Relationships

Topics:

- Guided Discipline (should be the anchor for all of these workshops)
- Common practices/policies (what's a teacher's responsibility, what's the dean's, advisor's, admin)
- Reflective Classroom (FH - Daniel; Katie, Michael, Amanda, Paul attended spring workshop about this)
- No Nonsense Nurturer
- 21st century classroom (Sarah from UAP), classroom norming/cultural sensitivity workshop
- Building habits/Common language (How children succeed)

Resources:

Getting Classroom Management RIGHT: Guided Discipline and Personalized Support in Secondary Schools by Carol Miller Lieber
How Children Succeed by Paul Tough

11 workshops - Curriculum / Pedagogy that Supports all Students using CCLS

Topics:

- Diagnostics/Assessments
- Layered curriculum best practices (inquiry group)
- Common Core alignment per CIE
- Inquiry/action research focused on schoolwide goals (use collaborative inquiry cycle below as a structure/model)
- Department reads
- College readiness
- (after Cycle 3 credit recovery, departments should meet to create proposal for class preferences and rationale for why each person should teach proposed class; Admin will review)
- Reflective Classroom (FH)

Resources:

Collaborative Inquiry Cycle: http://www.educationsector.org/sites/default/files/image/figure1_o.jpg

Citywide Instructional Expectations:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/About/InstructionalExpectations/default.htm>

Common Core Library: <http://schools.nyc.gov/Academics/CommonCoreLibrary/TaskUnitsStudentWork/default.htm>

College and Career Readiness Benchmarks:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/About/CCR/default.htm>

Common Core Teacher Team Resources:

<http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/ResourcesforTeacherTeams/default.htm>

Common Core for SWD:

<http://nichev.org/schools-administrators/commoncore>

2 workshops/meeting times - Panel/PBAT Presentations

- March
- May

5 workshops - Teacher Effectiveness/Advance/Framework for Teaching

Topics/Format:

- Admin expectations for observations (connected to staff learning topics, schoolwide goals)
- Create individual Teacher Learning Plans (on ARIS Learn)
- Danielson study groups
- Peer observations
- Teacher Portfolio
- ARIS Learn modules

Resources:

ARIS Learn modules

- Teacher Learning Plan (click [here](#) for a sample plan)
- Learning Opportunities for each domain of Danielson (go to arisnyc.org, log in, then click on the Learn tab)
 - Planning and Preparation
 - Classroom Environment
 - Instruction
 - Professional Responsibilities

Danielson’s Framework for Teaching:

<http://schools.nyc.gov/Offices/TeacherEffectiveness/For+Educators/Framework/default.htm>

10 workshops - Academies working together to support student growth

Topics:

- Data analysis around schoolwide goals / graduation rate / academy benchmarks (student work, scholarship reports, progress towards promotion)
- Individualized support / Interventions/ “Kid talk” protocols
- Common classroom structures/policies to support student success
- SpEd support
- ELL support

Resources:

Collaborative Inquiry Cycle: http://www.educationsector.org/sites/default/files/image/figure1_0.jpg

Special Education Reform: <http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

2 workshops - Organizational Systems

Topics:

- Helping students get organized
- Refresher of teacher/student organization systems (beginning of second semester)

1 workshop/meeting time - Salutatorian/Valedictorian

- Need new process from last year (click [here](#) for minutes from last year)

4 workshop/meeting times - Celebrations

- Beginning of year barbecue
- Thanksgiving
- Winter holiday
- End of year

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As a member of the New York State Performance Standards Consortium, we only have to give the ELA Regents and have historically designed our own interim and formative assessment measures in conjunction with feedback from the consortium. Currently, we have a group called the Curriculum Development Team (consisting of 10 teachers (2 per department), the UFT chapter leader and a member of Administration) to support the curriculum work and make decisions on assessments. Department grade teams meet bi-weekly to create, review, revise and get feedback on student assessments. We also had all of our students take the Performance Series diagnostic in Algebra, ELA and Reading in October to give a baseline skill assessment. They will take the performance test again in the spring semester. This data will be used to inform curriculum

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	232,000	x	11, 17, 19, 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	86,446	x	11, 14, 17, 19, 23
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	x	11, 14, 23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,781,960	x	11, 14, 17, 19, 23

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[The Facing History 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 the school and the families. The 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 the school community. **[The Facing History 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[The Facing History 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Facing History School	DBN: 02M303
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
Total # of ELLs to be served: 77
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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 from 3:00-4:00pm that focuses on specific ESL reading support/enrichment focusing on vocabulary and comprehension and writing support. The program runs from October 2014 - May 2014. Each of the three teachers provideing the direct instruction will teach 43 sessions throughout the year.

As we are a performance based assessments school all projects include writing pieces for all content classes. Elizabeth Pino, certified ESL teacher provides the support for 9th and 10th grade ELL students. She serves 25 students. Nicole Stech, certified ESL teacher provides the support for the 11th and 12th grade students. She serves 26 students. As well Cindy Martinez, certified ESL teacher and certified History teacher provides support for the 10th and 11th grade ELL students. She serves 25 students. 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. Additional sessions held during our portfolio presentation time to support student work. These presentations happen in January and June. One session is provided in both English and Spanish language to support the beginner to intermediate level ELL students and another session is provided in all English to support the high intermediate to advanced level ELL students.

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 teachers who teach ELL students receive professional development in reading and writing strategies for two hours approximately once per month. These PD's occurred or will occur on Sept 5rd (Overall Accomodations

Part C: Professional Development

and Modifications for ELLs), Nov 5th (Supporting Literacy for ELL's), Dec 10th (Portfolio, PBAT ELL Modifications and Scaffolding Strategies), March 4th (Increasing Vocabulary for ELLs), and April 22nd (Writing Strategies for ELLs) and are held from 3:00 - 5:00pm. The above mentioned PD's will be provided by the ESL coordinator, Nicole Stech and additional certified ESL teacher Elizabeth Pino. Included in the staff PDs are: principal, assistant principals, psychologists, guidance counselors, social workers and teachers. ESL team members, including ESL coordinators and teachers of ELLs who are not ESL-certified, attend regular ESL workshops at conferences hosted by the New York Performance Standard Consortium. Additionally, 4 non certified teachers who teach ELLs are working with a coach from the DOE throughout the school year to receive support in supporting their ELL students. Additionally 2 of the 3 certified ESL teacher's are working with another coach through New Visions to support literacy in the classroom.

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.

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 arranged. 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 which has a small group of parents that represent the ELL parents (as well as others) at the PTA meetings. 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 (Sept 19, Dec 10, March 26, May 7 from 5:30 - 8:00pm). Parents are

Part D: Parental Engagement Activities

notified of these events through mailings, school messenger and Advisor contact home. Additional workshops for parents on the above mentioned dates including Supporting Parents with Engrade, Understanding and supporting your ELL child through the portfolio, PBAT process, Bilingual Financial Literacy for Parents, and The FAFSA Workshop.

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 semester student evaluations that we also invite parents to be a part of.

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

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

We also host parent community building nights twice a year (Nov and May 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.

Part E: Budget

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

Allocation Amount: \$11200

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, 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 303
School Name The Facing History School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dana Panagot	Assistant Principal Kristina Wylie and Mark Otto
Coach	Coach
ESL Teacher Nicole Stech	Guidance Counselor Felix Alvarez
Teacher/Subject Area Maria Graziosi	Parent Marla Pretlow
Teacher/Subject Area Jomo Clarke	Parent Coordinator Rita Laguer
Related Service Provider Sarah Shapiro	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	467	Total number of ELLs	99	ELLs as share of total student population (%)	21.20%
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Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	2	1		6
Pull-out												1	2	2
Total	0	0	0	0	0	0	0	0	0	3	2	1	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	10
SIFE	22	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	34

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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	43	13		22	6		34	3		99

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	43	13	0	22	6	0	34	3	0	99
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										36	19	16	24	95
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2		1		3
TOTAL	0	39	19	17	24	99								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										10	4	3	7	24
Intermediate(I)										17	8	6	12	43
Advanced (A)										12	6	7	4	29
Total	0	39	18	16	23	96								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										5	0	2	5

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										3	3	6	7
	A										9	3	2	2
	P										17	10	3	6
READING/ WRITING	B										5	1	2	4
	I										14	8	7	13
	A										10	2	4	3
	P										3	5	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30	0	9	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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In order to assess the literacy skills of our ELLs in English and Spanish, ESL and English teachers have piloted and will fully implement use of the Performance Series web-based diagnostic in the 2013-2014 school year. Preliminary data, corroborated by our classroom data, suggests that many of our newcomer ELLs are below grade level in their native language literacy, which affects the development

of second language literacy in English. This data has informed restructuring in the ESL, ELA, and LOTE curricula. ESL and ELA teachers are working with a literacy coach to follow the Teachers College Reading and Writing Project model in order to provide more structured collaboration amongst students and differentiation of their reading activities to meet individual and small group needs. Additionally, one of our ESL teachers will be pushing into ELA classes to provide additional language support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
9th grade has the largest ELL population and both teachers and students will need to be supported accordingly. Looking across grades, roughly half of our ELLs are currently at the Intermediate level. A quarter of our ELLs are Beginners and a quarter are Advanced. Our largest concentrations of Beginner ELLs are in the 9th and 12th grades. The 12th grade class has an unprecedented number of ELLs, 23, as many of these ELLs arrived 2-3 years ago as newcomer ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Data analysis of proficiency levels across modalities on the NYSESLAT has shown that while many ELLs are proficient in Listening and Speaking, the majority of our ELLs are Reading and Writing at the intermediate level. This is the most significant trend in the data, which has informed the revision of the ESL and ELA curricula to follow TCRWP as well as layered curriculum (a model that supports student-centered and differentiated learning). The layered curriculum approach is being adopted in Science, Math, and History as well and will support content literacy.

4. For each program, answer the following:
 - a. 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?

As our students take only the ELA Regents and write and present performance based assessment tasks (PBATs) in all content areas in lieu of other Regents exams, the data we collect to track student progress comes from formative and summative written assessments, PBATs, and English Regents scores. The trend in English Regents data is that most ELLs take the exam 2-3 times before passing. Sitting for the exam, understanding the format, and employing new reading and test-taking strategies at each attempt has proved helpful for ELLs. As for local measures of growth, many beginner and intermediate ELLs write formative assessments in their native language as they gain understanding of the content. Analysis of students' work in their native language has shown that formal writing structure and academic vocabulary are challenges for most ELLs (see reference to native language literacy in Question 1). As such, administration, ESL teachers, and the Spanish teacher met to revise the Spanish curriculum so that it provides targeted literacy support in formal writing and academic vocabulary for ELLs. As stated in response to Question 1, we have piloted use of the Performance Series web-based diagnostic and periodic assessment and will fully implement it in the 2013-2014 school year. ESL teachers, along with the Spanish teacher, will use student performance data from the native language and English assessments to determine appropriate language supports for each student, which will be incorporated into the layered curriculum and TCRWP frameworks. The ESL team (which comprises the ESL teachers, content area teachers who teach ELLs, and the guidance counselor/social worker) will meet every two months to review data on student growth and make instructional decisions (in both English and native language) accordingly.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
An ESL teacher sits in on both the 9th-10th and 11th-12th grades' academy meetings as an instructional support for content teachers, and advocate for ELLs and their needs. The layered curriculum format that all content areas are adopting ensures that, for each learning objective, there are appropriate materials and strategies for engaging language learners and building content literacy skills. Additionally, the focus on literacy embedded within the Common Core Learning Standards supports ELLs in ongoing language development in Math, History, and Science classes. The data that is used is the NYSESLAT test scores, student work, scholarship reports, ELA Regents data and performance series data.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for ELLs through analysis of their performance based assessment tasks (PBATs) and English Regents exam scores. 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 progress towards PBATs monthly and review summative data at the end of each semester. The conclusions drawn from data analysis inform instructional decisions for the following semester.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As new students are admitted into the school, the student and parents() meet with the principal and social worker (who both speak Spanish; if the family speaks another language, an interpreter is brought in), who explain that our school offers a freestanding ESL program. Parents of students new to the NYC public school system complete the Home Language Survey (HLS) which the ESL coordinator administers. The ESL coordinator administers the LAB-R (as of 2013-2014 school year, the NYSITELL) to students whose home language is not English. The Spanish LAB-R is administered to students whose home language is Spanish. Once the LAB-R is hand-scored at school by ESL teachers, parents/guardians of students identified will receive an Entitlement or Non-Entitlement letter that will be mailed home by the school secretary. If LAB-R results indicate student needs ESL support, parents/guardians receive an Entitlement letter. If LAB-R results indicate student does not need ESL support, parents/guardians receive a Non-Entitlement letter. The hand-scored LAB-R scantrons will be delivered to the Borough Assessment Office.
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.
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As they are admitted into the school, parents complete the Parents Preferred Language form. The parents receive the Guide for Parents of ELLs and watch the Parent Orientation video. Students and parents meet with the principal and social worker, who first explain all of the program choices: transitional bilingual education, dual language, and freestanding ESL. The discussion is in parents' native language. We describe our freestanding program. Once parents choose freestanding ESL, we provide further details on the program we offer. The parent then completes the program selection form.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
ATS reports are used to determine NYESELAT eligibility. The data specialist and parent coordinator work together to ensure entitlement letters are distributed and parent survey and program selection forms are returned and stored. Entitlement letters are mailed home to parents and parent coordinator provides contact information in case of questions or need for a follow-up conversation. Parents complete the survey and program selection form at school, at which time the data specialist completes the ELPC screen in ATS to record information about the ELL services chosen by parents.
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.
Once a student has been identified as an ELL, all available data is used to determine students' language needs (LAB-R, NYESELAT results, etc.). If the student has transferred from another school in the United States or abroad, the data specialist requests the student's transcript so that the ESL team can assess the level of coursework the student has already completed. The parent coordinator communicates with parents/guardians and former schools as needed to understand the completed coursework. The student is placed in the grade that best fits his/her language needs and prior coursework. The student is provided the mandated number of minutes of ESL support commensurate with his/her level of proficiency on the LAB-R or NYESELAT.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYESELAT) to all ELLs each year.

The ESL coordinator creates a schedule that includes a proctor training session, administration of each modality of the NYSESLAT, a makeup testing session, a training session for grading the Writing section, and an inventory and packaging of all test materials before return. The testing schedule is sent home to all parents/guardians of ELLs, along with an explanation of the importance of the test. The ESL coordinator familiarizes herself with the administrator's manual and relays all procedures and compliance matters to test proctors and to the administration. The speaking test is administered by ESL teachers - each ESL teacher is assigned a group of ELLs who are pulled from individually from classes to take the test. On test administration days, three classrooms are reserved (one for 9th grade, one for 10th, and one for 11th and 12th grades) for students to take each section of the test. Attendance is taken and any ELLs who did not take a section of the test are registered for the makeup session.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- In the eight years since our school has opened, 100% of parents have selected the freestanding program option as they feel that their children are being adequately supported by the additional supports in place for ELLs (i.e. an ESL team, bilingual teachers and support staff, extensive curricular support, performance based assessment tasks in lieu of Regents examinations, and enrichment offered during and after school).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Our school uses a variety of organizational models to provide ELLs with appropriate language and academic supports. There is collaborative teaching in English and some History classes to provide support in the most reading and writing intensive courses. There is a self-contained language support class for beginner and low-intermediate ELLs. Additionally, 12th grade ELLs receive push-in and pull-out support in courses where they need to complete a culminating performance based assessment task to graduate.
 - b. Similarly, our school uses a variety of program models to meet student needs. 9th and 10th grade ELLs are programmed in blocks that travel together as a group. In these blocks, ELLs are grouped heterogeneously, with students of all proficiency levels. In the 11th grade, many ELLs continue to be programmed in blocks that travel together as a group, the exception being the AP U.S. History class which ELLs are eligible for based on language proficiency, interest, and demonstrated work habits. In the 12th grade, ELLs are no longer programmed in blocks as the goal is to begin the transition into mainstream classes in preparation for college. Push-in and pull-out ESL support is provided in 12th grade classes.

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)?

The staff includes 2 ESL certified teachers. Students receive their mandated instructional ESL minutes through their content classes in their most reading and writing intensive classes, which are History and English. Each class meets five times a week for fifty minute periods. Beginner and low-intermediate level students have an extra 120 minutes a week of enrichment ESL. This ESL class meets five times a week for fifty minute periods.

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 foster language development and meet the demands of the Common Core Learning Standards.

The school uses a model of performance based instruction grounded in layered curriculum in all classes to ensure that students can complete work on a level that corresponds with their English proficiency and content mastery. Schoolwide reading and writing structures give students uniform strategies across the content areas. All content areas are taught in English, but there is native language support and translation available through technology and bilingual teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The web-based diagnostic Performance Series is used as a benchmark throughout the year to track students' native and second language progress.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL learning standards are incorporated into ELLs' ELA curricula. To prepare for the reading, writing, listening, and speaking that are part of students' culminating PBAT presentations and papers (graduation requirements that are the equivalent of Regents Exams), students complete scaffolded steps toward that end goal--in 9th and 10th grades students complete roundtable portfolio presentations, in 11th grade a practice PBAT called a panel, and finally the 12th grade PBAT. All four modalities of English language acquisition are encompassed in these steps.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. SIFE students are provided with differentiated assignments through our layered curriculum approach. The ESL team provides interventions to students identified as having low native language literacy. Such interventions include placement in the Becoming Bilingual ESL class, the Heritage Spanish class and/or after-school enrichment tutoring. We also offer referrals to outside organizations that provide additional ESL support.

B. Newcomer ELLs are grouped in advisories with bilingual advisors who can provide both the students and the parents support in their native language. All newcomer ELLs are placed in self-contained ESL/ELA and Humanities classes. In both ESL/ELA and Humanities classes there is a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability. All newcomer ELLs are also placed in the

Becoming Bilingual ESL class which targets basic English skills.

C. Both in-house and NYSESLAT data have shown us that our ELLs who have been receiving services for 4 to 6 years are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across all content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Vocabulary development is a heavy focus amongs this subgroup because academic vocabulary aids in students' comprehension in class as well as their ability to express themselves in speaking and writing. As such, all content teachers of ELLs explicitly teach content vocabulary.

D. The ESL Team has identified long-term ELLs, who, similar to ELLs who have been receiving service for 4 to 6 years, are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across all content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.

E. Former ELL's receive the appropriate testing accomodations for ELL's in year 1 and 2 after testing proficient. Former ELLs, on a case by case basis, continue to be programmed in ELL blocks for 1 to 2 years after testing proficient. For those who continue to require support in reading and writing in specific content areas, they may be programmed in the ELL block for those content areas, and programmed for mainstream blocks in other content areas. Lunchtime and after school tutoring is provided to former ELLs, with a specific focus on supporting them with writing their culminating PBATs to graduate.

7. 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?

All staff, including ESL and Special Education teachers, have received ongoing training in Universal Design for Learning. Use of UDL strategies, coupled with the schoolwide adoption of layered curriculum, ensures that there are strategic entypoints in each lesson for each learner. Layered curriculum is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELL SWDs. UDL is helpful in breaking down differentiated units into lesson plans that provide entypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELL SWDs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular flexibility to support language and academic development is a schoolwide goal that is being addressed, as stated in Question 7, with the use of layered curriculum and UDL. Instructional flexibility is providing through our ICT and push-in/pull-out models of support. ICT pairs in classes with ELL SWDs use a collaborative planning template that ensures there is an individualized plan for each ELL with an IEP. As for scheduling flexibility, 9th grade ELL SWDs are in ICT classes for English, Science, and Math. In the 10th grade, they are in ICT classes for English, History, and Math. In the 11th grade, there are ICT classes for English and History. In the 12th grade, there are ICT classes in English and Math, and push-in/pull-out support to meet students individual needs in completing their culminating PBATs.

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:	Spanish		
Social Studies:			
Math:			
Science:			

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

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

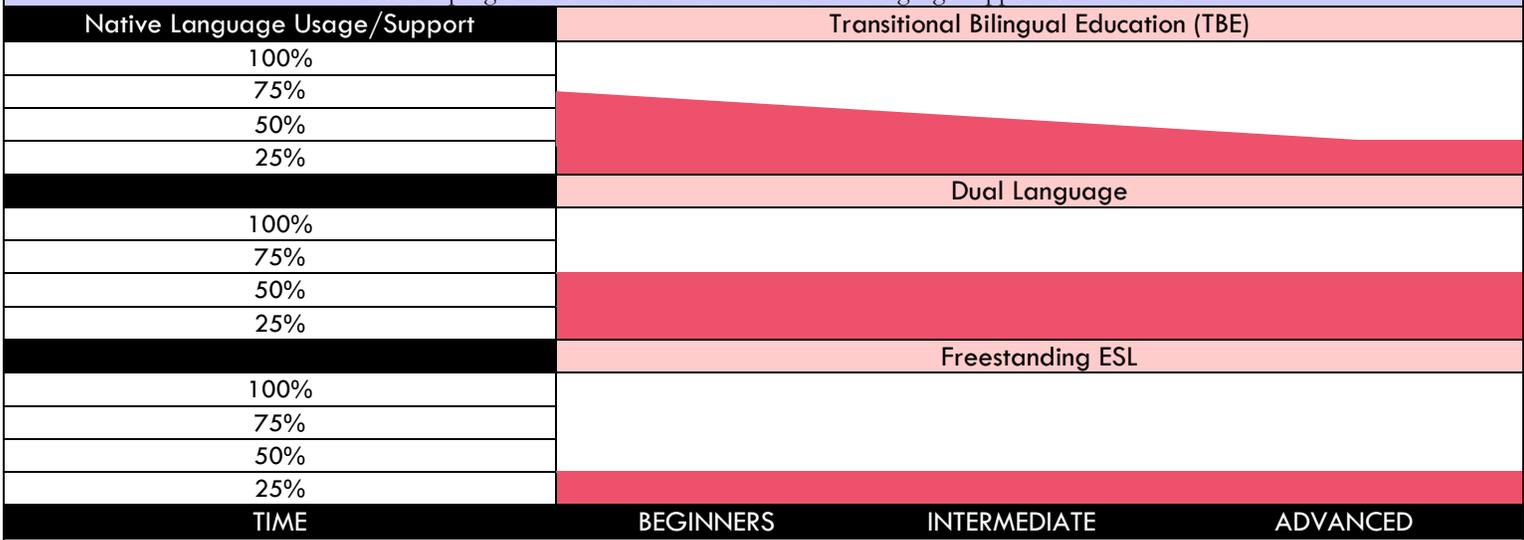
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.
- Our school's targeted interventions stem from the schoolwide adoption of layered curriculum and UDL. As Layered curriculum is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELL. UDL is helpful in breaking down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELLs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- After analyzing NYSESLAT, ELA Regents, and scholarship data, we realized that our program was not supporting our ELLs adequately in content and language development. We recognized the need for more ESL support and hired an additional ESL teacher. From teacher observations and scholarship data, we identified the need for more professional development for teachers of ELLs in supporting content language development and academic reading and writing skills. As such, all teachers of ELLs will meet monthly starting in the 2013-2014 school year for the purposes of professional development, data inquiry, and creating individualized academic intervention plans. Finally, implementation of layered curriculum and the UDL framework is building staff's capacity to individualize instruction and identify multiple entrypoints into content and skills development.
11. What new programs or improvements will be considered for the upcoming school year?
- With the hiring of an additional ESL teacher (a total of 3 ESL teachers on staff for 2013-2014), there will be two collaboratively taught content classes and additional pull-out support for ELLs in 11th and 12th grade content classes.
12. What programs/services for ELLs will be discontinued and why?
- There are no ESL programs or services that will be discontinued in the 2013-2014 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are eligible to participate in all after-school programming including tutoring, student clubs, community service activities, and sports teams. All after school activities and supplemental services are discussed in advisory classes, a smaller class which provides the time and space for more personalized supports and interventions. Advisors communicate and recommend after school and supplemental services that are potentially of interest and use to ELL advisees.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Use of technology to differentiate instruction is a focal point for the 2013-2014 school year. Each classroom is equipped with a SMART board and teachers have led professional development workshops about various software and online programs that can be used to support Science, History, English, and Math instruction. Additionally, laptop carts are available so that ELLs can access a variety of resources and language support tools. The school has Rosetta Stone for English and Spanish, as well as a software program that provides newcomer ELLs with a 6-week course to introduce them to basic vocabulary and practical language to communicate in the school setting.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As a freestanding ESL program, native language support is provided primarily through a heritage Spanish class and, within content areas, through strategic support from teachers who are bilingual as well as reading resources that are in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Programming of ELLs is done strategically to provide support appropriate to ELLs' age and grade level. ELLs are programmed in blocks and travel as a group in the 9th and 10th grades. Teachers of ELL blocks meet monthly to look at data, identify specific needs, and organize individual academic interventions. These individualized interventions for crucial to students' success in 9th and 10th grades as they acclimate to the demands of high school. There is a shift in the 11th and 12th grades to providing more individualized support (as evidenced by the push-in/pull-out model) with a focus on academic writing to prepare ELLs for their PBATs and for college writing.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELLs are invited to attend summer bridge in July or August. During summer bridge, ELLs take diagnostic tests in English and Math, participate in team-building activities with their peers and teachers, and collaborate with their peers on arts-integrated projects that address the school's themes around identity, community, and choosing to participate.
18. What language electives are offered to ELLs?

ELLs are offered Spanish for heritage learners as a language elective.

19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-4. Through our in-house professional development program, all teachers of ELLs receive professional development in reading and writing strategies for two hours once per month. ESL team members attend regular ESL workshops at conferences hosted by National School Reform Faculty, Coalition of Essential Schools, and the New York Performance Standard Consortium. All 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 hour 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.

The ESL team meets monthly 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

To assist teachers, we provide them with data from assessments, provide a curriculum for all advisors, give a staff handbook, offer FHAO curriculum professional development seminars to develop appropriate strategies for ELLs. 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 major areas of focus for professional development in the 2013-2014 school year will be creating authentic assessments of ELL content knowledge that are differentiated by level of language proficiency and integrating content and language goals into lesson planning.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1-4. Parents are an integral part of our program. After review of the Home Language Surveys, the language groups of students and their families are determined and external services through the DOE are arranged. Within thirty days of the beginning of the school year or enrollment of a new LEP student, the parents will be notified of the services they are entitled to in their home language. Letters will be mailed home with this information in the appropriate home language. Additionally, parents' translation rights and services will be posted on the school's website facinghistoryschool.org. The school website has a built-in tool for translating all web content into one of thirty languages. We have an active PTA and School Leadership Team. 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 work with the following organizations, Facing History and Ourselves and Urban Arts Partnership to think about holistic supports for students and families. We have monthly parent meetings through the PTA to discuss school issues and parent concerns. We also have parent teacher conferences 4 times a year to assist parents in understanding the high school journey. We conduct 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 to evaluate parent satisfaction, concerns and general attitudes about the school.

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

E. 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.

Our ELLs have demonstrated significant growth through the performance based assessment model that the school utilizes. Our performance based assessments allow ELLs to use all language modalities--speaking, reading, writing, and listening--to explain their understanding and exercise critical thinking skills. Assessments are scaffolded to gradually increase student independence and ownership of their work over time. In the 9th grade, students present a collection of their best work in each class in a round-table presentation format. This collaborative setting is non-threatening and supportive, and helps students reflect on their growth with the support of peers and a teacher/facilitator. In the 10th grade, students present portfolios in each class, however the standards for the work presented are raised and the content questions are more rigorous. In the 11th grade, students transition into writing panel papers for each class, a 5-7 page paper that is then presented to a panel of their teachers, advisor and peers. The feedback given to 11th grade panel presenters is geared towards supporting them in completing their 12th grade performance based assessment tasks (PBAT). In the 12th grade, students complete a 6-10 page paper on a topic of their choosing in each class and present it in front of a panel. They must teach their topic to the panel and respond to rigorous content questions. Each PBAT is the equivalent of a Regents examination. This scaffolded approach to assessing students' overall learning is supportive of ELLs in particular because they are given targeted support in oral and written presentation of academic content.

Below is an article from Dr. Kathie Nunley's website for educators to explain layered curriculum, the framework we adopted to individualize unit and lesson plans to meet student needs:

An Overview of Dr Kathie Nunley's Layered Curriculum®

Today's teacher must teach to an overwhelming variety of students. Any high school class may have students who cannot read past a second grade level. These students are sitting alongside others trying to prepare for next year's Advanced Placement class. There may be as many as five different native languages spoken and each student at a different level of English proficiency. Several special education students are likely to be mainstreamed into the class. There are visual learners, auditory learners, tactile learners, and plain old reluctant learners. Sprinkled in are students with attention deficit disorder and hyperactivity. As a high school biology teacher I am expected to take this eclectic collection of human beings and teach them the curriculum laid out by the state. At first glance this appeared an impossible task, but over the last several years I have designed and created a workable method to differentiate my classroom. The result is a simple five step solution for differentiating your classroom. I call it Layered Curriculum®.

Step One: Take the mystery out of your lesson plan by handing it to the students in advance. My students receive a copy of the lesson objectives and assignment options at the beginning of each two week period. These unit sheets contain a variety of assignment options that are designed to meet specific core objectives. Each assignment has a point value based on the complexity and time requirement.

Step Two: Divide the unit sheet into three layers. Each layer will represent a level or depth of study on the topic. The bottom layer is called the C layer because students working strictly within this layer can earn a grade no higher than a "C" on the unit. Students are free to choose the assignments they want and in any order. Different assignments are worth different amounts of points based on the complexity of the assignment. Students can choose any number of assignments for any combination of points up to, but not passing a grade of a C.

This section represents a basic understanding of the topic and is structured so that any student in the room can achieve this level of success. The greater the diversity in the classroom, the greater the diversity of assignments in the C layer. In the first, C layer, offer a variety of basic assignments to meet the needs of every type of learner you may have. I make sure that I have enough assignments so that even my nonreaders can achieve success. This layer includes hands-on activities for the tactile learners, video and art projects for the visual learners and optional lectures for the auditory learners. Include textbook assignments for students who prefer this traditional method of learning. Include at least one assignment that must be done in any language except English. It is really exciting to watch the interaction between the English-only students and the limited-English proficiency students when faced with having the tables turned. Include art or poetry or history assignments which require cross-discipline involvement. For example, I may ask them to write a poem describing a conflict found in an amphibian's world. Students then must get written feedback from their English teacher on their poem. In my classroom, the C sections is the largest section on the unit

assignment sheet because I cover the bulk of my state core curriculum in this layer. There needs to be approximately three times as many assignment choices as required. (e.g.: if you expect them to complete 5 C layer assignments, have 15 to choose from).

Step Three: Create a second or B layer requiring more complex types of thinking. This layer requires the students to manipulate or apply the information they learned in the C layer. Here students carry their newly learned basic knowledge a step further. Students "play" with their new information at this layer. They build, design, use, apply, problem solve, create, brain-storm, etc. Other B layer assignments may include interdisciplinary studies, history fairs, application of new words, creative displays of compare & contrast, etc. If you need ideas, look back through the middle layers of your Bloom's Taxonomy.

As my original design was for high school biology, a "problem solving lab" is required in this layer. I simply suggest problems such as "How fast does a fish swim in miles per hour?"; "Do snails have a taste preference?"; "What is the volume of a frog's heart?"; "Which brand of mouthwash is most effective in killing bacteria?". I usually list four or five questions that pertain to the unit we are studying. The students are always free to choose another question if they wish, with my permission. I give no other information regarding the lab. They must write their hypothesis and a detailed procedure. They need to gather whatever materials they need, although I will help them find materials after they have written their procedure. It is critical not to give any information or help with procedural designs until after they have written their own ideas. This may be very frustrating at first to the students as they all want to ask the teacher how they are to do the lab. I simply tell my students that I haven't the slightest idea! You will be amazed at the creativity on the part of your students when left to their own imaginations.

Step Four: Add a final layer called the A Layer which requires the most complex thinking - critical thinking. Here students mix traditional research with other things like values, morality and personal opinion. Offer students several issues in the topic that are currently under debate in the real world. Students must conduct a literature search to find three recent studies on their topic and then write a critical evaluation of that issue. The final product may take various forms such as a letter of persuasion to a legislator on an environmental issue or a two minute oral presentation arguing their position.

Step Five: The final and most important step to Layered Curriculum is assessment through an oral defense of the students' assignments. As students finish an assignment they spend a couple of minutes, on a one-on-one basis, discussing what they learned. Based on the prearranged objectives, I ask several key questions and help clarify their ideas and verify that the learning objectives have been met. This is a wonderful way to meet face to face with every student and assure that they are indeed learning. I often carry note cards with the objectives on them to use during these discussions. The cards help students understand that there is a criteria involved in assessing their learning experience.

To manage the classroom easily, you may want to set up various learning stations in your room to free up your time for evaluation and facilitation. One of my most successful ideas has been to put my lectures on audio tape. I use a cassette player with four headsets attached at a listening station. Since lecture is an option, the students can listen to the lecture whichever day they choose. The headsets are wonderful for the attention deficit students who may have a difficult time focusing on a live lecture. This helps isolate them and the information. Physical props can be set out at the table to assist points made in the lecture. Never again will students have to get notes from a classmate because of an absence. It is also wonderful to be able to record your lecture in the quiet comfort of your home or empty classroom ahead of time, free from any interruptions. The video cassette player and television are set at desk level in an isolated corner for those students watching a video. Headphones can be used here too to isolate the noise from the other working students. Laying blankets on the floor in front of the t.v. gives a seating option for those students who seem allergic to the traditional classroom chair. Technology should be used whenever possible. Computer programs make wonderful assignment options especially for the limited English proficiency student because concepts are graphically represented. If you are fortunate enough to have internet access in your room make sure to include research as an assignment option. To save time with oral reports and presentations, a video camera may be set up in a storeroom or quiet area so that the students can record their presentations for your later viewing. This is especially helpful with students who are reluctant to speak before a large group.

Another successful idea has been color coding each unit. I photocopy each unit on a different color of paper. This makes it so easy for us to refer to the "green sheet" or "orange sheet", etc. It also makes it much easier for the students to find their assignment sheets in notebooks filled with school papers. I have a file cabinet in my classroom so that students may keep their unit sheets and work in progress in the classroom. This is important for those students who lack organizational skills. When a unit is due, the students turn in their colored unit sheet and I record the points they have acquired. At the end of the grading period they fill out a term summary showing how many points they received on each unit and write down their final term grade. They attach this summary sheet to the four colored units we've completed and turn it in to me for their final grade. There are no surprises. The students understand what it takes to get a certain grade and they have all the control to obtain that grade.

Layered Curriculum has been very successful in all types of classrooms subjects and grade level.(See samples page). It requires a bit of a shift in thinking though on both the part of the teacher and the student. The grades are not based on the traditional percentage of correct information remembered, but rather on the depth in which a student pursues the study of a topic. A "C" grade denotes a basic understanding of core concepts. A "B" grade indicates not only an understanding of the material but a personal discovery through an original lab or an application or manipulation of the material. An "A" indicates that the students have mastered the concepts and have included a critical analysis of current issues relating to the subject matter.

Part VI: LAP Assurances

School Name: The Facing History School

School DBN: 02M303

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dana Panagot	Principal		1/1/01
Kristina Wylie and Mark Otto	Assistant Principal		1/1/01
Rita Laguer	Parent Coordinator		1/1/01
Nicole Stech	ESL Teacher		1/1/01
Marla Pretlow	Parent		1/1/01
Maria Graziosi	Teacher/Subject Area		1/1/01
Jomo Clarke	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Felix Alvarez	Guidance Counselor		1/1/01
William Bonner	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M303 School Name: The Facing History School

Cluster: 4 Network: 405

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 219 students whose families speak Spanish. We have one Afrikaans-speaking family, one Ethiopian-speaking family, two Cantonese-speaking family, one Fulani-speaking family, one Haitian Creole-speaking family, one Niger Congo-speaking family, one Urdu-speaking family and one Wolof-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. All notifications will be translated and mailed home. All Spanish 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. For parents who require documents in languages other than English or Spanish, we use the Department of Education's translation request form. If the languages are not available through the translation request system (ex. 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. 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, 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 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 during school hours. For languages other than Spanish, the school uses over-the-phone interpretation services

