



FREDERICK DOUGLASS ACADEMY VI HIGH SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: FREDERICK DOUGLASS ACADEMY VI HIGH SCHOOL
ADDRESS: 8-21 BAY 25 STREET, QUEENS, NY, 11691
TELEPHONE: 718-471-2154
FAX: 718-471-2890**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q260 **SCHOOL NAME:** Frederick Douglass Academy VI High School

SCHOOL ADDRESS: 8-21 BAY 25 STREET, QUEENS, NY, 11691

SCHOOL TELEPHONE: 718-471-2154 **FAX:** 718-471-2890

SCHOOL CONTACT PERSON: Linda Alfred **EMAIL ADDRESS** lalfred@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tinsley

PRINCIPAL: Linda Alfred

UFT CHAPTER LEADER: Terri Katz Jay

PARENTS' ASSOCIATION PRESIDENT: Ms. Karen Fausett

STUDENT REPRESENTATIVE:
(Required for high schools) Keith Watson Jr.

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network Learning Support Organization

SSO NETWORK LEADER: German, Roz

SUPERINTENDENT: Isabel DiMola

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Linda Alfred	Principal	Electronic Signature Approved.
Mark Mezetin	Parent	
Karen Faucett	PA/PTA President or Designated Co-President	
Terri Katz-Jay	UFT Chapter Leader	
Corrinne Ericsson	UFT Member	
Joan Granston	UFT Member	
Monstrose Edwards	UFT Member	
Aisha Edwards	UFT Member	
Rosemarie Appleton	Admin/CSA	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

At Frederick Douglass Academy VI High School, we strive to maximize the abilities and potential of our student body. We offer a challenging and diverse curriculum, a uniform policy and a code of conduct. Students are encouraged to participate in various activities such as student congress, theatrical, musical, dance, fashion productions as well as several sports teams.

Dr. Lorraine Monroe- founder of the charter Frederick Douglass High School (I) in Harlem sought to expose students to the world beyond classroom walls. In accordance with this vision, we have ventured on numerous college tours and school trips- both foreign and domestic - to provide our students with an experiential component to a strong foundation of class based education.

Collaborative team teaching, differentiated instruction, a Saturday program and a scheduled extra help period three times a week help to address the academic needs of our students. Our teachers are exposed to numerous informational and training sessions a year to stay abreast of current and effective teaching methods.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Frederick Douglass Academy VI High School				
District:	27	DBN #:	27Q260	School BEDS Code #:	27Q260

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		83.2	82.5	TBD
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability: - % of Enrollment			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.1	93.2	95.71
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			92.1	93.2
Grade 8	0	0	0				
Grade 9	115	109	145	Students in Temporary Housing - Total Number:			
Grade 10	104	109	104	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	49	78	86		2	11	9
Grade 12	0	48	74				
Ungraded	0	0	0	Recent Immigrants: - Total Number			
Total	268	344	409	(As of October 31)	2006-07	2007-08	2008-09
					2.0	2.0	1

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-09

					07	08	
# in Self-Contained Classes	0	0	0				
# in Collaborative Team Teaching (CTT) Classes	11	18	23	Principal Suspensions	0	7	TBD
Number all others	5	2	12	Superintendent Suspensions	6	3	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	8	9	10	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	23	24
				Number of Administrators and Other Professionals	3	6	6
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	0	0
	5	11	16				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.1	0.9	1.0	Percent more than two years teaching in this school	22.2	29.2	57.7
Black or African American	72.0	72.4	66.0	Percent more than five years teaching anywhere	22.2	25.0	30.8
Hispanic or Latino	19.0	18.6	18.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	6.4	5.9	Percent Masters Degree or higher	94.0	79.0	73.0
White	0.8	1.7	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	87.3	86.8
Multi-racial							
Male	49.2	47.4	47.4				
Female	50.8	52.6	52.6				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
		ELA:		ELA:
	Math:		Math:	IGS
	Science:		Grad. Rate:	Pending

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				√	√	-
Ethnicity						
American Indian or Alaska Native				-	-	
Black or African American				√	√	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject	0	0	0	3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	∞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Trend

- The Graduation Rate over the past two years has increased by 17%
- A comparison of the Progress Report for 07/08 and 08/09 shows an increase in regent passes in each of the Core Subjects: English, Math, Global and Science
- Since students are now taking ELA regents in the 11th grade there has been an increase in the passing rate

Greatest Accomplishment

- The Graduating Class of 08/09 showed an increase of 17% over the previous year and this includes the summer graduates. Seven of the students graduated with an Advanced Regents diploma and three of the students graduated in three years

Aids

- Development of teams by grades
- Collect and analyze data and perform interim assessment
- ITA's/ARIS - data accessibility to classroom teachers
- Professional Development
- ISC personnell - PD and teacher support
- AIS - Saturday Institute, After School program, Tutoring, Lunch and Learn

Barriers

- Limited space
- Shared space
- Technology room/personnel
- Increased incidents - due to one school closing, students are placed by geographical area

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
1. By June 2010 the number of teachers participating in common planning time to produce coherence across grades through curriculum mapping will be increased by 30%.	1. During the 2008-2009 school year 30% of teacher participated in common planning. For the 2009-2010 school year we want to expand the number of teachers to 60%.
2. By May 2010, 80% of teachers will be engaged in professional development in the effective utilization of data in order to enhance their knowledge of differentiated instruction.	2. Eighty percent of teachers will engage in professional development around differentiated instruction that addresses the needs of students with IEP's ELL's and students with varying degrees of reading levels. Fifty percent of teachers will demonstrate differentiated instruction strategies in there class rooms. Eighty percent of classrooms will reflect resources to support differentiated instruction.
3. To increase the number of teachers participating in the inquiry team collaboration by March 2010.	3. During 2008-2009 we had 50% of teachers involved in the inquiry team process. For 2009-2021 we want to expand inquiry work by engaging 90% of the teachers.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

Curriculum Mapping

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010 the number of teachers participating in common planning time to produce coherence across grades through curriculum mapping will be increased by 30%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Teacher teams meet twice monthly to access, develop and implement strategies for curriculum maps.</p> <p>2. Specific teachers receive training in ARIS and turn key information to staff. Monitor and assist teachers in the implementation of strategies for interpreting data. Develop specific and coherent unit assessments to target individual student needs.</p> <p>3. Develop teams by grades and provide professional development for the teams. The inquiry core team members will teach new strategies to the grade teams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Staff Training, Data Analysis and teacher support funded thru C4E.
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	2. By May 2010, 80% of teachers will be engaged in professional development in the effective utilization of data in order to enhance their knowledge of differentiated instruction.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Differentiated instruction will hinge upon assessment from the data received.</p> <p>Planning, implementation and reassessment</p> <p>Identifying how students best learn for student centered learning</p> <p>Differentiating the three components of the lesson: content, process and product</p> <p>Use of universal language to the whole class, group and individual instruction</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Budgetary expenses will include Educational Consultant and resources for weekly PD.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Professional observations, student portfolios, bulletinboards and informal assessments.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. To increase the number of teachers participating in the inquiry team collaboration by March 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>90% of the teachers are working in teams for the purpose of improving vocabulary across the curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The Core Inquiry Team will present after-school and Saturday workshops for the teachers who service Inquiry students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	83	53	52	52	75	32	10	50
10	47	36	63	27	30	15	5	25
11	12	15	49	25	52	5	2	35
12	17	10	15	15	10	3	1	25

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

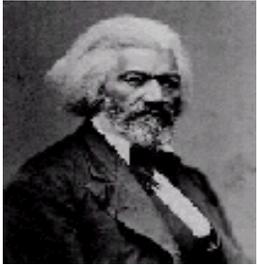
<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The English Department will provide the 9th and 10th grade students with additional help to improve comprehension focusing on vocabulary as a sub skill via the Inquiry Team Services. Inquiry Team teachers will push in and service a total of twenty seven students. 9th through 12th grade literacy instruction will occur in class as well as in tutoring opportunities after school and Saturdays. The Saturday Institute will provide small group and individual instruction to students for the purpose of developing and strengthening identified Literacy skills. ELA teachers will work to provide students with literacy skills and test prep on Saturdays. ELA Instruction is enhanced and delivered with the use of various technologies: LCD, smartboard, overhead, audio-visual, and computer. Kaplan's Regents strategies will be taught in small groups during the extended day to students needing to retake the Regents exam. EdPerformance practice exams, with item diagnosis will determine the need for re-teaching specific skills through direct instruction in class and during the Saturday Institute.</p>
<p>Mathematics:</p>	<p>The Mathematics Department. will schedule all second year at risk students for a full year of two single period math classes taught by different teachers in order to expose the students to various teaching styles. The math department will utilize instructional technology (e.g. graphing calculators, computers, smartboard, etc.), as well as manipulatives (e.g. algebra tiles, lesson appropriate materials, etc.) in all mathematics courses. The Math Department, will provide an extensive tutoring programming mathematics during the extended day after school period and on Saturdays. We will add a remedial course for those who failed integrated algebra and geometry. For advanced students, we will provide a full fourth year of math. An additional mathematics courses will be offered to students as electives. Purchased additional practice work books and soft ware to assist students prepare for the Regent exams</p>
<p>Science:</p>	<p>The Science Department will utilizes instructional technology e.g. LCD, smartboard, graphing calculators, computers, as well as manipulative for science instructions. Students will meet in small groups on different days according to their academic needs in the given content area. Students will be able to make up classes and labs in Earth Science, Living Environment, Forensics, and Physics as remediation and extra credit during lunch or extended day. Science content will be taught in a variety of ways including the use of hands-on activities as well as in class to increase scientific inquiry. Teachers will use previous assessment to become familiar with students' abilities and differentiated instructions. Using results from prior assessments, students who are at risk of failing will be given an exit project as an alternative assessment.</p>

Social Studies:	The social Studies Department differentiates instruction, uses technology, small/whole group instruction, scaffolding, students' multiple intelligence and all four modalities of instruction to drive instruction so that out students meet the social studies standards in order to pass New York state global History and U.S. History regent exams. Teachers are available to students during lunch periods, extended day after school, and on Saturdays to tutor, re-teach and prepare students for regents exams.
At-risk Services Provided by the Guidance Counselor:	Academic interventions based on grade performance and regent exam results. Placing students in regents prep classes and consulting with teachers regarding areas needing attention. Meeting with seniors to ensure maximum potential is realized (i.e., attaining an advanced regent vs. a regents or local diploma).
At-risk Services Provided by the School Psychologist:	School psychologist services are provided through the Far Rockaway Psychologist who gives personal interviews and testing based on recommendation by school faculty. The aim of the psychologist is to assure that all students are performing to their highest potential. When differences are recognized, psychologists attempt to ascertain and address and address the root cause(s) as to why students are not achieving. Treatment recommendations from within or outside of school can be offered.
At-risk Services Provided by the Social Worker:	Social worker services provided through the Far Rockaway Services providing extended services to students and families in need. Social workers provide intake interviews and assess the need for additional family or individual student counseling or intervention. Social Worker is adept at recognizing the signs of abuse or neglect and responds to varying situations.
At-risk Health-related Services:	There is a clinic through the Long Island Jewish Hospital (LIJH) housed on the Far Rockaway Campus.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.



Frederick Douglass Academy VI High School

821 Bay 25th Street
Far Rockaway, New York 11691
718 471-2154 Fax 718 471-2890
Linda Alfred, Principal

Language Allocation Policy

Frederick Douglass Academy VI High School is currently in their seventh year. The LAP Team consists of the Principal, ELL Teacher, Guidance Counselor, Parents and Students. There are presently 410 students on register, including 5 English Language Learners. The languages spoken other than English at FDA VI are Haitian Creole, Spanish and a Philippine dialect.

Parents are invited to a summer and fall orientation to review ELL program choices. A video is reviewed and a question and answer period held followed by the distribution of the parent survey. Guided by the question and answer period and the survey, parents submit a request of an ELL program at this time. FDA VI offers an English Immersion ESL class presently.

From the data patterns shown across levels and grades, one can conclude that our students are overall of intermediate proficiency. However, it has been shown from the data that one of FDA VI's tenth grade ELLs is considered to be advanced in listening and speaking.

Teaching across content areas reinforces instruction of the mainstream classes. ELL Students in FDA VI currently take tests in English. Sample reading lists are based upon novels that are adequate for those beginner, intermediate, and advanced ELLs. Some sample titles include: Lord of the Flies, How the Caged Bird Sings, How Baseball Saved Us, as well as self picked titles reviewed by the ELL teacher.

Writing assignments primarily focus on shaping the ELLs language so they can communicate more efficiently. Some examples of writings include; novel summaries, responses of literature for approved text, descriptive essays and reflective essays. Writing is also utilized in linking content areas to ELL class work through subject area texts. This allows the ELLs class work to encompass both primary and secondary sources.

Both speaking and listening are accomplished through choral reading, active dialog as well as through small group instruction, due to the limited number of ELL students on our roster. Use of the appropriate internet sites and broadcast media are also used as teaching aids, to include the media program, Real Achievement Solutions. Students do not use texts in the Native Language. All ELL instruction through these means is in an English language emersion setting.

The plan for SIFE students will be to apply grant money to aide in PD, parent involvement and AIS. The plan for newcomers would involve tutoring, Saturday programming, and peer mentoring, possibly in the ELL Student's Native Language. The plan for long term ELLs will consist of cultural immersion through increased social activities with Native English speakers i.e. extra curricular activities, museum trips, mentoring, and college tours. Special needs ELLs would be provided with SETTS and CTT services. ELLs will have the opportunity to receive individualized attention because of the small learning community.

To continue transitional support for students reaching proficiency on the NYSESLAT, ELLs would support one another through tutoring services. Those students who have reached proficiency will tutor those ELLs still attempting to pass. Promotion of academic and social extra curricular activities will also be utilized to increase activity with needed English speakers thus, aiding in knowledge in the second language.

We have a total of five ELL's in our school. Two eleventh grade students have achieved advanced proficiency in the modalities of listening, speaking, reading, and writing. Two tenth grade students have achieved intermediate proficiency in the same modalities. One tenth grade student remains at the beginner level in all modalities. Thus, there are a total of three non-proficient ELL's that are provided with 225 minutes of pull-out instruction and, 225 minutes of push-in instruction per week. Our two students, who have achieved advanced ratings in all modalities, receive a total of 225 minutes of pull-out instruction per week.

Explicitly instruction is developed along with main stream teachers to follow the State Mandated Curriculum of subjects across the content areas. Instruction is then delivered in a manner from verbal to technological in order to develop skills along the four modalities.

Teachers receive Professional Development on ELL instruction during study groups and departmental conferences. The ESL instructor turnkeys updated information to the staff during staff development. Some PD topics discussed have included the instruction of ELLs in the classroom, expectations for ELL students and the testing of ELLs.

ELL instruction is guided by NYS/NYC Performance Standards for ELL/ESL and NLA. Other texts being used specifically used in the classroom are: English Plain and Simple (AMSCO Publications), All write – a student handbook for writing and learning (Great Source Education Group), and media programs to include real Achievement Solutions. All other materials come from and include mainstream core content texts.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

10, 11, 12

Number of Students to be Served:

LEP 7

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

1. Data- home language survey provides data necessary as indicator of home language, possibly necessitating translation services

Data- Oral interview is conducted through Meet the Teacher activities, scheduled in September. Time spent in ESL is discussed along with strategies to assist students, at school as well as at home.

Methodology- Use of translation services to ensure maximum effectiveness in communication between school and home.

2. Through home language survey and oral interview, we find at this time we provide translation services on an as needed basis. Parents have stated their preference for English notification of school activities at home. Parental pursuit of this policy encourages immersion to acquire proficiency in the language.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL PD is conducted by knowledge network.

Form TIII – A (1)(b)

School: 27Q260

BEDS Code: 342700010260

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	We do not have title III money
Purchased services - High quality staff and curriculum development contracts	0	See above
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	See above
Educational Software (Object Code 199)	0	We have not received money for title III.
Travel	0	See Above
Other	0	See above
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

this is it

Data- home language survey provides data necessary as indicator of home language, possibly necessitating translation services.

Data- Oral interview is conducted through Meet the Teacher activities, scheduled in September. Time spent in ESL is discussed along with strategies to assist students, at school as well as at home.

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.

this is it.

Methodology- Use of translation services to ensure maximum effectiveness in communication between school and home.

Through home language survey and oral interview, we find at this time we provide translation services on an as needed basis. Parents have stated their preference for English notification of school activities at home. Parental pursuit of this policy encourages immersion to acquire proficiency in the language.

Part B: Strategies and Activities

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

School will provide notices to parents in their native language

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided by inhouse school staff

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>.

Parent coordinator will attend training offered by DOE or Knowledge Network Provider.

We will utilize translation services provided by DOE

Identify bilingual staff

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	227,632.00	15,239.00	242,871
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,276.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$165.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,382.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		761.00	
6. Enter the anticipated 10% set-aside for Professional Development:	1,536.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$837.10	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
86.8%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Administration and UFT informs teacher of various programs where they can obtain the necessary credits for state certification

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The following policy guidelines address the policy for parents of students participating in Title I Schoolwide Program.

- Convene an annual meeting
- Explain the requirements and the rights of the parents to be involved
- Offer flexible schedule of meetings, (e.g. mornings and evenings)
- Review and improve programs such as:
 - o Parental involvement policy
 - o Schoolwide policy
- Provide the participating parent:
 - o Timely information
 - o Description and explanation of curriculum to be used
 - o The forms of academic assessment used to measure student progress
 - o Proficiency levels that students are expected to meet
 - o Provide materials and training on how parents can improve their child's achievement
 - o Educate school staff on how to build ties between the school and parents.
 - o Ensure that information sent home is in a language and form parents can understand

- Reply to parent suggestions
- Provide support for parental involvement
- Encourage parent involvement and to complete the Learning Environment Survey

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact

The staff at Frederick Douglass Academy VI agrees to carry out the following:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the New York State academic achievement standards.
- Communicate frequently and meet annually with families about student progress.
- Provide opportunities for parents to volunteer, participate, and observe in the classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to ensure that the school is accessible and welcoming for families.
- Respect the school, students, staff and families.

The students at Frederick Douglass Academy VI I agree to carry out the following:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.

- Respect the school, classmates, teachers, all staff and families.

The parents of Frederick Douglass Academy VI agree to carry out the following:

- Provide a quiet time and place for homework and monitor TV viewing.
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Through the use of T183 calculators and professional development, students out performed district in English and Mathematics. Regent result should improve in the area of English, foreign language and science. Allowing students to take the English Regent in 10th grade caused the test scores to drop. Therefore, students are now taking the English regent in 11th grade. This should result in an increase in the number of students who pass the English regent. There has also been an increase in the attendance during regent week

Based on the trends teachers will continue to receive professional development in utilizing data and technology.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Improve the conditions for learning (Cambourne)
- Develop improved test taking skills
- Increase the amount of quality of learning time, such as extended school year, before- and after -school and summer programs and opportunities

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

After-school extra curricula activities, if funds are available.

o Help provide an enriched and accelerated curriculum.

An enriched and accelerated curriculum will include the following:

Overhead projects, Smartboards, Lap tops, LCD projectors, Tv, VCR, DVD and video conferencing.

o Meet the educational needs of historically underserved populations.

Provide differentiated instruction and materials.

Eliminate tracking and refrain from bias language

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The needs of the children who are low academic achieves receive advisory, group counseling, support services, intervention, and college advisement.

o Are consistent with and are designed to implement State and local improvement, if any.

Please clarify.

3. Instruction by highly qualified staff.

All students low and high achievers receive highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Ongoing professional development is provided for staff by administration and UFT.

Professional development for parents is provided by the parent coordinator.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Through parent outreach, teacher networking, districts fair, and the DOE information center high quality teachers are attracted.

6. Strategies to increase parental involvement through means such as family literacy services.

Strategies to increase parental involvement include:

School Leadership, PTA and the Parent Coordinator

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

No pre-school in our building.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Department and team meetings provide teachers with opportunities to discuss students, review data, plan curriculum, review students' work and construct a plan for instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective

assistance.

Students with IEP's and ELL's receive the mandated time for classroom mastery and their standardized assessment.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Student government, advisory, townhall and congress are design forums to inform students about programs such as, Respect for all, NCLB, Bullying, Gang Awareness and Good Health habits.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Academic Intervention Programs are utilized to assist students in mastering the state exams.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Mandatory instruction is scheduled for students three days a week.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Scientifically based research teachers use the appropriate wait time for student responses, use consistent language, varied vocabulary for multiply meaning development.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

An accelerated high quality curriculum could include, an exchange program, foreign study and internships.

c. Minimize removing children from the regular classroom during regular school hours;

Team teaching, push in, collaborative project base learning.

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

This information was lost will redo.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Administration, SLT, UFT, School aides, paraprofessional all receive professional development attend off site conferences.

7. Provide strategies to increase parental involvement; and

PTA conducts community outreach and parents receive ARIS Parent Link training.

8. Coordinate and integrate Federal, State and local services and programs.

NCLB program is utilized along with PSAT prep for student. The school participates in student distribution of waiver for CUNY colleges.

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Curriculum is being updated annually to reflect current state standards and students' needs.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Ongoing professional development and curriculum mapping.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Additional professional development from central on standards, curriculum development/mapping

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education

Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Formal and informal observations and teacher feedback.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Use of technology - graphing calculators, LCD projectors, students working on projects, displays and presentation to class, bulletin boards, Regents passes, Outperforming district in Periodic Assessment, Advanced Regents diplomas.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Formal and informal observations/

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Increase in Regents scores over the previous years.

Credit accumulation.

ITA: increase by at least 5% of the district’s scores.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Walk throughs, formal and informal teacher observations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Use of LCD, TI83, overhead smartboard, web resources.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

NA

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school purchased materials for ELA/ ELLs to improve the mechanics and elements of writing.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

86.8% of teachers are highly qualified in core subject area, and 30.8% of teachers taught in this school for 5 or more years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Continue to recruit the highly qualified teachers and provide on-going professional development to retain them.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Special Education Specialists whose roles are to build capacity for each teacher as it relates to special education modifications, accommodations and various instructional approaches to help our students succeed academically.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school will review the IEP of students during common planning time to ensure that these findings are being addressed.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We set weekly benchmarks with each student. Behavioral goals are part of the benchmarking if necessary for particular students. The delivery of instruction by teachers is based on the needs and learning styles of students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will seek out to ISC special education office for on-going professional development.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Counseling via school Psychologist/Social Worker

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Non-title One

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.