

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M417

School Name:

FRANK McCOURT HIGH SCHOOL

Principal:

DANIELLE SALZBERG

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 03M417
School Type: _____ Grades Served: 9-12
School Address: 145 West 84th Street, NY, NY 10024
Phone Number: (212) 362-2015 Fax: (212) 362-5926
School Contact Person: Danielle Salzberg Email Address: Dsalzbe2@schools.nyc.gov
Principal: Danielle Salzberg
UFT Chapter Leader: Evan Smith
Parents' Association President: Ann Marie Foss
SLT Chairperson: Maria Hartman
Student Representative(s): Cristina Guzman-Moumtzis

District Information

District: 3 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-246-2183 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 Comprehensive Educational Plan (CEP) 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:

1. 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*.
2. 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.**
3. 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)
Danielle Salzberg	*Principal or Designee	
Evan Smith	*UFT Chapter Leader or Designee	
Ann Marie Foss	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Cristina Guzman-Moumtzis Adrianna Mouzarous	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathryn Hickey	Member/ Teacher	
Cristina Rade	Member/ Teacher	
Mary Manhardt	Member/ Parent	
Ina Norris	Member/ Parent	
Maria Hartman	Member/ Parent, Chairperson	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission: At Frank McCourt High School (FMHS), we prepare our students to be articulate and effective communicators in every medium. In particular, we will develop students' communication skills through their writing, presentations, classroom discussions and peer dialogue. In developing these skills, students will also sharpen their critical and analytical thinking. Every student will graduate from Frank McCourt High School armed with the curiosity and intellect of a true life-long learner. We are committed to helping our students become engaged citizens and thoughtful civic leaders who can communicate their vision with clarity and eloquence.

We are a new school in our 5th year with students from all 5 boroughs. Our students speak more than 10 different languages at home, but we have only 1% who qualify for ELL support. 40% of our students are eligible for free or reduced lunch and 20% have IEPs. Though we are screened, we have a range of students with a variety of academic experiences. Our PTA raised money to subsidize college trips, SAT preparation, an art showcase, family events, refreshments for school events, and fundraisers.

As a community, we spent last year trying to engage more parents to participate in the LES, improve credit accumulation, increase participation in SAT testing, and expand our student government body to include a legislative group. We did increase the number of students who registered for and took the SAT before the end of 11th grade and we designed the student court. We still have work to do around engaging more families in the school and encouraging them to participate in both programs and the survey, and we need to better support students in accruing more than 10 credits.

We are a PROSE and iZone school that has worked hard to ensure our curriculum supports students in achieving college readiness. We are very proud of the fact that 95% of our first cohort graduated on time and all who applied were accepted to college. Our teachers collaborate together regularly to ensure students receive specific feedback on their work, have an opportunity to revise, and are challenged with problems they can cooperate on to solve. We are committed to problem-based learning, integrating disciplines as part of the curriculum, and providing chances for students to apply their knowledge in real life situations. We provide choices to our students and use our established Advisory program to engage them and their families in collaborating for student success.

Our first two years presented challenges to our curriculum and instructional model and, as a result, our students did not achieve success on Regents exams. We worked two years ago to create new structures and adjust curriculum to improve Integrated Algebra scores and ensure high pass rates on the Global History Regents. Teachers worked together to apply lessons learned, to revise coursework, and to prepare students for the US History, ELA and Living Environment exams. We created a shared dialogue about best practices using the Danielson rubric before Advance became a policy. And we built a system for intervisitation, collaborative planning, and reviewing student work that supports our efforts to increase student achievement.

As we developed our curriculum and communication systems- online grade book, school website, Advisory program- we also worked to develop a supportive school culture. We share space with 4 other schools in our campus, each with a unique culture. It is important for us that our students and families feel connected to our school, so we grew our student government, offered more student generated elective classes, and instituted some school-wide celebrations like our annual Spirit and Wellness Weeks.

This year, we continue to look at ways to support our students as they transition to college, to engage more parents in activities at the school that might encourage them to complete the LES, and grow our student court. We are specifically

looking at supporting students to achieve the CUNY benchmarks on the ELA Regents (75) and Integrated Algebra Regents (80). We are also looking at family activities that might bring more families into the school and encourage them to invest time in the LES.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

- 23% of students in cohort 2015 have achieved college readiness indicators for Math (compared to 80% for ELA).
- 71% of students earn enough credits in 10th grade to be on track for graduation. 91% earned enough in 9th grade. 10th grade curriculum includes ISM 10 (Algebra II/Trigonometry and Chemistry), Humanities 10 (ELA and Global History), Spanish II or III, and Media (visual art).
- The percent of student in the school’s lowest third to earn 10 credits per year decreases as students increase in grade level.

Students earn more than 10 credits in their first year at FMHS, but in year, 2 they struggle to meet the 20 credit benchmark. Despite that, students end 10th grade with the 20 credits they need to be promoted. Some students move forward toward graduation without the advanced coursework needed to demonstrate college readiness or without the skills that will enable them to meet with success in other rigorous courses offered as they rise.

The courses in 9th and 10th grade generally work as 2-year sequences. A Global History aligned Humanities course integrates ELA CCLS and prepares students for the Global History exam. Our school pass rate on the Global History Regents for students at the end of the 10th grade hovers close to 80%, including IEP students and ELLs. The Integrated Science and Math program has students begin with an Algebra and Living Environment course that prepared almost 75% of students in the class of 2017 to pass the CCLS Algebra exam. 99% of students in the 2015 cohort have met the requirement to pass the Integrated Algebra Regents, but only 24% have reached the CUNY benchmark by earning an 80 or higher and/or credits in Algebra II/Trig.

We need to work on ensuring more students move toward the college readiness benchmark through performance on Regents exams and accumulation of additional advanced math credits. We plan to look at the assessments and projects in the 10th grade. As a school committed to outcomes-based assessment, our feedback to students is specific for each task, but we need to look at the types of tasks we rely on to assess progress and diagnose student needs. We also need to look at the upper house program to determine ways for students to enhance their algebra skills and enable them to feel more prepared if they choose to retake the Algebra Regents for a better score.

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

Increase the number of students across all grades earning 80 or above on the Integrated Algebra or Algebra CCLS Regents by 5%, including retakes and initial attempts.

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:	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</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>Develop Regents preparatory activities for all students.</p> <ul style="list-style-type: none"> In 11th and 12th grade, this can include preparation classes during our intersession, math resource room time dedicated to Regents prep support and diagnostics. In 10th grade, this will include elective scheduling of students who need to retake the exam and math resource room time dedicated to preparation. In 9th grade, this will include in class diagnostics, formative assessments, and summative assessments that mirror questions from the CCLS Algebra exam; in-class review of material in May; and math resource room time dedicated to preparation. 	<p>Cohort 2015, 2016 and 2017 students who earned between 74-79 on the Integrated Algebra Regents (but others may opt in) and all of cohort 2018</p>	<p>Prep course for 2015-15 will run from 12/15/14-1/23/15. Math resource room meets daily after school. ISM teachers meet weekly to plan the 9th grade curriculum.</p>	<p>Math teacher; Admin scheduling team; SPED team</p>
<p>Revise 9th grade ISM curriculum</p> <ul style="list-style-type: none"> Review student data Administer pre and post tests across units Adjust sequence and pacing of curriculum Attend PD Work with SPED team to differentiate 	<p>Cohort 2018</p>	<p>Current through June 2015</p>	<p>ISM 9 team; admin coach</p>
<p>Communicate significance of benchmarks to families</p>	<p>Cohorts 2018, 2017, 2016</p>	<p>February and March College nights</p>	<p>College Counselor, cohort Advisors</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Weekly planning time for teacher teams, staff for programming and student scheduling, event budget to engage parents, space for prep courses to meet, materials for curriculum changes, training for staff around CCLS math changes, time for staff to review student work.</p>

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		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.

Diagnostic and summative assessments for prep classes; mid-year Regents diagnostic in January for 9th grade; grade review quarterly and in each mid-quarter.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

The last four years have been important ones in the development of school culture. In addition to the Chancellor’s Regulations, it was important for us to develop our own guidelines for school norms and classroom expectations. The curriculum establishes high academic expectations, but through our use of after/before school office hours, co-teaching models in both special and general education settings, and transparent grade reporting through an online tool, we have also made clear that our staff is committed to supporting students through challenges.

Our curriculum is designed around questions that require students to engage in collaborative problem solving and time in class and Advisory is spent explicitly teaching strategies for negotiation, discussion, and facilitation. Students sit together from their first minutes in the school, and they get regular feedback on how they engage in whole and small groups. These conversations support our efforts to create a collaborative culture and are modeled by teachers who meet in teams regularly to plan curriculum and programs.

As we grew in size from 100 students in year one to our current 387, students seized on the opportunities to take on leadership roles in the school and establish rituals to support our community. We grew a volunteer leadership council into a representative student government that meets weekly to study government and convene around ideas important to students. They have established a robust Spirit Week that runs every spring and integrates all the grade levels into new, temporary advisories to participate in team building activities. The week ends with a pep rally and student-staff sporting event that is always filled with great energy and enthusiasm. Last year, the Student Government also added a fall event to build community. Wellness Week also integrates the advisories and offers students a chance to share stress relief strategies.

Building a community that cares is important to us. We take all 9th graders on an overnight trip at the beginning of 9th grade to help students get to know each other; our Advisory curriculum has team building and community service units all four years; we created a “senior buddy” program to match seniors with 9th graders to serve as supports for the transition year; at the end of each year, students present a digital portfolio and reflection in Advisory. Our student government is working with the PTA to co-sponsor an event this year. We host an arts show at the end of the year to showcase all the art produced in our media and photography program. And this year, we are planning an expo at the end of our intersession that will allow students to share their work in public.

This year, we are working to institute a student court that will hear complaints from both staff and students and that will engage all parties in dialogue to create resolutions. Initiating the court and engaging students to participate has been slow, but we are hopeful about continuing to grow this project.

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

All advisory groups will create and participate in at least one trip to complete community service/volunteer, explore an aspect of the school community, or engage in a team building experience that includes 80% of members.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. 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>
Advisory team meetings <ul style="list-style-type: none"> Monthly meetings to develop curriculum to be used consistently across the grade level. Reflection on implementation of curriculum and engagement of students. Survey of students on interests in trips/group projects Integration of Ed. Paras in planning of events 	All grades	September 2014-June 2015	Advisory facilitators; advisors; grade team members; admin

Part 4 – Resources Needed

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

Time for teams to meet, contacts at venues and agencies that can host student groups, funds for travel to sites and for participation in events, coverage for staff to accompany their students on different dates.

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 IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								
Collections from families to support the trip.								

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.

Mid-year check-in for all Advisors to share their trip ideas/experiences. At least 30% should have attempted a trip by then.

Presentations or written reflections from students.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Since our founding, our staff has engaged in collaborative professional learning and critical friends feedback protocols to help build school-wide consistency and improve instruction. As we have grown, we have built several teacher-teams that meet regularly and require staff to engage in different kinds of work together. Intervisitation, looking at student work, review of student data, development of curriculum and planning instruction are all part of the work teacher teams do. In addition, from the beginning, we have created integrated courses that require the expertise of multiple disciplines. It is part of our common culture that teachers of different subjects plan and execute instruction together. This contributes to the 89% of teacher who believe peers help with strategies for teaching and 87% who believe they help each other reflect on teaching (as per the LES).

Our professional development is currently structured so that, our weekly meeting includes a rotation of three distinct groups. Each month, staff meet as Advisory team cohorts to reflect on curriculum and plan instruction; as a department to look at student work, develop universal protocols, and revise outcomes; as research teams to look at best practices for scheduling, mastery-based instruction, problem-based, blended and real-world learning instructional planning for our intersession, and peer evaluation protocols. Department and Advisory teams are facilitated by a team-member volunteer and notes from meetings shared with all staff. Research teams are self-selected each term and operate with their own agendas and timelines. In addition, staff meets weekly in peer facilitated grade teams to discuss student progress; they revise student data, look at student work and meet with parents.

In addition, planning teams (teacher who teach the same curriculum) meet weekly to review, revise and build curriculum. These teachers often triangulate use of rubrics, co-create assessments, and plan for 2 or more teachers to be in the classroom. The planning meetings include general and special education teachers and include conversations about differentiation and modifications necessary for students at risk.

We have always met weekly as a staff, even before the current contract, and our professional collaboration is a well-developed area (4.2) on our School Quality Review. As we evolve, we have been trying to build more choice and align the work of the individual teams, so that teachers feel like they work consistently on similar initiatives throughout their day and week. We are working on making the Grade Team and Pupil Personnel Team more effective and we are working on aligning team goals to school-wide data.

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

Establish Grade Team goals and meet at least 6 times throughout the year to track progress.

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:	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</i>
15. Research-based instructional programs, professional			

16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Grade Teams will meet weekly. Meetings will include: <ul style="list-style-type: none"> • Review of goal • Review of related student data • Participation in looking at student work • Intervisitation and debrief • Co-creating agendas / Co-facilitating meetings with students and their parents 	9 th grade team, 10 th grade team, Upper House Team; All students	September 2014- June 2015	Team Facilitators, Admin, teacher team members
PPT will use grade team information to develop support models for students and engage families. <ul style="list-style-type: none"> • Grade level PPT meets monthly • PPT reviews student data and Grade Team data to determine additional (guidance, SPED, SBST, outside) resources necessary to improve student performance. • PPT will support parent meetings and identify potential group meetings. 	Students at-risk, students improving, high level students	September 2014- June 2015	PPT- Admin, guidance counselors, Grade team facilitators, SPED team liaisons

Part 4 – Resources Needed

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

Time to meet and time outside of meetings for intervisitation, collection and analysis of data, and additional time to meet with students/families.

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 IIA		Title III		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:

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

January 2015- Teams will share goals and present process to-date. Other teams will provide feedback.
 April 2015- Teams will identify additional strategies for meeting goals
 June 2015- Teams will review all data, assess accomplishment, and create 2015-16 goal

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. 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 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.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

In addition to the teacher teams that convene regularly, almost all staff at FMHS meets weekly or bi-weekly with the principal or assistant principal. The meetings are used to discuss curriculum development and ensure alignment between assessment and instruction (as per suggestion in our latest School Quality Review), as well as to review student data, debrief observations, and coach teacher-leadership. In the context of the Advance teacher evaluation model, we also use these meetings to discuss the rubric for teaching and set goals for individual teacher performance.

As a growing school, we have been building more systems for including more people in decision-making. We have a Cabinet that meets monthly to discuss school-wide goals; we had 3 teachers apply and be accepted to the Master and Model teacher roles; we have a group of facilitators who are learning peer facilitation strategies; and teachers facilitate meetings and trainings for staff new to the school. The Cabinet is made up of representatives from all Departments at the school and has discussed grading policy, school goals and reviewed school level data.

Moving forward, we would like to build a professional development team to formalize the ad hoc way that teachers currently support the development of the professional development plan. Each semester, we use our school-wide unit plan template to build a unit for professional development. Early on, administration built the plans each summer. Once we joined the iZone, the iZone team created the schedule and agendas for meetings. This year, as we entered PROSE, the fall calendar was built through conversations with individuals. We would like to formalize this process and engage the team facilitators. By engaging more people consistently in the professional development focus, we could better address school-wide challenges and work with student and parent groups to better improve student outcomes. We would like to engage guidance, support and paraprofessional staff more in the planning of activities and accountability of our outcomes.

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

Establish a team to design professional development activities for the 2015-16 school year that will include intervisitation, review of school data, and individual teacher instructional goals.

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:	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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Generate interested in a professional development team <ul style="list-style-type: none"> Identify per session capacity Set criteria for participation in the team Define purpose of the team Create goal for spring pilot 	All staff including non-instructional staff and paras	November 2014-June 2015	Cabinet, team facilitators
Meet 3 times in the spring term <ul style="list-style-type: none"> To review data (student data, LES, QR feedback, PROSE initiatives, etc.) To set goals for 2015-16 To plan facilitation of June PD 	Admin, self-selected staff	February 2015-June 2015	Admin, Cabinet

Part 4 – Resources Needed

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

Time for meetings, funding for work as per session activity, feedback from network, facilitation training for team members.

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 IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

We have roll over funds from our selective schools grant that can be used for per session work.

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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

January 2015- review the goal and solicit interest in the team

March 2015- reflect on data and set goal for spring term

April 2015- Meet to plan

May 2015- Plan PD for June

June 2015- facilitate PD and confirm 2015-16 goals

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

In 2013-14, 25% of parents completed the LES. In 2012-13, 43% completed the LES.

We have had leadership changes in our PTA with new presidents in 2014-15 and 2012-13 and executive board shifts each year.

In 2013-14, we used assigned .2 of a teacher’s schedule to parent coordinator duties and she set aside office hours and planned two events to try to engage more parents in school activities; outreached to parents who had previously been hard to reach; and liaised with parents who were new to the school.

We have revised the agenda and program for Curriculum Night for the last two-years in order to try to provide more thoughtful information about what parents can expect from the school and how they can support students.

Based on parent feedback, the part-time parent coordinator drafted a parent handbook to post on the school website and the PTA plans to distribute hard copies.

Attendance at Parent Teacher conferences has fallen from a high of 75% to approximately 45%.

Attendance at our annual college night events hovers around 30 families.

We have revised and rebuilt our school website based on feedback from families and we make adjustments each year. We have a digital grade book with real-time information on grades, attendance and a mode for communicating with teachers, and teachers use webpages on the website to post homework parents can track.

Though we have a committed PTA organization, there are many families who do not visit the school or maintain communication with us. Advisors do outreach to families, but communication is inconsistent. And, though the home language information does not indicate a large percent of non-English speakers, the reality is that we have many families for who English is not the first language. Student government has expressed an interest in translating more materials and events more consistently and they plan to work with the PTA and school staff to do so.

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

Increase participation by FMHS parents in the LES survey by 10%.

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:	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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

36. 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).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Improving communication <ul style="list-style-type: none"> Weekly PTA email blast to families Revisions and maintenance of the PTA website Regular updating of the school website 	All parents	Current and ongoing	PTA communications committee; Parent Coordinator; admin team
Activities specifically around the survey: <ul style="list-style-type: none"> Planned potluck event to coincide with survey deadlines Distribution of surveys and follow-up by advisors Incentivizing of students to encourage parent participation in potluck 	All parents	March 1- April 30, 2015	PTA social committee, communications committee; advisors; students and student government to cohost event
Engaging parents: <ul style="list-style-type: none"> Parent Coordinator Internship: Student projects to invite new families to school events (bilingual movie night, etc.) 	Parent coordinator	12/15/14-2/28/15	Parent coordinator, 3 student interns, admin

Part 4 – Resources Needed

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

Funds for event refreshments, materials for mailings, time for parent outreach, .2 teacher for Parent Coordinator, parent meeting time, space for events, tech coordinator for website maintenance.

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 IIA		Title III		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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

January 2015- SLT meeting to review spring timeline for surveys

March 2015- Plan April event

March- Mailing to families

April 2015- phone calls to families

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. 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)	Review of 8 th grade scores Review of Q1 grades in Jumprope Baseline NYC Performance Assessment Monthly PPT review of attendance and grades	Modified materials Graphic organizers Parallel instruction Adjusted rubrics Audio books Guided notes	Small group Parallel teaching Guided reading groups Pullout reteaching	During the school day Before/after school office hours
Mathematics	Review of 8 th grade scores Review of Q1 grades in Jumprope Monthly PPT review of attendance and grades	Modified materials Graphic organizers Parallel instruction Adjusted rubrics Extra use of manipulatives	Small group Parallel teaching Guided reading groups Pullout reteaching	During the school day Before/after school office hours
Science	Review of Q1 grades in Jumprope Monthly PPT review of attendance and grades	Modified materials Graphic organizers Parallel instruction Adjusted rubrics Audio books Guided notes	Small group Parallel teaching Guided reading groups Pullout reteaching	During the school day Before/after school office hours
Social Studies	Review of Q1 grades in Jumprope Monthly PPT review of attendance and grades	Modified materials Graphic organizers Parallel instruction Adjusted rubrics Audio books Guided notes	Small group Parallel teaching Guided reading groups Pullout reteaching	During the school day Before/after school office hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Monthly PPT review of attendance and grades Referrals by teachers	Homework logs Email reminders Advisory conferences Referral to SBHC	1 on 1 counseling Small group counseling	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 8: 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 CEP 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. **[School name]**, 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. **[School name]** 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

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

**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 03	Borough Manhattan	School Number 417
School Name Frank McCourt High 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 Danielle Salzberg	Assistant Principal Jessica Marchetti
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Julie Morris
Teacher/Subject Area Sarah Stahl / ELA	Parent Robin Klueber
Teacher/Subject Area Paulo Andrade	Parent Coordinator Irene Krugman
Related Service Provider Lauren Malc	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	0	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	371	Total number of ELLs	6	ELLs as share of total student population (%)	1.62%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										2	2	2		6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	3

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	2			1			3		1	6

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	2	0	0	1	0	0	3	0	1	6
Number of ELLs who have an alternate placement paraprofessional: _____										

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										2	2	1		5
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	2	2	0	6								

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)														0
Intermediate(I)												1		1
Advanced (A)										2	2	1		5
Total	0	2	2	2	0	6								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					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				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and				
Geography	2		1	
US History and				
Foreign Language	1		1	
Government				
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.
All students at the school, including ELLs are given a baseline of the NYC Performance Assessment. This is reviewed together with NYSESLAT, 8th grade ELA, and in class assessments. Generally, writing is a concern for the small number of ELLs and former ELLs we have worked with. All 9th and 10th graders are programmed for a writing course. ELLs receive support in Humanities classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
With less than 10 students a year, there are few patterns. Several students have come in as advanced on the NYSESLAT and successfully accumulate credit, pass Regents exams and achieve. The struggle tends to be with reading comprehension of higher level texts.
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 [AMAQ tool](#))
Students are working on improving skills in all modalities as their courses focus on Common Core literacy standards. 9th graders spend significant time working on reading for understanding, selecting evidence to support an argument and writing and presenting an argument. When the number of skills are too many for a student, teachers work to have students isolate skills to make progress on before adding new ones.
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?
None of our students take tests in their native language. They do use native language resources and dictionaries for exams, and when they do, it helps with multiple choice scores. Each student has had a different experience, but generally the Integrated Algebra Regents and Living Environment Regents have not presented challenges. One student continues to struggle with the Global History Regents, but all who have taken the ELA Regents to-date have passed the first time.
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](#).)
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
We only recently began working with beginners, but both has significant native language instruction and English instruction before entering our school. This has made the transition for both, to our reading and writing-based curriculum, quite smooth.
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?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We review student transcripts for exam scores and credit accumulation. Advisors track students regularly in class (at least 8 times a year.)

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](#).)
We have very few students who enroll as students new to the system. Any who do are administered the Home Language Survey and, based on results, the LAB-R. We met with parents to describe our lack of a full time teacher and define the support we can provide.
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.
Parents, at initial enrollment, are made aware of our program and asked to confirm their interest in completing the enrollment

process.

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].)

The school secretary follows-up with all new admissions to ensure that documents are returned and added to cumulative record files. Information is also entered into online data tools that share information with staff.

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.

We have no-bilingual program, and explain that to families in all orientation conversations. When required, we use Spanish speaking staff or the DOE phone translation unit (for non-Spanish speaking families) to communicate with families.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Administration create a testing schedule for all students; meets with students to review the exam protocols and expectations; schedules each section; and administers the test.

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*

At this time, all families have opted to remain enrolled at our school with the supports we can provide.

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])?

All students in 9th and 10th grade are registered for the same courses. Push-in support is provided in Humanities classes (9/10 grade) or US History (11) and Economic (12). We have only one student enrolled who is not advanced. He receives special accommodations in ELA courses.

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)?

We do not have an ESL teacher, so support is provided by special education teachers. Students in 11th grade are enrolled in some special, small group classes and tutoring sessions that look like pull-out so that they can get all the necessary support minutes.

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.

All students take at least 50 minutes of ELA class per day, in addition to 50 minutes of social studies that focuses on Common Core tasks. All courses in ELA, Social Studies, Science, and Math are aligned to Common Core standards and literacy practices are embedded throughout the instruction. Students are taught and then expected to participate in collaborative problem solving and inquiry; students are expected to read and write a variety of texts in all classes; each course also requires oral presentation and participation in discussion.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
NA
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All students take at least 50 minutes of ELA class per day, in addition to 50 minutes of social studies that focuses on Common Core tasks. All courses in ELA, Social Studies, Science, and Math are aligned to Common Core standards and literacy practices are embedded throughout the instruction. Students are taught and then expected to participate in collaborative problem solving and inquiry; students are expected to read and write a variety of texts in all classes; each course also requires oral presentation and participation in discussion.
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).

SIFE- None

1-3 years- Individualized based on prior English language exposure. Supports include modification of assessments, assignments of staff to support.

4-6 and 6+- Individualized based on most recent NYSESLAT, Regents exam experience, and credit accumulation.

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?
Materials for students throughout the school are varied and, at times leveled. Whole class texts are supported with audio books, small guided reading groups and reference summaries. Online tools are also shared with students to support their ability to collect information from texts. Writing tasks are supported through the use of different rubrics, or provision or alternative assessments.
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?

We offer small group instruction (guided reading and writing conference support) during the school day and after school for all students. Support staff push-into classrooms at least 7 times per week.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

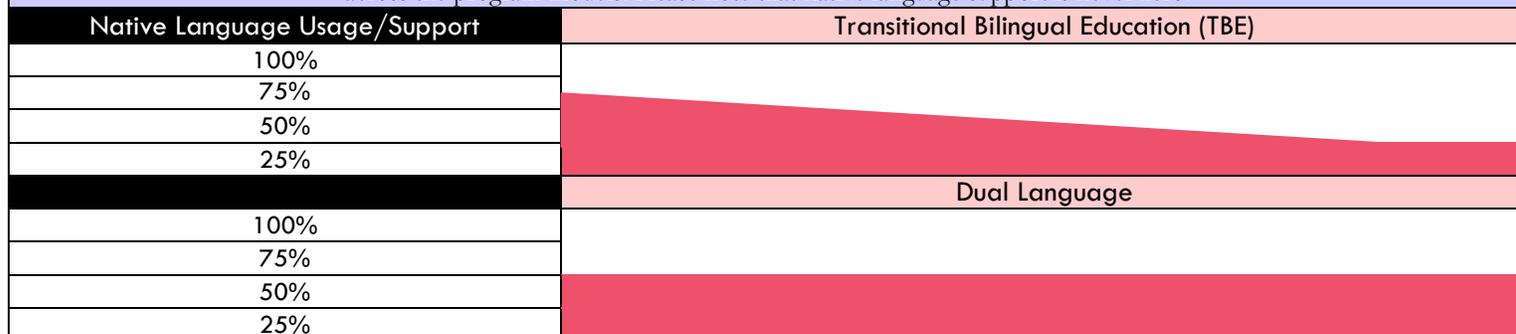
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.
Push-in support, small group support, advisors working with students on goal setting and parental contact, after school support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
To-date, all ELLs have been promoted on time with full credit and have passed Regents exams. 2 of the 11th graders are retaking 1 Regents exam each.
11. What new programs or improvements will be considered for the upcoming school year?
We will determine a need for any new programs when we see the new cohort data.
12. What programs/services for ELLs will be discontinued and why?
NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All courses, clubs, and electives are open to ELLs and do not consistently conflict with small group or other support services.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Texts of different levels, online tools, school website, GoogleDocs, etc. are used throughout the school to support all students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We do not have this support at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Each grade team works to review materials, protocols and assessments and based on student needs.
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.
All students are assigned an advisor upon admission who becomes their main point of contact. In August, we have an orientation and advisors begin to build relationships with students there. They then meet with students daily throughout the year to review progress, set goals and support needs.
18. What language electives are offered to ELLs?
All students are able to take Spanish electives at our school.
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)?

NA

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.

We do not currently have any ESL teachers on staff. All staff are provided with PD to help them support diverse learners- to provide diagnostics, evaluate literacy skills, and to create supports for students. All staff meet monthly in grade teams to track student progress and create plans for student support. They also meet monthly to align curriculum to the Common Core and discuss instruction- including inclusion of students with needs (ELLs, etc.).

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?

All parents are invited to monthly PTA and SLT meetings. We have a website that is able to be translated for all parents to access at home. We have an online gradebook that is accessible to parents at home and we have a series of meetings each year on specific topics that we try to get parents in to. Parent Teacher Conferences are well-attended.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03M417** School Name: **Frank McCourt High School**

Cluster: Network: **561**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We have reviewed ATS and conference anecdotes to determine the number of parents who are not native English speakers and how many might prefer communications in their native languages. ATS records indicate that several families identified themselves as English speakers, but anecdotal evidence suggests that some of these families understand better when provided information in their native languages.

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.

The most commonly used home language other than English is Spanish (13% of families identify as speaking and or reading Spanish). Five other languages are indicated as preferred, but we have anecdotal evidence that at least an additional 5 languages are also spoken at home. Staff have access to ATS information about language preferences through our Jumprope student information/grading system and they can also update information there when they contact home.

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.

Our school website is linked to Google Translate and anyone using the site can translate it to 27 languages.
We attempt to translate important documents into Spanish; teachers translate the documents.
DOE materials are shared in both English and Spanish, and we often have Chinese available.

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.

Our teachers work during prep periods to translate at parent meetings.
Students and staff are present to support oral translation at major events.

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 staff are trained to support parents in getting translation services by referring them to the Parent Coordinator or school administration.
Signs are posted indicating visitors/parents can ask for translation.
DOE phone-in services are used for meetings with parents.
Documents are usually translated in-house.