



**FREEDOM ACADEMY HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (13 / K / 509)**

**ADDRESS: 116 NASSAU STREET BROOKLYN N.Y 11201**

**TELEPHONE: 718-694-8357**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 13K509      **SCHOOL NAME:** Freedom Academy High School

**SCHOOL ADDRESS:** 116 Nassau Street Brooklyn New York 11201

**SCHOOL TELEPHONE:** 718-694-8357      **FAX:** 718-694-8360

**SCHOOL CONTACT PERSON:** Alyson Forde      **EMAIL ADDRESS:** AForde1@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ronald Tomlinson

**PRINCIPAL:** Alyson Forde

**UFT CHAPTER LEADER:** Gaston Allen

**PARENTS' ASSOCIATION PRESIDENT:** Ronald Tomlinson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Jaymilee Wilson & Kemar Turner

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 13K509      **CHILDREN FIRST NETWORK (CFN):** 308

**NETWORK LEADER:** Kathy Pelles

**SUPERINTENDENT:** Karen Watts

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Alyson Forde	*Principal or Designee	
Gaston Allen	*UFT Chapter Chairperson or Designee	
Ronald Tomlinson	*PA/PTA President or Designated Co-President	
Flossie Brock	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Charles Cunningham	DC 37 Representative, if applicable	
Jaymilee Wilson Kemar Turner	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Robert Rose	Member/	
Katheryn Russell	Member/	
Sonia Mclean	Member/	
Samuel Gordon	Member/	
Marilyn Lewis	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* 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.

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### **School Vision and Mission**

The mission of Freedom Academy High School is to provide our students with a rigorous comprehensive instructional program and support services that will enable them with the preparation and experiences they need to ensure retention, graduation and acceptance into post-secondary educational institutions of their choice. We strive to provide every student with a challenging curriculum and learning strategies to meet and/or exceed state standards in all disciplines. We have clearly articulated high expectations for both students and staff at Freedom Academy High School. Our school motto is "Achievement really matters". The entire school community, teachers, support staff, parents, guardians, school nurse, custodian, cafeteria staff, school security agents, friends and supporters of Freedom Academy High School are committed to the mission and have pledged to provide students with the support, skills and tools they will need to meet the challenges of the 21<sup>st</sup> century. We collectively reinforce like skills, caring concern, respect, responsibility, trust, tolerance, team spirit and family.

### **About the School's Community and its Unique/Important Characteristics**

Freedom Academy High School serves an ethnically diverse population drawn from several junior high schools/intermediate schools throughout New York City, including the Bronx and Staten Island. Freedom Academy High School's theme is legal studies and uses an annualized block schedule with an average class size is 25 students. For 9<sup>th</sup> and 10<sup>th</sup> grade single sex classes are offered in English Language Arts.

### **Summary of School Performance Trends**

Entering first time 9<sup>th</sup> grade students' achievement varies from a low performance of level one to level three. Freedom Academy High School has balanced Literacy class instruction, to close the achievement gap along with single-sex English Language Art classes. The 9<sup>th</sup> grade is receiving instruction in reading and writing in a 90-minute block. The reading component includes but is not limited to, independent and guided reading, read aloud, shared reading and a leveled classroom library in each English class. The writer's workshop model incorporates conferencing, model writing, share-outs and teacher instructed mini-lesson. All other classes meet for a 45 minute period.

Academic intervention is applied to all students. However, our focus is on the 9<sup>th</sup> grade students with level 1 and 2 in reading and math. They are in a 90-minute block of instruction in English and/or Math. The teachers issue progress reports based on daily class work, writing samples, teacher tests and student projects approximately every twenty-seven days, three times a term.

We involve the student in the process by holding a teacher-student conference. Parents are notified and encouraged to attend a teacher-parent conference to develop a plan of study. Families also meet with the guidance counselor. Guidance addresses families to outside agencies. We conduct case conferencing with the entire staff to develop strategies for student success. The strategies often

include but are not limited to tutoring, more time on task, study-skills, buddy system, counseling and if needed arranging for the student to receive eyeglasses or medical care. Students are given tutoring in house and recommended to partnering after school and Saturday programs. Every effort is made to assist students before they fall behind. All 9<sup>th</sup> grade students are mandated to attend PM School Prep for Success Program sponsored by Medgar Evers College which provides homework help, and tutoring for the Living Environment Regents and Integrated Algebra.

Enrichment curriculum offerings include, but are not limited to investigative Science Research, AP English Language, AP English Literature, AP US history and Advance Environmental Science. Enriched course offerings are provided during the regular school day, during the extended day (PM School) and after school. All grades participate. Students are recommended or may self-select to participate.

### **School-wide Priorities for Improvement for**

There are several goals for the academic school year based on the previous years school data and incoming student data. Two major goals are introducing the incoming 9<sup>th</sup> graders to the workshop model in reading and writing, as well as continuing the model with the upper classes to insure continuity in English Language Arts, and the Lorraine Monroe's Black Board Configuration format (BBCs). Another goal is the continuation of accountable talk, reintroducing the principles to returning students and presenting it as first time model to students new to Freedom Academy. We are moving forward with each goal. The students are familiar, at this point, with the school wide initiative and the model. In addition, all students must complete projects in each of their classes per each marking period.

### **Overview of Instructional Programs and Special Initiatives**

1. Workshop model implemented across the curriculum
2. Writing workshop implemented across the curriculum
3. Single sex classes for ELA Classes
4. Rites of Passage Programs

### **Strategic Collaborations and Partnerships**

We have developed partnerships with the colleges and universities in our community. New York City College of Technology enrolls our students in their College Now Program, STEP and Access for Women. We have several students attending Cooper Union College Arts program. We also have students in attendance at Medgar Evers College Saturday Program.

### **Alignment of School's Educational Program with the Principles of Learning**

We are an Educational-Option school, and students apply through the Office of High School Admissions. Their application is based on their interest in our Humanities Program and/or Math, Science or Technology. Our Legal Studies/Forensics Program offers law classes and various law related activities. We provide students with the tools to engage in issues of concern in their lives and in their community. Through the development of speaking, critical thinking, research, use of technology and debate skills our students gain the experience and confidence needed to be leaders and visionaries. We have strengthened our math and science course offering and have partnered with New York City College of Technology STEP program. We also have an Anthony Robbins Youth mentoring program for students to build leadership skills. Through several of our prior programs and partners such as Net Generation of Youth program and MOUSE Squad it has enabled students to engage in emerging trends in technology, digital publishing and video recording.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>											
<b>School Name:</b>		Freedom Academy High School									
<b>District:</b>		13		<b>DBN #:</b>		13k509		<b>School BEDS Code:</b>		331300011509	
<b>DEMOGRAPHICS</b>											
<b>Grades Served in 2009-10:</b>		<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 checked="" type="checkbox"/> Ungraded				
<b>Enrollment:</b>						<b>Attendance: % of days students attended*</b>					
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10		
Pre-K		0	0	0			79.7	75.7	77.7		
Kindergarten		0	0	0							
Grade 1		1	0	0	<b>Student Stability: % of Enrollment</b>						
Grade 2		0	0	0	(As of June 30)		2007-08	2008-09	2009-10		
Grade 3		0	0	0			93.2	98.1	TBD		
Grade 4		0	0	0							
Grade 5		0	0	0	<b>Poverty Rate: % of Enrollment</b>						
Grade 6		0	0	0	(As of October 31)		2007-08	2008-09	2009-10		
Grade 7		0	0	0			73.4	55.4	82.7		
Grade 8		0	0	0							
Grade 9		120	118	126	<b>Students in Temporary Housing: Total Number</b>						
Grade 10		105	86	66	(As of June 30)		2007-08	2008-09	2009-10		
Grade 11		48	66	50			1	4	4		
Grade 12		40	46	70							
Ungraded		1	0	2	<b>Recent Immigrants: Total Number</b>						
					(As of October 31)		2007-08	2008-09	2009-10		
Total		315	316	314			0	0	0		
<b>Special Education Enrollment:</b>						<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10		
Number in Self-Contained Classes		8	15	21							
No. in Collaborative Team Teaching (CTT) Classes		28	19	16	Principal Suspensions		0	0	TBD		
Number all others		18	23	21	Superintendent Suspensions		0	0	TBD		
<i>These students are included in the enrollment information above.</i>											
<b>English Language Learners (ELL) Enrollment:</b>						<b>Special High School Programs: Total Number</b>					
(BESIS Survey)					(As of October 31)		2007-08	2008-09	2009-10		
(As of October 31)		2007-08	2008-09	2009-10	CTE Program Participants		N/A	0	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		5	5	3	<b>Number of Staff: Includes all full-time staff</b>						
# ELLs with IEPs		0	1	2	(As of October 31)		2007-08	2008-09	2009-10		

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	20	21	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	7	6	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	19	15	TBD				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	1.6	1.0	Percent more than two years teaching in this school	55.0	47.6	TBD
Black or African American	77.5	77.2	80.9	Percent more than five years teaching anywhere	40.0	57.1	TBD
Hispanic or Latino	15.2	16.5	14.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.1	2.8	1.6	Percent Masters Degree or higher	65.0	71.0	TBD
White	2.5	1.9	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.8	78.3	TBD
Multi-racial							
<b>Male</b>	49.8	50.6	49.4				
<b>Female</b>	50.2	49.4	50.6				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)		<input checked="" type="checkbox"/>		
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Restructuring (Advanced)

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>		
	ELA:			ELA:	✓	
	Math:			Math:	✓	
	Science:			Grad. Rate:	✓	

**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**	Progress Target
<b>All Students</b>				✓	✓	✓	62
<b>Ethnicity</b>							
American Indian or Alaska Native				--	--		
Black or African American				✓	✓		
Hispanic or Latino				--	--	--	
Asian or Native Hawaiian/Other Pacific Islander				--	--	--	
White						--	
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				--	--	--	
Limited English Proficient				--	--		
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				0	3	1	

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	61.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	33.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for</i>			

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

*District 75 schools.*

## 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/Teacher 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 your school's 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?
- 

**In general, the performance trends in the school are most related to improved literacy skills across the disciplines which have steadily improved the Regents pass rates, the number of Regents and Advance Regents Diplomas and an increased four and six year graduation rate. However, our greatest challenge is improving school-wide attendance.**

### **English –**

**Student Performance Trends** – We noticed that our Regents exam passing rate met our target during the 2009-10 school year, with 59 out of 81 students in the cohort passing the exam. This represents a 72.8% pass rate which we hope to improve by at least 5% this school year. Further, we aim to increase the number of students scoring above 85% on the exam. Our AP English Language and AP English Literature courses saw improvement in student scores as well, with four students receiving a “3” on one of the two exams.

**Greatest Accomplishments** – The ELA Department continues to develop its curriculum that is grounded in vertical and horizontal planning, the workshop model, and the implementation of differentiation at all levels – process, content, and product. This past spring we created a set of power standards that drove our curriculum revisions. Furthermore, these standards led to the creation of diagnostic assessments that reflected specific benchmark skills identified in our power standards work. Finally, as mentioned above, we met our goal for the Regents pass rate, and improved our average score on the AP English exams.

**Aids/Barriers to Improvement** - The significant amount of professional development scheduled by administration combined with the willingness of administration to support further development desired by individual teachers continues to help our department and staff. This professional development allows us to create effective AP courses and continue to differentiate the material that we teach. Budget and funding issues continue to hinder our ability to provide Freedom students with the technology and resources available in more affluent school districts.

## Science –

**Student Performance Trends** - One of the key factors we have found in the trend of student aptitude in science was the student's Mathematics and English comprehension skills. High achieving students yielded the most developed understanding of content and key concepts in both The Living Environment and The Physical Setting Earth Science Regent Exams, class room exams, and overall student performance. They also tended to be students with consistent attendance and met lab requirements within the time frame.

**Greatest Accomplishments** - Some of the Science departments greatest accomplishments include the following: an environmental Advanced Placement class where students take a college course science class for credit, the implementation of differentiated instruction to meet the needs of all students and allow for greater participation through empowerment by giving the students choices, AVID classroom instruction techniques that utilizes Cornell notes and the science interactive notebook with strategies that aid in the retention and organization of student's notes and conceptual understanding.

**Aids/Barriers to Improvement** - Some of the obstacles we are encountering in the science department seem to be the result of the lack of funds and reduction of the school budget. Class loads are large and the facilities are not necessarily accommodating to hands on inquiry learning in small group instruction. Safely carrying out laboratory experiments and classroom activities become more confined and teacher centered when the population of the class is closer to the carrying capacity of the room. In addition lack of funds has left the department lacking material and textbooks that are current to the Regent standards.

## Math –

**Student Performance Trends** -Results for the Integrated Algebra Regents are trending upwards as teachers and students become more familiar with the exam. Our goal for 2010-2011 is to achieve a 70% passing rate on this exam. The Regents Geometry results were poor: only 28.6% students who took the exam passed with a score of 65 or more. Our goal for 2010-2011 is to achieve a 50% passing rate on the Geometry Regents. Regents Algebra II and Trigonometry represents a challenge for us. Our goal for this year is to have at least 50% of our eligible students pass this Regents examination.

**Greatest Accomplishments** - Our greatest accomplishments have been the increases in numbers of students who have passed Regents math examinations. Our challenge is to make those increases significant and noteworthy; to meet our goals for 2011.

**Aids/Barriers to Improvement** - Students' attendance is not as great as it should be and that represents a barrier to our schools continuous growth in mathematics. Our goal for this school year is to increase our attendance rate from 77% to 87%.

## Social Studies –

**Student Performance trends:** The teachers of the Social studies department have observed that our students fell below the estimated passing rate at the Regents Exam. Only 34% of our cohort members from the last school year passed the Global History and 23% gain a passing grade at the U S History .Our goal is to improve the passing rate to 70% for Global history and 65%for U S History.

**Greatest Accomplishment:** The Social Studies Department will endeavor to develop a curriculum using the Understanding by Design Model and the implementation of differentiation in process, content and product to drive instructions at all levels. We will also utilize the workshop model in all classes. We will strive to reestablish the US History and Government Advance Program for the junior

class. We hope new approach to curriculum development and instruction will take us beyond the 66 % pass rate previously achieved.

**Aids/Barriers to Improvement:** Rigorous professional development and combine with common planning by department members continue to help our department and staff. Common planning allows us as a department to use differentiated instruction in our lesson. Some obstacles we are encountering in the department seem to be the resulting from the lack of funds or other budgetary constraints.

## **Special Education**

### **Trends:**

- Students do not seem value credits, or attendance
- Students may be unaware of current academic status until it is urgent
- Students programming is often switched throughout the year or not placed with appropriate services
- Students who have IEPs may not be getting the complete services they need due to budget and programming issues
- Students who are repeaters or do not do well on Regents often have poor attendance and/or are tardy

•

### **Accomplishments:**

- Improving the community and motivation of 9<sup>th</sup> grade students
- Self-contained classes are running with little interruption and students are beginning to be more self-motivated within my class
- Along with the ELA department collaborating to make sure all standards are being covered in each grade level and rigor is increasing
- Writing efficient smart goals for students with IEPs
- Specifying curriculum and units to meet goals and standards of ELA departments
- Writing letters of recommendation that got one student a summer scholarship and another student into college
- Asking to write an article for teacher newspaper in order to share authentic tasks
- Completion of LAB site visits

### **Barriers:**

- budget, lack of finances
- Ineffective lessons or teaching
- lack of activities
- lacking of character education for students, in some areas
- programming readjustment
- inconsistent policies (some students follow, some don't) consequences are inconsistent
- students in hallway
- teachers not meeting during assigned preps or meeting times
- class room size increased
- sometimes lack of supplies
- attitudes of faculty and students sometimes can create issues
- unmotivated members of school

## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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### School Wide Goals 2010 - 11

1. Improve annual student attendance from 77% to 87%. Guidance, Inquiry Teams, Teachers and Attendance office will be monitoring and implementing various strategies to approve student attendance.
2. To improve the quality of student writing and reading throughout all disciplines. Implement writing across the curriculum in all subject areas (sustained writing activity at least once a week and reading everyday). Teachers will collaboratively plan assignments to engage students in the writing and reading process.
3. 100% of the teaching faculty should be differentiating instruction in process, content and product using at least 2-3 strategies based on evaluating common assessment results. Teachers will be planning common assessments across their classes and grade level to collect data in order to differentiate their instruction to meet their students needs.
4. Increase the cohort graduation rate from 70% to 75 with a significant increase of Advance Regents Diplomas . Guidance and Teachers will monitor students' performance, especially credit accumulation.
5. Create and systemize goal setting structures such as benchmark assessments (diagnostic/formative assessments, common assessments and summative assessments) to monitor student academic performance and school performance as it relates to various approaches as well as revise practices and strategies when they are not effectively meeting the school's community's needs and goals. Teachers, Inquiry Teams, Departments and Administration will meet regularly plan, create, implement, monitor, revise various approaches to meet students' needs.
6. Incorporate Common Core Standards into Subject Curriculum maps and develop rigorous academic activities to incorporate in each department's repertoire of lessons, activities and assessments.

**ACTION 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 2010-11 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, PLA, 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.

**ENGLISH (ELA)**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>a) We will achieve a 77% passing rate or better on the English Regents this school year.  b) We will increase the number of students receiving an 85 on the Regents by 5%.  c) We will increase the number of students receiving at least a 2 on the AP exams to at least 15 in both classes.  d) We will use 2-3 strategies to differentiate product, process, and content in all ELA classes.  e) We will give each student 7 authentic, teacher-created, formative assessments (including diagnostics) to measure progress.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will offer in-class Regents prep up for up to 1 month before each exam.  -We will offer after-school Regents prep courses for at-risk students for at least 1 marking period before each exam.  - We will realign our 4-year curriculum to ensure Regents-exam readiness for all students by the end of tenth grade.  -We will offer 2 AP English courses throughout the school year.  -We will revise our curriculum maps to identify benchmark skills for each unit in each grade.  - We will create and implement formative assessments across grade levels during each unit. We will use the results and data to modify curriculum and instruction moving forward.  - We will attend Professional Development opportunities geared towards differentiation and will also discuss additional strategies at our bi-monthly department meetings.</p>



**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Align our instruction and math curriculum to the Common Core State Standards especially to the 8 standards for Mathematical Practice. Teachers will model and have students solve math problems with the 8 practices in mind.
- Creating a Math Study Group that meets once per week to plan/prepare/review common assessments and to item analyze and to plan instruction based on the results of assessments.
- Call homes, write letters to parents/guardians, regularly encourage all students to be punctual and to have perfect attendance. Use incentives such as certificates and credits to promote better attendance in math classes.
- 10 minutes per day of each pre-calculus or Algebra II class, preparing students for the Regents Math B or the Regents Integrated Geometry exam.
- 9<sup>th</sup> period credit recovery will be used to prepare students for Regents Math.
- Increased use of technology: Overhead projectors in conjunction with graphing calculators, the Geometer Sketchpad, Smart-Board, the computer lab in room 701 and the Internet for research, spreadsheets and information.
- Increased rigor in math classrooms making full use of Bloom's Taxonomy.
- Differentiated instruction and collaborative student groupings.
- Use of Acuity by all teachers to gather item analyzed data and to use that data to inform/differentiate instruction.
- Prep for Success Program, AVID Tutorial Instruction with Ms. Sylvester during period 9.
- Including reading and writing as part of every math lesson and across content areas.
- Letters to parents informing them of our planned activities and asking for their assistance in getting students to attend classes and in assisting students wherever possible.

<b>Subject/Area (where relevant):</b>	<b>Science</b> - Inter-visitation among math teachers and across the faculty. Using projects, foldables and manipulatives that help students develop a greater understanding of the	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Principles and concepts of Science taught, and their applications in the real world. Encourage better student attendance by offering students incentives, such as points for perfect or improved	Goal % Pass by 09/2011 90% 90%
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	We will help students understand and develop and understand their own learning style, that will enhance both their comprehension and analysis skills. We will target both 9th and 10th grade student and instill within them the skills to succeed in Regent level work. We will help establish both short and long term goals with our student and revisit and revise our goals as necessitated. Also, we plan to utilize technology and provide hands on inquiry activities that foster collaboration and the sharing of ideas and best practices, which is necessary for success with not only the Regent examination but other aspects of higher education, exposing and preparing students for current trends in science.	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Staffing concerns were met that help assist us to achieve our goal and implement our plan by providing common prep time workshops, AVID Science department facilitated by the Curriculum Center, which is on site at PARS.	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Each of the 3 marking periods in each semester. Student work and information is reviewed throughout the entire year both daily monthly and each semester. Information is gathered utilizing ARIS data, class examinations, inter-visitation, surveys, student and class anecdotal, periodic assessments, Inquiry Team research, school-based assessments and notebook reviews. Weekly regent level tests will also be given and daily exit sheets are utilized to determine projected gains and steer the classroom instruction appropriately.	
<b>Indicator of Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> <b>Subject/Area (where relevant):</b>	<b>Physical Education, Dance and Art</b> and information is reviewed throughout the entire year both daily monthly and each semester. Information is gathered utilizing ARIS data, class examinations, inter-visitation, surveys, student and class anecdotal, periodic assessments, Inquiry Team research, school-based assessments and notebook reviews. Weekly regent level	
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i>	Students will be provided with rigorous and comprehensive instruction through Physical Education, Dance, and Art to gain the skills, knowledge, and dispositions important for the preparation and experience	for college, higher level learning, post

<i>Time-bound.</i>	secondary opportunities, and for a well rounded healthy, social, and intellectual lifestyle.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Carefully plan and implement a curriculum that is applicable in these subject areas that meet national and New York State content and performance learning standards for the students. Carefully select units of study that will meet the expectations set by the standards. Goals and objectives will be developed to accommodate individual learning styles and provide alternative approaches to learning.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	School resources that influence these disciplines include finances, facilities and equipment, staff, school and departmental policies, and the total school curriculum. In our school finances are low, and as such, school facilities are supplemented by community resources such as NYC parks, and the Manhattan and Brooklyn Bridges. Discipline of the Arts does take trips to the Brooklyn Museum and other museums in the local community. The discipline of Dance attends performances at BAM. Grants from outside agencies assist in the programming of an art exposition for the school. Aligning these resources to the curriculum allow students to utilize them, as well as exposing students to community and to our neighborhood resources.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Each of the 3 marking periods in each semester – Formative and summative evaluations are administered in each discipline. Students are assigned written projects in each discipline. New York City Fitness gram Assessment is administered in our school. An art exposition is programmed into the school calendar.

**Subject/Area (where relevant):** Academic Intervention and Attendance

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Improve attendance from 77% to 87%.
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<p><b>Action Plan</b>  <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>Students must complete entrance tickets (at least 3x/week) for credit; Late logs and follow-up w/ phone calls &amp; letters; Rewards/recognition for students who are always in attendance;</p> <p>For frequently/late absent students, teachers implement action plans, with weekly phone calls and letters.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Delegating phone calls to different teachers (so it does not overlap)</p> <p>Coordination of teachers w/ dean and guidance counselor for special cases (LTA, repeaters)</p> <p>Attendance teacher will assist teachers and guidance department to follow up on chronically absent students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each of the 3 marking periods in each semester, review attendance records, anecdotal evidence, teacher observations of changes in student behavior and attendance. Tracking late logs.</p>

**All Disciplines – Sustained Writing and Reading**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the quality of student writing and reading throughout all disciplines. Implement writing across the curriculum in all subject areas (sustained writing activity at least once a week)</p>
<p><b>Action Plan</b>  <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>Daily journal entries, essay per marking period, modeling the writing process, free writes that turn into organized paragraphs/essays; Students are given access to exemplars of model writing; Use of excellent student work as exemplar (recognition), increasing in class timed writing every few sessions. Writing workshops broken down by level, mixed writing groups. Using acronyms and writing strategies to organize and keep structure (scaffolding lessons)</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Attending PD's on differentiation (in-school development and outside PD's); sharing Differentiation ideas/strategies with department and grade level during weekly meetings and faculty meetings; Using many of the teacher literature on differentiation to improve and guide use of differentiation;</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each of the 3 marking periods per semester, Differentiation is clearly stated in written plan or verbally given as an option during the lesson; Peer Observations where teachers assure that differentiation is occurring. Asking students for reflections and if they feel their likes, interests, strengths and weakness are being accommodated through differentiation. Surveying students.</p>

**Subject/Area (where relevant):** Guidance Services

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the cohort graduation rate from 70% to 75%</p>
<p><b>Action Plan</b> <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>Unifying grade meetings and assemblies where students can come together on a common cause to create a community environment where students help each other and motivate self and each other to completion. Guest speakers (from colleges, different professions, and community members) who emphasize the importance of a HS education. 1:1 conferences with guidance counselors and teachers; creating after school interest groups, and simply being authentic with students about their position in regards to their future. Having students annually meet with advisor or counselor to discuss after HS transition plans and to clarify and specify where they are as far as Regents and credits. (suggestion: assigning each teacher about 20-25 students as a mentor to replace homeroom)</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Using money and fundraisers to promote school community to allow for after school programs/activities and field trips. Inviting affiliates and friends of Freedom to speak to grade levels to give assemblies on the importance (someone relatable to the students). Donor choose grants to fund some activities; building life skills in classroom, assemblies, and mentor relationships to hold students accountable and make them feel like they have a community working for them</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improved grades on required exams, improved attendance records, monitoring why students aren't receiving credit. Reflecting on teacher data and patterns of students that do not graduate.</p>

**Subject/Area (where relevant):** All Disciplines and departments – Goal Setting and the Monitoring and Revision Process for progress

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Systemize goal setting structures such as benchmark assessments (diagnostic/formative assessments, common assessments and summative assessments) to monitor student academic performance and school performance as it relates to various approaches as well as revise practices and strategies when they are not effective meeting the school's community's needs and goals.</p>
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<p><b>Action Plan</b>  <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>Meeting with department to ensure all standard are being met at each grade level. Detailed curriculum maps including required lessons or specified concepts to keep uniform allowing for some differentiation by teacher. Making teachers goals for each class aligned with that grade level standard. Knowing which standard is being worked on or achieved during each individual unit. Posting standards in classroom</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Giving Teachers PD's, using Backwards planning model or using the organized and exact template of UBD formant. Meeting with Department heads, using budget to pay for subs. Additional funding may be necessary to support professional development about differentiation of instruction. Additional staff/funds may be necessary to successfully implement after-school and Saturday Regents prep courses.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Making teachers accountable for standards; ensuring standards are included in unit plans as well as posted on walls. Creating assessments strictly based on standards. Having Core standard checklists for each teacher to reflect upon each semester. Have teachers set goals monthly</p>

**STUDENTS WITH DISABILITIES WHO ARE NOT MEETING REQUIREMENTS ON AVERAGE**

**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	15	30	30		20			
10	10	15	15	20	15			
11	10	15		20				
12	7							

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>After school remediation; after school prep; CTT model; Separating girls/boys for 9<sup>th</sup> grade English; Double Periods (reading workshop/writing workshop); Flexible grouping; homogenous grouping; guided reading; reading groups; school day rewards; bulletin board recognition; 1:1 conferencing and remediation 9<sup>th</sup> period and after school</b>

<b>Mathematics:</b>	<b>CTT with students with IEPs, tactile math tools (using play money for example); or real life scenarios. Using authentic word problems; 9<sup>th</sup> period and after school; smaller class size</b>
<b>Science:</b>	<b>CTT, after school tutoring and labs, science prep, small groups after school</b>
<b>Social Studies:</b>	<b>Smaller class size, self contained class, after school, global studies club, history/global text written in simpler form, global prep, history prep, rewards during school day; students may ask to meet with teacher during lunch after school for extra help. Field trip heavy class.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counseling session are held for at-risk students. Session are scheduled on a weekly basis and cover a range of topics from self-esteem, grieving, homelessness, abuse, depression, anger management, study skills or learning coping skills.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9 - 12                      Number of Students to be Served: 2      LEP             Non-LEP

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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FAHS has a student population of 264 students from culturally diverse backgrounds whom are mostly from African American, Caribbean and Hispanic background. Their first languages are Spanish and broken English. Our English Language Learner population is about .61% of the total population at 264 we offer ESL services to entitled general education and special education. The students receive an additional English Skills Class to provide ELL students with additional support as well as push-in services from the Special education department.

**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.

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All faculty receive training for teaching Limited English Proficient (LEP) students sponsored by the New York Department of Education LEP department, the Children’s First Network support liaison, and various colleges who sponsor workshops. In addition, twice a year the whole faculty receive in-house training to address the needs of our LEP students.

**Section III. Title III Budget**

School: Freedom Academy HS (13K509) BEDS Code: 331300011509

<b>Allocation Amount: \$0</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>		
<b>Purchased services</b>		
<b>Supplies and materials</b>		
<b>Educational Software (Object Code 199)</b>		<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		



### **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**

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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.

Home language surveys are used to identify students and parents' language. If a parent is identified as speaking another language such as Spanish, Creole, Bengali or French, letters are translated by various staff members or obtained from the NYCDOE website. Further, staff members and the NYCDOE translation services are also utilized to verbally communicate with parents.

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.

A review of the adult home language survey is conducted. During parent conferences, parents are also surveyed to ensure that communication is occurring in the language that the parent is most comfortable.

#### **Part B: Strategies and Activities**

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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.

Written translations are provided by the translation unit at the NYCDOE as well as various members of staff also assist with translating letters for parents to understand.

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.

Currently, there are staff members on staff that have assisted with translating and interpreting information for parents. In addition, the school utilizes the NYCDOE interpretation unit to assist when ever needed.

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>.

Parental notification letters are translated and sent to parents in their home language. Most letters are interpreted by the NYCDOE or the a staff member.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$238,308	\$93,376	\$331,684
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,383	\$934	\$3,317
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,915	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$86,066	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   75
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **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.  
Double Periods of ELA, small class size.
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
Departments will meet during common planning time to address needs of students.
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;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;  
Teachers meet in common planning times to address and plan for student needs.

5. Provide instruction by highly qualified teachers;  
All teachers are highly qualified but those who require additional course work will be offered financial assistance through the Title I 5% set aside.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
A fulltime UFT Staff developer as well as a part-time literacy coach are on staff and provide regular staff development during departmental common planning times.
7. Provide strategies to increase parental involvement; and  
Parent outreach is done through mailings, school website and phone messenger in addition to the regularly schedule PA and SLT meetings.
8. 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. Programs such as shared instruction with CTE schools are utilized, VESID, College Now with CUNY and Medgar Evars College.
9. .

## **APPENDIX 7: 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>

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### **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.)

4 Students

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

Students are provided with school supplies through their teachers, additional afterschool tutoring, a bus pass for transportation, counseling and academic intervention services.

### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Freedom Academy High School					
<b>District:</b>	13	<b>DBN:</b>	13K509	<b>School</b>		331300011509

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		79.7	75.7	77.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	118	126	87				
Grade 10	86	66	70				
Grade 11	66	50	52				
Grade 12	46	70	53				
Ungraded	0	2	0				
<b>Total</b>	<b>316</b>	<b>314</b>	<b>262</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.2	98.1	94.7

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.4	82.7	87.6

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	4	8

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	21	15	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	19	16	27	Superintendent Suspensions	0	0	0
Number all others	23	21	14				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	20	21	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	5
# receiving ESL services only	5	3	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	1	2	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	15	45	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.0	47.6	60.0
				% more than 5 years teaching anywhere	40.0	57.1	70.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	65.0	71.0	90.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.8	78.3	85.2
American Indian or Alaska Native	1.6	1.0	0.4				
Black or African American	77.2	80.9	80.5				
Hispanic or Latino	16.5	14.6	16.0				
Asian or Native Hawaiian/Other Pacific	2.8	1.6	0.8				
White	1.9	1.9	2.3				
<b>Male</b>	50.6	49.4	47.3				
<b>Female</b>	49.4	50.6	52.7				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	X
Math:	v
Science:	v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	v	v	62
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				X	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White						-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				X	v	
<b>Student groups making</b>				0	3	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	61.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	7.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	19.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	33.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



## *Freedom Academy High School*

New York City Department of Education

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*Alyson Forde, Principal*

*Theodicia Collins, Assistant Principal*

### **Title I Parent Involvement Policy and Parent-School Compact for**

### **Freedom Academy High School (13K509)**

### **School Year 2010-11**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore **Freedom Academy High School**, [in compliance with the Section 1118 of Title I, Part A of the *No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **Freedom Academy High 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 Advisory Council, as trained volunteers and welcomed members of our school community. **Freedom Academy High School** will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand 2.
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

**Freedom Academy High School's** Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the **Freedom Academy High School** Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, **Freedom Academy High School** will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- 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 Title I Parent Annual 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; and

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.

**Freedom Academy High School will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year; encouraging meaningful parent participation on School Leadership Teams, Parent Association Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center 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; and
- 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;

**Section II: School-Parent Compact**

**Freedom Academy 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. **Freedom Academy High School** staff and the 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.

### **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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

### **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; and 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;

### **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. I will also:
  - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

### **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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Ronald Tomlinson on November 9<sup>th</sup>, 2010.

This Parent Involvement Policy was updated on November 12, 2010.

The final version of this document will be distributed to the school community on November 15, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.



# Freedom Academy High School

New York City Department of Education  
116 Nassau St. - 5th Floor  
Brooklyn, NY 11201

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Alyson Forde, *Principal*

Theodicia Collins, *Assistant Principal*

## Language Allocation Policy (LAP) 2010-2011

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### I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Alyson Forde	<i>ESL Teacher:</i>	Cassandra Ynocencio
<i>Assistant Principals:</i>	Theodicia Collins		
<i>Guidance Counselor:</i>	Debra Harris	<i>Literacy Coach:</i>	Eric Fraser
<i>Content Area Teacher:</i>	Mohamed Farouk Science	<i>Math Coach:</i>	Oswald Collymore
<i>Content Area Teacher:</i>	Elma Perry Social Studies	<i>Parent Coordinator:</i>	Maxine Norton

### II. Teacher Qualifications

Freedom Academy High School (FAHS) has an eager staff servicing the ELL population consisting of five permanent licensed content area teachers (Math, NLA, Sp. Education, Social Studies), and two conditional licensed teachers (Science, ESL); Although they are not all license to as an ESL Or Bilingual Teachers, we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2010-2011.

### III. ELL Demographics and School Description:

FAHS is located in the downtown community section of Brooklyn, New York in leased space with limited resources. At present, the school shares the shares the same building with Federal Education Guidance Services FEGS for adults. The school has developed its own organization, its own entrance and exit. About 82% of the students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

FAHS has a student population of 264 students from culturally diverse backgrounds whom are mostly from African American, Caribbean and Hispanic background. Their first languages are Spanish and broken English. Our English Language Learner population is about .61% of the total population at 264 we offer ESL services to entitled general education and special education students. The students receive and additional English Skills Class to provide ELL students with additional support as well as push-in services from the Special education department.

### IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. FAHS is offers English Skill Class to support ELL students in our population.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, FAHS provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our PM After School and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

## **V. Current English Language Learners Instructional Programs**

FAHS implements a Freestanding English Skills Class as a Second Language (ESL) Program. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate i program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

### **English Program**

#### **Freestanding English as a Second Language Program**

In the Freestanding ESL component we have 5 students, from 2 grades. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.

- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Cater assignments to meet learning styles.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

### **Instructional Materials:**

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

### **Supplementary Programs**

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **PM After School program:** Our program remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art, and dance are offered.
- **Parent Association Support Program:** parenting workshops/conferences delivered to parents in their languages by school staff on various topics of interest, including technology classes.
- **Translation and Interpretation Services:** These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish, Creole and Bengali. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

## **VI. Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2010-11, our 10<sup>th</sup> grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

## **Implications for Instruction**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT, RCT/Regents and other assessments (ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for incoming 9<sup>th</sup> graders, including increased use technological activities in the classroom.
- During the extended day sessions, identified students will receive instruction and tutoring in various subject areas.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School Saturday classes are offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

## ***Implications for LAP in English Language Arts Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE class, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

## ***Implications for LAP in Mathematics Content Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction

### **VII. Plan for Newcomers**

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the PM School Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

### **VIII. Plan for SIFE**

The SIFE population has increased SY 10-11 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development.

### **IX. Plan for Long Term ELLs**

Long term ELLs are the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math Regents/RCT assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three-four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Additional support for special education students in the after school program for RCT and Regents exams.

### **X. Plan for Special Needs Students**

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

#### **XI. Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - the literacy needs of our ELL population in order to meet the graduation requirements.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulative and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Bi Monthly Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last three years.
  - Social Studies and Technology workshop
  - Wilson Program for Special Education teachers.