



**FREDERICK DOUGLASS ACADEMY VII H.S.
226 BRISTOL STREET
BROOKLYN, NY 11212
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 23K514
ADDRESS: 226 BRISTOL STREET BROOKLYN, NY 11212
TELEPHONE: 718-485-3789
FAX: 718-922-2761**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 514 **SCHOOL NAME:** Frederick Douglass Academy VII H. S.

SCHOOL ADDRESS: 226 Bristol Street Brooklyn, NY 11212

SCHOOL TELEPHONE: 718-485-3789 **FAX:** 718-922-2761

SCHOOL CONTACT PERSON: Tamika Matheson **EMAIL ADDRESS:** TMathes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rachel Tinsley

PRINCIPAL: Tamika Matheson

UFT CHAPTER LEADER: Bijoun Jordan

PARENTS' ASSOCIATION PRESIDENT: Denise Walker

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** DSSI

NETWORK LEADER: Roz German

SUPERINTENDENT: Linda Waite

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
Tamika Matheson	*Principal or Designee	
Bijoun Jordan	*UFT Chapter Chairperson or Designee	
Denise Walker	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rachel Mitchell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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.

The Community and the School

Founded in 2004 and inspired by the life of Frederick Douglass, Frederick Douglass Academy VII HS is a four year college preparatory public high school located in the Brownsville area of Brooklyn built on Dr. Lorraine Monroe's vision of academic and personal excellence for all students. A set of core rules visible at every Frederick Douglass Academy signals the seriousness of purpose for the school, its students and teachers. All students must adhere to a code of student conduct, the Scholar's Creed, (*based on the Morehouse College Students' Creed*) and a strict uniform code.

The school mission involves the creation of a collaborative work environment that nurtures intellectual diversity, prepares scholars to attend an institution of higher learning and to become active citizens in their larger communities. Frederick Douglass Academy VII HS has an enrollment of 410 scholars, is accredited by the New York State Board of Regents, a member of the College Board and chartered by the National Honor Society. Frederick Douglass Academy VII HS is also a member of the National Association for College Admission Counseling and complies with the NACAC Statement of Principles of Good Practice.

Brownsville is an economically disadvantaged working class neighborhood in Eastern Brooklyn with a population of approximately 87,000 and a median household income of \$22,000 or less. Some families have been in the district for years, while others have recently immigrated to the United States. Whatever their stories, Frederick Douglass Academy VII families and scholars are bonded by their commitment to higher education.

The Curriculum

The Frederick Douglass Academy VII emphasis on college readiness is supported by an academically rigorous and challenging curriculum. The typical school day consists of five to six 60-minute class periods. All students are required to complete a minimum of 44 credits for graduation. Frederick Douglass Academy VII HS administers all New York State Regents examinations required for graduation. Diverse and challenging electives enhance the required course of study. A variety of partnerships with institutions of higher learning and not-for-profit organizations further supplement the curriculum.

Curricular offerings range from College Now courses, AP courses in the subject areas of English Literature and Art History to standard courses providing skills enrichment. Due to scheduling contingencies, many qualified students may not have the opportunity. Criterion based admission is utilized in the AP Program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Frederick Douglass Academy VII High School			
District:	23	DBN #:	514	School BEDS Code: 332300010514

DEMOGRAPHICS									
Grades Served in 2009-10:	<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			
Enrollment: 390				Attendance: % of days students attended*					
(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		89.5	87.0	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0		2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.9	96.9	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		67.0	69.7	TBD		
Grade 8	0	0	0						
Grade 9	132	135	137	Students in Temporary Housing: Total Number					
Grade 10	120	141	116	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	80	67	89		6	19	TBD		
Grade 12	77	87	79						
Ungraded	0	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	409	431	422		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	0	0	0	Principal Suspensions	75	96	TBD		
No. in Collaborative Team Teaching (CTT) Classes	17	37	44	Superintendent Suspensions	5	15	TBD		
Number all others	15	21	26						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	2	2	4	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	1	(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	25	28	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	TBD
	12	16	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	0.2	0.5	0.2	Percent more than two years teaching in this school	19.2	31.0	TBD
Black or African American	87.3	89.8	89.1	Percent more than five years teaching anywhere	19.2	34.5	TBD
Hispanic or Latino	10.8	7.7	7.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.7	0.7	Percent Masters Degree or higher	58.0	59.0	TBD
White	1.2	0.9	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.7	85.6	TBD
Multi-racial							
Male	42.8	44.3	47.9				
Female	57.2	55.7	52.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input 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"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	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
All Students				√	√	√	74
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White				-	-	-	
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	59.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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?
-

The school community consisting of faculty, staff, parents and students reviewed and discussed accountability and assessment information. Accountability and assessment data included our school Progress Report, Quality Review, Scantron (School Inquiry Team), scholarship reports, etc.

Based upon our data and self assessment our strengths included the following:

- **Positive relationships are evident in the school, with a strong collegiate atmosphere between the whole school community, and positive attitudes and behaviors from the students. (Quality Review)**
- **Graduates earned over \$4 million dollars in scholarships and grants 2009-2010.**
- **Classes are taught in 60 minute periods, therefore increasing weekly instructional time by 35 minutes to 300 minutes per week (2009-2010) from 225 minutes per week (2008-2009).**
- **Facilities: The science lab is being renovated and surveillance cameras are being installed.**
- **Professional Development has been provided to train teachers to use Snapgrade, differentiate instruction, identify student/group goals, create student portfolios.**
- **Snapgrade Usage: 98% teachers, 56% Parents, 86% students**
- **Teachers are meeting weekly in Study Groups (by discipline/Dept.) and Grade Level Teams (based on School Inquiry Team Studies).**
- **Teachers are exploring strategies to improve instructional practices (ex. differentiated instruction, using data to identify SMART goals or learning targets, incorporating strategies to address individual SMART goals or learning targets within the curriculum to improve student achievement, etc.).**

- Gender Based programs consisting of monthly workshops have promoted positive social development (ex. Gentlemen Scholars and SPA “*Sisters Preparing For Achievement*”)
- Data is being used effectively to identify what is working well, and why and what needs modification and further development. (Quality Review)
- Teachers welcome the support that they receive, such as from the assistant principal and as well as opportunities for professional development and personal growth. (Quality Review & Professional Development Surveys)
- The principal and assistant principals are building capacity of the staff by supporting staff initiatives and systematically supporting the development of their skills to sustain the progress made to date and to ensure the continued development of quality education. (Quality Review 2008-2009)
- Students and families receive support regarding the college selection, application, admission and financial aid process. (College Records)
- Students with IEPs are meeting promotion and graduation requirements. (Progress Report 2008-2009)
- Parents appreciate the openness and responsiveness of the school, breadth of communication within it and the drive and commitment of faculty and staff. (Quality Review & Learning Environment Surveys)
- The Parent Association Executive board has increased parent participation evident by the number of parents who attend PA meetings. (PA Meeting Attendance).

FDA VII’s challenges for 2009-2010

- Scholarship Reports indicate a need to increase the number of students passing math and science regents examinations
- Increase student attendance rate to 90%.
- Shared/limited space limits the size of classes (mandated/electives) offered during the day due to the limited availability of classroom space. Classes are held in the library during period 3. The school does not have a functioning auditorium. The school is hindered and cannot hold events and activities during the school day. Programs during the day would interfere with physical education classes.
- Budget cuts to fund programs to support the academic and social development of students.
- Increase the number of parents who participate in the learning environment survey by improving parent outreach efforts.
- Increasing the number of students with IEPs who pass RCT exams.
- Funding to sustain professional development for teachers, specifically on differentiated instruction, the integration of technology, interactive learning and teacher specific needs.
- Continue to efficiently utilize data to differentiate instruction, especially in managing student groupings within the classroom.
- Incorporating systems to identify and support teachers with utilizing SMART goals.
- To explore and implement alternative intervention, prevention and disciplinary measures to address disciplinary issues.

Aids and Barriers to FDA VII’s progress include:

- Aid – Supportive and participatory Parent Association dedicated to improve parent-teacher contact (the PA provided funding for Snapgrade) and has conducted fundraisers for senior dues and parent workshops.

- **Aid – Faculty members have led a number of initiatives and found corporate sponsors to provide students with access to internships, mentoring programs, apprentice and college courses after school to accommodate the lack of space due to inhabiting a shared building (Observed/College Records/COSA Records).**
- **Barrier – Limited space and resources in our shared building.**

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.

Goal #1 – 100% of teachers are using Snapgrades for grades, attendance and/or discipline. 80% to 90% parent usage average over all months of the school year.

Goal #2: Increase graduation rate.

Goal #3: Increase student pass rate on the United States History & Government Regents.

Goal #4: Increase Credit Accumulation for all grades.

Goal #5: Levels Increase credit accumulation of students in the lowest third.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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.*

Subject/Area (where relevant): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1 Increase parent usage of Snapgrades by 10% from 56% 100% of teachers are using Snapgrades for grades, attendance and discipline. 80% to 90% parent usage average over all months of the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Consider text message based communication alerts • Open the school to parents 2 hour per week to access computers • Repeated email, text message?, memos to remind parents about parent/teacher conferences • Create incentive for parents for continued active involvement using Snapgrades.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Parent Association Title I School Funds TL FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>September 2010 – During orientation and the first two weeks of the school year, create an extensive outreach program to sign parents up to use Snapgrades' email features. After September 15th., collaborate with parent coordinator with outreach to any parents that have not signed up with a valid email address on Snapgrades. (consider low cost, incentive based, parent retreat to increase involvement and knowledge about</p>

	<p>Snapgrades features.</p> <p>Create and push a culture that attendance alerts, grade data, minor discipline referrals and other communication will be done via email communication and that parents have a responsibility to view email alerts at least once a week.</p> <p>October 2010 – Check parent usage statistics early in the month so that another initiative can be implemented to sign up parents before a mid marking period progress report is sent home.</p> <p>Use parent/teacher conferences as another opportunity to sign up parents.</p> <p>November 2010 through June 2011 – Once per month, check usage statistics and create initiatives to keep involvement high throughout the year.</p>
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Subject/Area (where relevant): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2: Increase graduation rate. Increase the graduation rate by 5% from 73.9% to 77.5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Under administrative supervision the senior guidance counselor evaluates senior transcripts to identify At- Risk Students, Regents and Advanced Regents candidates. 2. Counselor will program at risk students for mandated tutoring and credit recovery classes. 3. Senior Counselor facilitate senior class assembly in October to distribute and review transcripts with senior class. 4. Counselor will schedule individual meetings with students and parents who are at risk. 5. October... College Advisor, Counselor and Administrator will host a senior meeting (Agenda: Overview senior year, senior expenses, transcript distribution 6. Senior teachers will meet at least twice per term to discuss senior student progress and to plan accordingly to increase senior student credit accumulation 7. October/November Counselor will host a graduation in doubt parent meeting to discuss and generate graduation action plans. 8. Mid Year counselor will mail graduation in doubt letters to parents. 9. Mid Year evaluation of student transcripts (credit accumulation). Senior programs will be revised accordingly. 10. February/March Graduation in Doubt Parent meeting.

	<p>11. March posting of senior college acceptances. 12. April/May Credit Recovery Cycle (if necessary) 13. All year monitoring and outreach to increase senior attendance (Attendance teacher and Parent Coordinator). Program Senior holdovers for summer school courses.</p>
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Title I TL FSF Saturday Classes Mandated Morning Tutoring</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Early fall transcript evaluation. 2. Senior student programs adjusted accordingly (ex. Regents Prep audits, credit recovery, tutoring, etc.) 3. October senior class assembly, senior parent meeting, graduation in doubt parent meeting. 4. Mid year evaluation of credit accumulation, graduation in doubt meeting. 5. Senior teacher meetings. 6. Senior Attendance reports and outreach.

United States & Government

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL #3: Increase student pass rate on the United States History & Government Regents. Increase the pass rate on the United States History Regents by 15% or more from 36.4% to 41.8% or greater.</p>
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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Principal and AP assigned to supervise and monitor implementation of the revised United States History and Government curriculum. 2. Principal and/or AP will conduct weekly snapshots and observation of US History classes. 3. US History teachers will meet weekly to discuss lesson planning, pacing, examine student work, generate assessment, etc. 4. US History teachers will intervisit each other's classes and provide constructive feedback to colleagues. 5. US History teachers will administer uniform formal assessments (ex. diagnostics (2 minimum), midterms and finals). 6. Principal/AP US History teachers will review and analyze marking period scholarship reports and plan accordingly to increase student pass rates. 7. Utilize Title I /TL FSF to fund Saturday Regents Prep Program. 8. Inform parents and students of Mandated Saturday Regents Prep for select students. 9. Parent Coordinator will monitor Saturday Regents Prep student attendance and correspond with parents & students via Global Connect, mail and/or email.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I TL FSF Saturday Classes Mandated Morning Tutoring</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Teacher snapshots and observations. 2. Social Studies Meeting agendas/logs. 3. Student Work as aligned to NYS Social Studies Standards and Assessment 4. Teacher Intervisitation logs. 5. Administration of Uniform exams. 6. Examination and evaluation of marking period scholarship Reports

- | | |
|--|--|
| | <ol style="list-style-type: none">7. Funding for Saturday Regents Prep Program8. February mailing of Regents in Doubt letters to parents and students.9. Saturday Regents Prep attendance. |
|--|--|

All

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #4: Increase Credit Accumulation for All Grade Levels</p> <p>Increase credit accumulation by 3%-5% for each grade level as indicated by Progress Report 2009-2010.</p> <p>1st Year 72.3% Target 75% 2nd Year 74.8% Target 77% 3rd Year 63.5% Target 68%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action Plan:</p> <ol style="list-style-type: none">1. AP assigned monitors student attendance and teacher outreach during Morning Tutoring sessions.2. Grade level teams will use ARIS data to target specific at risk subgroups lowest third, students with IEPs, students with lower than 85% attendance 2009-2010.3. Teachers will generate and utilize student goal setting form to support students with identifying strategies to improve their academic progress.4. Teachers distribute Snapgrades generated Progress Reports to students mid second & third marking period.5. Offer credit recovery programs and make up work afterschool sessions (pending budget).6. Guidance facilitated meetings with at-risk students. At least 2 whole group per term and individual sessions with/without parents.7. Credit Accumulation (Promotion in Doubt) In Doubt letters mailed to parents (early November, February & April).8. Parent Credit Accumulation In Doubt Meeting February and April. Facilitated by Guidance Counselors and Parent Coordinator.9. Funding Title I, TL FSF10. Staffing : Per Session, Circular 6 assignments, 37.5 Contractual Time.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Title I ARRA, Title I, TL FSF Teachers (select) scheduled for mandated tutoring based upon student subgroups (ex. Students w IEPs, At-Risk, Repeaters, etc.)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. 1st, 2nd and 3rd Marking Period Scholarship Reports. 2. ARIS Progress to Graduation Report. 3. Student attendance (weekly) during Morning Tutoring, Credit Recovery and Make up afterschool sessions.

Subject/Area: School wide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5:</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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</i></p>	
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<i>described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

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 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	114	114	114	114	10	10		
10	112	112	112	112	9	9		
11	70	70	70	70	8	8		
12	82	82	82	82	7	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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	9th Grade Read 180 9th, 10th , 11th & 12th (select) Grade Additional 100 minutes of instruction Saturday ELA Regents Prep program Select 10th, 11th & 12th Grade students (May -June) , small group tutoring (September-June); RCT Writing and RCT Reading small group tutoring (September-June).
Mathematics:	9th, 10th , 11th & 12th (select) Grade Additional 100 minutes of instruction April –June; Regents Prep program; 9th, 10th & select 11th and select 12th grade (May-June) , small group tutoring (September-June); RCT Mathematics small group tutoring (September-June).
Science:	9th, 10th , 11th & 12th (select) Grade Additional 60 minutes of instruction Saturday Science (Living Environment & Earth Science); 9th Grade April - June ; 10th, 11th and 12th Saturday Regents Prep program, May -June; small group tutoring (September-June); RCT Science small group tutoring(September-June).
Social Studies:	9th, 10th , 11th & 12th (select) Grade Additional 100 minutes of instruction. Saturday 9th and select mixed grades (10th -12th) Grade United States History Regents Prep May – June, Saturday 11th and select 12th grade Global History and Geography Regents Prep May-June Saturday Regents Prep program. U.S. Hist. and Global Hist. small group Regents and RCT tutoring.
At-risk Services Provided by the Guidance Counselor:	Mandated Counseling (one on one & small group). Guidance counselors seek to identify outside special interest or extracurricular programs for select mandated counseling students and at-risk students in the general population September 2009- June 2010.
At-risk Services Provided by the School Psychologist:	Mandated Counseling (one on one & small group). School Psychologist seek to identify outside special interest or extracurricular programs for select mandated counseling students and at-risk students in the general population September 2009- June 2010.
At-risk Services Provided by the Social Worker:	Mandated Counseling (one on one & small group). Social Worker seek to identify outside special interest or extracurricular programs for select mandated counseling students and at- risk students in the general population September 2009- June 2010.

At-risk Health-related Services:

UFT Ed Paras are assigned to provide academic, crisis intervention/prevention and mobility support to at risk students September 2009-June 2010.

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.

LANGUAGE ALLOCATION POLICY NARRATIVE

FREDERICK DOUGLAS ACADEMY VII

October 31, 2010

Parent Program Choice

At Frederick Douglass Academy VII parents are provided information to make informed choices and understand all three ELL program choices. We will identify ELL students and invite their parents to attend a parent orientation to discuss their needs and appropriate placement. There is a small number (5) of ELL students in attendance at Frederick Douglass Academy VII, we distribute Parent Surveys during our Welcome Back Meet and Greet/Curriculum BBQ (late September). We will utilize survey information to align parent requests and preferences to programs offered at FDA VII. We plan to build alignment between parent choice and program offerings by: conducting individual conferences with parents of ELL students, collecting parent surveys and Program Selection forms, reviewing parent concerns and requests and incorporating them into future decisions about program offerings. If the parents' requests cannot be fulfilled at our school, we will provide support services needed to help parents find appropriate programs at other schools.

Assessment Analysis

According to the data patterns across proficiency levels and grades, students are at the beginner level (1), the intermediate level (1) and advanced level (2) in grade 9 (1 beginner and 1 advanced), grade 11 (1 Intermediate and 1 advanced) and grade 12 (1 advanced IEP ESL services exempt).

Patterns across the four modalities will affect instructional decisions in a way that the ESL provider will design instruction to especially focus on and help students build skills needed need to improve in the modalities in which their scores are lowest. According to the present data, the ESL provider should focus on Reading and Writing skills when making instructional decisions. Although combined listening/speaking skill scores are high, raw scores for listening show that there should also be an emphasis on listening skills in terms of instructional decisions.

Students have not taken exams in native language therefore there is nothing to compare in terms of tests taken in English as compared to the native language.

In terms of the implications for the school's LAP and instruction, the Native Language will be used by providing materials in students' native language and allowing students to speak and write in native language.

Planning for ELLS

SIFE ELL students will receive help with accelerated academic and language development by providing additional instructional time before school and during extended day, as well as during Saturday Academy. There are no SIFE ELLs currently attending FDA VII.

Newcomer ELL students will receive help with accelerated academic and language development by providing additional instructional time before school (extra 37 minutes) and during extended day, as well as during Saturday academy. If services provided by FDA VII do not meet student's needs, FDA VII will provide support services to help the student find schools that can provide those services. There are no newcomer ELLs currently attending FDA VII.

Long-term ELL students will receive help with accelerated academic and language development by providing additional instructional time before school (extra 37 minutes) and during extended day, as well as during Saturday academy. If services provided by FDA VII do not meet student's needs, FDA will provide support services to help the student find schools that can provide those services.

ESL service provider will collaborate with special ed service provider and content area teachers with planning instruction of **ELL students identified as having special needs**. ELL students identified as having special needs will receive help with accelerated academic and language development by providing additional instructional time before school (extra 37 minutes) and during extended day, as well as during Saturday academy.

Students reaching proficiency on the NYSESLAT will continue to receive continuing transitional support in the form of tutoring before and after school, Saturday school, and a Peer Counseling Group Program. Students reaching proficiency on the NYSESLAT will head the program and work with less proficient ELLs in the form of tutoring and other cooperative learning activities. The purpose of the Peer Counseling group will be to provide transitional support for the ELL students reaching proficiency on the NYSESLAT while providing support for less-proficient ELLs.

The ESL service provider will corroborate NYSESLAT scores with school programming to assure that mandated number of instructional minutes is provided according to proficiency levels in each program. Explicit ESL instruction is delivered by scaffolding which include modeling, bridging, contextualization, schema building, text re-presentation and metacognition. Students are served by ESL teachers in the pull-out model. The push-in model will be used for observational purposes.

Resources and Support

The instructional materials that are used to support the learning of ELLs include: listening centers, books on tape, books in students' native language(s), computer resources and visual aids.

Key LAP team members reflect the composition of the school community. LAP team members include a shared Speech Teacher, a shared ESL teacher, the Guidance Department, the Parent Coordinator, the Literacy Coach, Assistant Principal/Programmer and Principal. There are 2 certified ESL Teachers and 5 ESL students in school (1 ESL student is IEP exempt).

School Demographics FDA VII has a total population of 391 students 4 students who are presently ELLs (2) and former ELLs (4) consisting of 1.02% of the school population.

ELL Identification Process The guidance counselor interviews prospective students and their families. Upon guidance, teacher or Assistant Principal (Ms. Endlich) recommendation the ESL teacher, Ms. Fundi (ESL certified) administers the Home Language Identification Survey (HLIS) and the LAB-R within 10 school days. The Assistant Principal (Ms. Endlich) and ESL teacher, Ms. Fundi also identify students who are required to sit for the NYSESLAT exam. The Parent Coordinator (in September) distributes and collects parent surveys and program selection forms. The LAP team members in consultation with parents discuss and determine appropriate or suitable bilingual programs. Parents of ELL students at FDA VII have traditionally (2004-2010) selected ESL programs. Other parents (very few) have opted to transfer their child to schools where other programs (ex. dual language) were offered. Parents of ESL students at FDA VII have expressed (via consultation and survey) their preference to have their child in an environment where English is primarily spoken.

Years of Service Two students have received ELL services 0-2 years and three students (including IEP exempt student) has received services 7-13 years.

Home Language Breakdown Four (2-9th Grade, 1-11th grade, 1-12th grade) students ((including IEP exempt student) speak Spanish in the home and one 11th grade student speaks French in the home.

Delivery of Instruction Instruction is programmed as a separate/stand alone homogeneous class in sessions of 30 minute blocks per day (as per the required number of minutes based upon level). All other instruction is rendered in 60 minute periods in a heterogeneous class setting. All current and former ELLs progress is closely monitored by guidance counselors and Literacy Coach. ELLs identified as at risk are programmed for mandatory small group tutoring or one on one tutoring. Most ELLs at FDA VII test out of ESL by 11th grade, other students receive academic intervention services, as needed.

ESL topics such as, identifying ELL students, providing transitional support, differentiated instruction and scaffolding techniques will be included in professional development sessions for all teachers.

Preparer's Name: T. Matheson Preparer's Signature: _____

Principal's Name: Tamika Matheson Principal's Signature: _____

CFN: 302

Network/Cohort Leader: Roz German

Superintendent Name: Linda Waite

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers 3 Other Staff (Specify) Certified ESL Teachers and Speech Teacher

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)

- Per diem		
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parent Data is generated based on Home Language surveys, guidance interviews, teacher referrals and RAPL ATS report to identify parent language preference. Outreach is also conducted by school personnel.

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.

Based upon survey results select parents prefer Spanish, Haitian Creole or French. Select parents require written translation and/or oral interpretation. The translation unit, bi-lingual faculty and online translation resources are utilized to translate written material. Oral interpretation at one on one and group meetings is primarily provided by in-house bi-lingual faculty or staff members. The parent coordinator is responsible for maintaining a list of names of parents or guardians and their preferred language. The list is shared with all faculty and staff members via email and/or hardcopy placed in mailboxes. The parent coordinator shares this information with the PA. The Principal shares translation unit services contact information and the names of in-house bi-lingual faculty members with the parent coordinator, counselors, faculty and secretaries. Welcome to our school Translation Request placards are strategically posted and displayed at the school in the general office.

Part B: Strategies and Activities

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

The translation unit, in-house bi-lingual faculty and online translation resources are utilized to translate written material. Material submitted to the translation unit is submitted within 1-2 weeks of mailing date. In house services (faculty member) are utilized to translate documents that are required immediately.

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

Oral interpretation services are provided in house by bilingual faculty. Translation phone services are available, if required.

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>.

***Welcome to Our School Translation* signage is posted in the Parent room/main office. Documents are translated or contain contact number for parents to call if they require translation services. Parents and students are asked if they would like to utilize translation or interpretation services.**

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:	\$237,906	\$142,658	\$416,564
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,379	\$1,426	\$3,805
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,895	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,790	*	

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

Frederick Douglass Academy VII High School
Title I Parent Involvement Policy
(Distributed to Parent Association To Be Reviewed/Revised)

The name of the Title I Parent Advisory Structure shall be: The Parent Association (PA) of Frederick Douglass Academy VII High School (23K514).

School Mission and Vision

Inspired by the life of Frederick Douglass, our mission is to send every scholar to college and to equip each scholar with the skills necessary to thrive within that institution of higher learning and beyond. To that end, we will create an environment in which each scholar's personal and academic development is nurtured by creating experiences that foster and enhance personal, social, and academic integrity.

I. GOALS AND OBJECTIVES

- To ensure effective involvement of all parents of Title I SWP participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
- To involve parents of Title I SWP participating students in an organized and timely manner with the planning, review and implementation of Title I SWP programs and the joint development of the school parental involvement policy and the school-parent compact.
- To recruit parents of Title I SWP participating students for involvement in professional development opportunities, meetings (*including the required Annual Meeting*), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
- To provide information to parents of Title I SWP participating students regarding Title I SWP issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I SWP related issues to the attention of school staff, administration and other school community stakeholders.
- To develop a proposed spending plan and budget in consultation with other parents of Title I SWP participating students recommending how the school's minimum Title I 1% (up to 5%) SWP parent involvement allocation can be best utilized to support the needs of all Title I SWP parents.

II. Title I Parent Advisory Structure Membership

Eligibility

Membership in the Parent Association/Title I Parent Advisory Council shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending Frederick Douglass Academy VII H.S.

Outreach to New Parents Association Members

In the beginning of each school year, a welcoming letter from the Parents Association shall inform eligible parents and caregivers of Frederick Douglass Academy VII H.S. and shall encourage their participation.

Voting Privileges:

Each parent of a Title I SWP participating child/children currently attending Frederick Douglass Academy VII shall be entitled to one vote concerning Title I SWP related matters.

Officers

The officers of the Title I SWP Parent Advisory shall be: Chairperson, Vice-Chairperson, Recording Secretary and Treasurer. If the parent body for the school year is a Parents Association (PA), the Executive Board of the PA will serve as the Officers of Title 1 Parent Advisory. If the parent body for school year is a Parent-Teacher Association (PTA) then there must be an election for the Officers of Title 1 Parent Advisory Counsel.

Term of Office

The term of office shall be from September to June. Officers shall be elected in June for a 1-year term beginning in September. Should the parents elect to have a Parent Advisory Council the officers will serve for a two-year (2) term.

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at Frederick Douglass Academy VII High School.

Duties of Officers

The Title 1 PA will consist of the following officers: Chairperson, Recording Secretary and Treasurer. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parental membership and vote to remove officer from their responsibility. Vacancies will be filled by the next highest ranking officer and /or by special election at the next PA meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of nominating committee, guide the activities and business of the PA, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to Parent Compact, represent at the annual conference a report of the work and activities of *Frederick Douglass Academy VII High School* for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title 1 funded program information and data. Serve as a representative to the District Title

1 Parental Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents, etc. / And be an ex-office member of all committees except for nominating committee.

The Treasurer shall be responsible for coordinating and drafting a proposed budget and spending plan for the Title I parent involvement allocation (minimum of 1%, maximum of 5%), for approval by the PA membership and School Leadership Team. The treasurer will be responsible, with Chairperson, for presenting the membership approved proposed budget and spending plan to the School Leadership Team as the recommendation for use of these funds to support Title I parent involvement. Assist with the transfer of records to the incoming officers prior to the end of his/her term of office.

The Recording Secretary will prepare meeting notices, agendas, sign-in sheets record the minutes at all meetings. Prepare and read the draft minutes at PA meetings and make minutes available upon request and share responsibility with other Title I PA officers for safeguarding all Title I parent involvement budget records. Sign and incorporate all amendments to these guidelines and ensure that they are maintained in a file. Provide access to all PA members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents. Assist with the transfer of Title I records to the incoming PA officers prior to the end of his/her term of office. The Recording Secretary will have dual responsibility in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are reordered and secured within the district office. The Co-Chair will be responsible for monitoring the PA's budget.

III. Responsibilities of Title I (SWP) PA:

In order to maintain the effectiveness of Frederick Douglass Academy VII High School Title 1 Parent Involvement Policy, it will be necessary for the PA to support and uphold the contents of this policy, as well as:

- A. Serve for one year term
- B. Attend monthly school and district meetings,
- C. Prepare and evaluate the effectiveness of the Title 1 Parent Involvement Policy, School-to-Parent Compact, Title 1 Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- D. Review Title 1 Parent Involvement Policy, School-to-Parent Compact, Title 1 Parent Involvement Budget Proposal and School's Annual Accountability Report with parent member of the school community,
- E. Review and provide input in the CEP, annual program evaluations and budget proposals, and,
- F. Conduct an annual review and evaluation of the District Parent Involvement Policy.

IV. Record Keeping

Frederick Douglass Academy VII High School is required to maintain documents that substantiate the Title 1/PCEN parent involvement activities and expenditures. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not

limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyers, etc. Must be available for review by local, State or Federal monitors/auditors upon request.

V. Adoption:

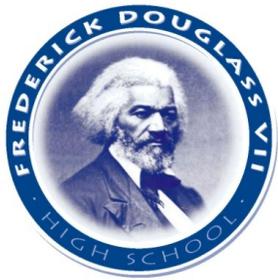
This school Parental Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title I (SWP), part programs, as evidenced by Denise Walker, PA President and Donnie Anderson, PA Treasurer. This policy was adopted by *Frederick Douglass Academy VII High School* on _____ and will be in effect for the period on one (1) year. The school will distribute this policy to all parents on participating Title 1 Part A children on _____.

VI. Annual Evaluation of the Parent Involvement Policy:

At the end of each year, the school’s parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PAC and the school’s Parent Coordinator and administration.

Date of Review by _____ Membership Signature of _____ Chairperson/President

Date of Distribution to the Membership _____



**Frederick Douglass Academy VII H.S.
226 Bristol Street
Brooklyn , NY 11212
2010-2011**

TITLE I SCHOOL-PARENT-COMPACT
(Distributed to Parent Association on _____)

Title I Parent – School Compact

Frederick Douglass Academy VII, which receives Title I under the parental involvement section of the re-authorization bill for Title Funds, has jointly developed with and is approved by parents, school faculty and staff and students will share responsibility for ensuring improved student achievements. Additionally, this compact outlines how the school and parents will work together to help Title I Students achieve the high contents and performance standards set for all students as outlined in America’s School Act of 1994 (P.L. 103-382).

Frederick Douglass Academy VII H.S. will:	The Parent/Guardian will
<p>Frederick Douglass Academy VII H.S., and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p>Frederick Douglass Academy VII H.S will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <ul style="list-style-type: none"> • Hold parent-teacher conferences 2 times per year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held: <ul style="list-style-type: none"> Fall Term: Thursday, October 28 (Night) Friday, October 29 (Afternoon) Spring Term: March 17 (Evening) March 18 (Afternoon) • Provide parents with frequent reports on their children’s progress. Report Cards and transcripts will be mailed home or distributed at 	<p>Describe the ways in which parents will support their children’s learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child’s classroom/school • Participating as appropriate, in decisions relating to my children’s education. • Promoting positive use of my child’s extracurricular time. • Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups. • To agree to monitor, research and encourage my child to achieve a higher level of education.

workshops bi-annually.

Snapgrades online grading system will be implemented school wide. Parents will receive passwords via mail, during Welcome Back BBQ, Parent-Teachers Conferences, etc.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

 - Parents/Guardians should contact the Parent Coordinator to schedule appointments to meet with the faculty and staff.

- Provide parents opportunities to volunteer and participate in their child's class/school, and to observe classroom activities, as follows:

Orientation

Welcome Back to School BBQ & Curriculum Night, September 2010

Visit Our School Week Monday, November 8- Wednesday, November 10

Saturday Regents Prep

End of the Year Awards Ceremony

Etc.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Memorize and recite the Scholars' Creed daily.
- Adhere to the Twelve Non Negotiables.
- Respect myself, peers and all adults.
- Do my homework every day and ask for help when I need to.
- Take advantage of opportunities offered to me.
- Prepare myself for post-secondary education.
- Read and study at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
 - Plan and prioritize my daily schedule to maximize performance.
 - Actively seek out and engage in activities that will prepare me academically and socially for the college application process.

<p>language that parents can understand.</p> <p>Materials will be translated to home spoken languages.</p> <ul style="list-style-type: none"> • Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. • Provide to each parent an individual student report about the performance of their child on all State assessments. • Every scholar is expected to fully participate in the college application process and aspire to a meaningful post-secondary experience. • Educate and advise students and parents about colleges and the college admissions process, procedures and trends and provide assistance to scholars as they finalize individual college choices. 	
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SIGNATURES:

SCHOOL

DATE

PAC CHAIR OR PA PRESIDENT

DATE

STUDENT

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

School Leadership Team examines and evaluates data to determine school needs during fall meetings. SLT will also conduct walkthroughs are conducted every fall/spring by SLT subgroups to identify and determine the needs of our school community. A rubric (amended NYST PASS Review rubric) is utilized to examine academic rigor, resources, school environment, teacher-student relations, etc. Prior to the walkthrough the team reviews and discusses Progress Report (formerly School Report Card), Quality Review Report, Scholarship Reports (HSST), past needs assessments, etc.

The school utilized 8th grade scores and Scantron testing (NYC DOE Childrens First Initiative Assessment) of incoming 9th graders to determine programming for English Read 180 and Integrated Algebra courses. Title I funds were used to purchase Snapgrade and Eduware Wizard Testmaker, an archive of State Regents Examination discipline specific used by teachers to generate diagnostic, formal and informal exams in the major content areas (ELA, Math , Social Studies and Science). Currently, we are examining and exploring how to more effectively utilize data systems

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The school day schedule was modified to increase instructional time from 225 minutes per week to 300 minutes per week. A full time literacy coach was hired using Title I funding to implement the Read 180 program, to push into classes for instructional support, to design professional development opportunities to meet teachers' specific needs. The literacy coach administered Scantron testing to all incoming 9th grade students and monitored 10th student progress utilizing Scantron.

Title I funding is used to increase the amount of time students receive English language arts and math instruction in grade 9 and math in 10th grade. Read 180 literacy program has been implemented in grade 9 ELA classes. Funding was also used to create smaller Read 180 9th grade classes. AIS programs consist of Saturday Regents Prep classes. Funding is used to purchase materials and resources to support AIS programs (ex Read 180- laptops, headsets; paper, Regents review books, etc.) Funds are used to fund counseling services for non mandated students. College tours are organized annually to expose students and/or parents to various college academic programs, campuses, etc. Counselors provide career exploration opportunities for students, specifically at risk or low performing students to participate in.

3. Instruction by highly qualified staff.

Since 2006 the number of teachers who are highly qualified has steadily increased; 68.8% (2006), 78.7 (2007), 83.7% (2008). Teachers identified by the BEDS survey as not highly qualified “HQT” were offered professional development and educational opportunities to State standards and license criteria. Teachers participated in content specific PD, professional development programs designed by school administration, and enrolled in Masters degree programs (no non-HQT teachers utilized Title I 5% to pay graduate fees for programs in progress.) Select teachers participated in online examinations to determine if State criteria were met or if further preparation is required. Currently, non-HQT teachers continue to prepare to meet State standards and license criteria by participating in professional development and educational opportunities.

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

A joint 2-day planning retreat with Frederick Douglass Academy VI H.S. was held at the beginning of the school year. Workshops focused on integration of technology, interactive learning and interdisciplinary unit planning. Teachers and counselors participate in self identified as well as PD sessions identified by the administrative team. The literacy coach, assistant principals and select teachers present and turn key bi monthly PD sessions. The F-status Special Ed AP and district special education staff developers have provided professional development on collaborative team teaching (CTT) for team teachers, IEP development, and transition services; sessions were held during and after school. Contracted vendors were secured to render services in the areas of technology and interactive learning. (ex. Symphony and Heart of Change). The guidance counselor and college advisor attended PD (NYS Counseling Ed.) on supporting students and families (specifically from disadvantaged backgrounds) through the college admissions process. Math AP provides pull out and push in math professional development for math teachers. Teachers have participated in workshops to support the use of ARIS (student data) and the development of SMART goals to support academic and instructional progress. Administrators participate in professional development programs offered by the CSA (ELI), ASCD as well as NYC DOE. Furthermore, administrators, the literacy coach, and teachers identify teacher specific professional development opportunities offered by NYC DOE, LSO and or other institutions to support personalized or individual professional development goals.

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

Administrators use various strategies to attract high quality teachers such as working with our ISC HR liaison to schedule interviews with candidates who are currently employed by the DOE, partnering with teaching programs (Teach For Tomorrow, Teaching Fellows), networking with local college education programs (ex. Brooklyn College) as well as by word of mouth (ex. sharing our school needs with our faculty).

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

Title I funding of Welcome Back to School Curriculum Night BBQ. Teachers prepare resources and materials for parents to review and use at home to support their children throughout the school year. Parents receive course syllabus, list of internet based resources, may preview textbooks and other reading material. A parent coordinator is employed to facilitate monthly workshops to address family literacy, health issues, adolescent issues (ex. teen sex, gang prevention, etc.) Parent college tours are organized to introduce parents, specifically the parents of first generation college bound students (all students encouraged at FDA VII are *strongly* encouraged to apply to colleges and universities) to the advantages of earning a college degree. We employ a full time college advisor who has developed a college application and financial aid protocol and plan for students and parents. Grade level parent workshops are held to review promotion and graduation requirements at least once per year. Funding was used to purchase a site license for Snapgrade, an internet based grading system for teachers to use to generate grades, progress reports, emails for student and parent alerts, etc.). Title I funding is used to mail report cards, transcripts, Read 180 reports, Regents Examination updates and reminders, etc. to keep parents informed and connected to the school.

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

NOT APPLICABLE

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

Teacher surveys and requisitions are used to include teachers in the decision making process regarding the selection of academic assessments aligned to NYS standards and instructional resources.

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

A variety of strategies and resources are used to identify students who experience difficulty meeting proficient or advanced levels of academic achievement. Data is generated from ARIS, Scholarship reports and AT (RCOS Cohort reports) to monitor student progress. Interim data is generated by teacher in class assessment and department assessment. Bi monthly formal exams, midterms and finals are generated uniformly and mimic State Regents examinations. Major exams are administered school wide using block scheduling (ex. Monday 2 hours 15 min or Periods 3-5 is blocked for English exams). An excel spread is used to monitor students who missed exams and makeup days are scheduled after school. Teachers meet with administrators to discuss midterm results scantron paper and item analysis forms are used to identify exam participation rate, average correct answer percentage and to tally student responses to individual

questions. Teachers discuss strategies to evaluate the exam, exam questions, content etc. to determine and identify appropriate re-teaching strategies. Furthermore, all students are invited to participate in AIS Saturday Regents Prep courses 9-5.

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

The Pupil Personnel Committee (Counselors, Attendance Coordinator, Attendance Teacher, Pupil Personnel Secretary and Principal) coordinate and utilize Federal, State and local services to meet the needs of our school population. For example, students residing in shelters are provided additional counseling, transportation assistance and other intervention, as required. Select Overage under credit students and students with IEPs who are struggling academically are encouraged to enroll in part-time vocational programs to learn a trade or job training programs. FDA VII is a member of East Brooklyn Congregations (EBC). Our families and students have access to other member partners and EBC resources. Safety and security are discussed at our monthly building safety meetings and school leaders, parents and students meet monthly with the 73rd Precinct Deputy Inspector Wright to discuss community and school safety issues. Our school has forged a positive relationship with the local precinct which has led to a productive dialogue, an increase in police presence and response time to school concerns.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

School Leadership Team examines and evaluates data to determine school needs during fall meetings. SLT will also conduct walkthroughs are conducted every fall/spring by SLT subgroups to identify and determine the needs of our school community. A rubric (amended NYST PASS Review rubric) is utilized to examine academic rigor, resources, school environment, teacher-student relations, etc. Prior to the walkthrough the team reviews and discusses Progress Report (formerly School Report Card), Quality Review Report, Scholarship Reports (HSST), past needs assessments, etc. The school utilized 8th grade scores and Scantron testing (NYC DOE Childrens First Initiative Assessment) of incoming 9th graders to determine programming for English Read 180 and Integrated Algebra courses. Title I funds were used to purchase Snapgrade and Eduware Wizward Testmaker, an archive of State Regents Examination discipline specific used by teachers to generate diagnostic, formal and informal exams in the major content areas (ELA, Math , Social Studies and Science). Currently, we are examining and exploring how to more effectively utilize data systems

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A planning retreat was held at the beginning of the school year. Workshops focused on integration of technology, interactive learning and interdisciplinary unit planning. Teachers and counselors participate in self identified as well as PD sessions identified by the administrative

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Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

INFORMATION NOT AVAILABLE PENDING BUDGET MODIFICATIONS AND FINALIZATION

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			273,906.30	✓	Personnel Wages, AIS, 19-20
Title I, Part A (ARRA)	Federal	✓			142, 657.52	✓	Personnel Wages, AIS 19-20
Title II, Part A	Federal	N/A					
Title III, Part A	Federal	N/A					
Title IV	Federal	N/A					
IDEA	Federal	✓			60,547	✓	Personnel Wages, AIS
Tax Levy	Local	✓			1,729,933	✓	Personnel Wages, AIS, OTPS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: NOT APPLICABLE **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NOT APPLICABLE

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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>

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.)
Students in Temporary Housing: 20
2. Please describe the services you are planning to provide to the STH population.
Counseling services for the students and family during and post intake. Information and support regarding access to additional services. The school will provide financial assistance (funding source: Fundraiser money) to purchase school uniforms, etc.

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

School Name:	Frederick Douglass Academy VII High School					
District:	23	DBN:	23K514	School		332300010514

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		89.5	87.0	85.3
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	135	137	122				
Grade 10	141	116	119				
Grade 11	67	89	62				
Grade 12	87	79	87				
Ungraded	1	1	0				
Total	431	422	390				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.9	96.9	94.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.0	81.0	81.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	19	13

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	12	Principal Suspensions	76	96	110
# in Collaborative Team Teaching (CTT) Classes	37	44	39	Superintendent Suspensions	5	15	14
Number all others	21	26	26				

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	25	28	29
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	9	7
# receiving ESL services only	2	4	TBD	Number of Educational Paraprofessionals	0	1	4
# ELLs with IEPs	1	1	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
	12	16	53	% fully licensed & permanently assigned to this school	100.0	100.0	88.9
				% more than 2 years teaching in this school	19.2	31.0	51.7
				% more than 5 years teaching anywhere	19.2	34.5	41.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	58.0	59.0	75.9
American Indian or Alaska Native	0.5	0.2	0.3	% core classes taught by "highly qualified" teachers	83.7	85.6	65.4
Black or African American	89.8	89.1	91.0				
Hispanic or Latino	7.7	7.8	7.9				
Asian or Native Hawaiian/Other Pacific	0.7	0.7	0.3				
White	0.9	0.7	0.5				
Male	44.3	47.9	47.9				
Female	55.7	52.1	52.1				

2009-10 TITLE I STATUS

v	Title I						
	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

SURR School (Yes/No)		If yes,					
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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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	74
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	63.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	18	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 302	District 23	School Number 514	School Name Fred. Doug. Acad VII
Principal Tamika Matheson		Assistant Principal Jessica Endlich	
Coach N/A		Coach N/A	
Teacher/Subject Area Olivia Fundi/ELL		Guidance Counselor Valerie Bouffard	
Teacher/Subject Area David Hobgood/English		Parent Denise Walker	
Teacher/Subject Area Sidik Fofana/English		Parent Coordinator Wadell Parks	
Related Service Provider Layo Kitibi/Speech		Other	
Network Leader Roz German		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	381	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	0.79%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). If the home language is not English then we conduct an informal oral interview in English and in the native language and parent orientation. If the student speaks a language other than English and/or speaks limited or no English then we administer the LAB-R (Language Assessment Battery-Revised). We also ensure that the identification process is completed by a licensed pedagogue and avail translation services during the process. The LAB-R results reveal whether or not the student should be classified as an ELL. It also informs us as to the level of the student's English proficiency in order to appropriately place the student and to plan instruction. Students who score beginner, intermediate or advanced are placed in our freestanding ESL program. The parent has the final say in electing the program they deem fit for their child, once the parent makes that decision, the student is placed within 10 school days as per CR part 154. Our ESL teacher (certified and undertaking a master's degree in TESOL) is responsible for conducting initial screening, administering the HLIS, and the LAB-R (where necessary) and both the formal and informal assessments. We use the annual NYSESLAT scores to evaluate whether or not our students continue to be limited English proficient. The scores classify the students according to their proficiency that is, beginner, and intermediate, advanced or proficient. For students who continue to be ELLs, we use the NYSESLAT results to program/schedule classes/courses and to inform instruction.

Our school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. To ensure that parents understand all three program choices, we require them to attend the orientation session, where they view the parent orientation video, and receive information on the different programs available. Parents then complete the Parent Assurance Survey and Program Selection Form, indicating their program choice. We ensure all the materials and the video are in their native language and explain the importance of getting all the forms back.

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, we are aware that getting parents this information quickly and efficiently is critical. Our school only offers a free-standing ESL program and we ensure that our parents are aware of that and also know the options and opportunities available for their child. Our ELL parents normally also speak a language other than English, therefore we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, whenever needed. Informational and question-and-answer sessions at our school are provided through group orientations at the beginning of the year. However, we keep our parents informed throughout the year in a number of ways, including one-on-one meetings, phone conversations and informational packets. Parent coordinators and the ESL teacher work with our school administration to coordinate school events for ELLs. Upon reviewing the Parental Survey and Program Selection forms, our parents seem to prefer ESL program rather the Dual or Bilingual programs. Therefore the program we offer, ESL freestanding, is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1			2
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	1	0	1	3								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our school uses the Pull-out model where ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ESL teachers plan carefully with general education teachers to ensure curricular alignment. Support is also provided in the students' native language by pairing students of the same language group. In addition, the ESL service provider is able to facilitate student comprehension and linguistic summary where needed to Latino ELLs as part of the language program instructional support. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull out ESL classes.

Staff ensures that all students receive the mandated minutes of ELA and NFL instruction per week. For beginners in ESL the ratio of NFL to English is 60:40. Native language is used a little more for delivering content. Intermediate students the ratio is 50:50 and advanced students the ratio of NFL to English is 25:75 as per the LAP guidelines. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M_F extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences,

listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. .

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

Our freestanding ESL program has ESL teachers work collaboratively with ELA teachers. We follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. We infuse ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills

Our SIFE students receive daily instructions in ESL, ELA and NLA. SIFE students with strong native language get instructions that target the use of their language for content in all subjects. Extended day, Saturday Academy and tutoring are also given to our SIFE students. We have noted that SIFE students perform best when they work in small groups so we aim to group in ways that best serve their individual needs. Data is collected regularly and used to construct units of study that meets their needs.

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

For ELLs receiving services for 4 to 6 years, both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will: develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

For long-term ELLs, we plan to run summer school that ensures that ELLs maintain and improve English skills they acquired during the school year.. We Maintain consistency of students' programs and services because we have noted that inconsistency from year to year had a harder time acquiring English. We also explicitly teach literacy to long-term ELLs, and do not assume that such students have prior literacy instruction (either in their home language or in English), and we aim to include infuse literacy instruction across the curriculum.

Our ELLs with special needs have access to high-quality instruction designed to help them meet high expectations. Teachers employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge.

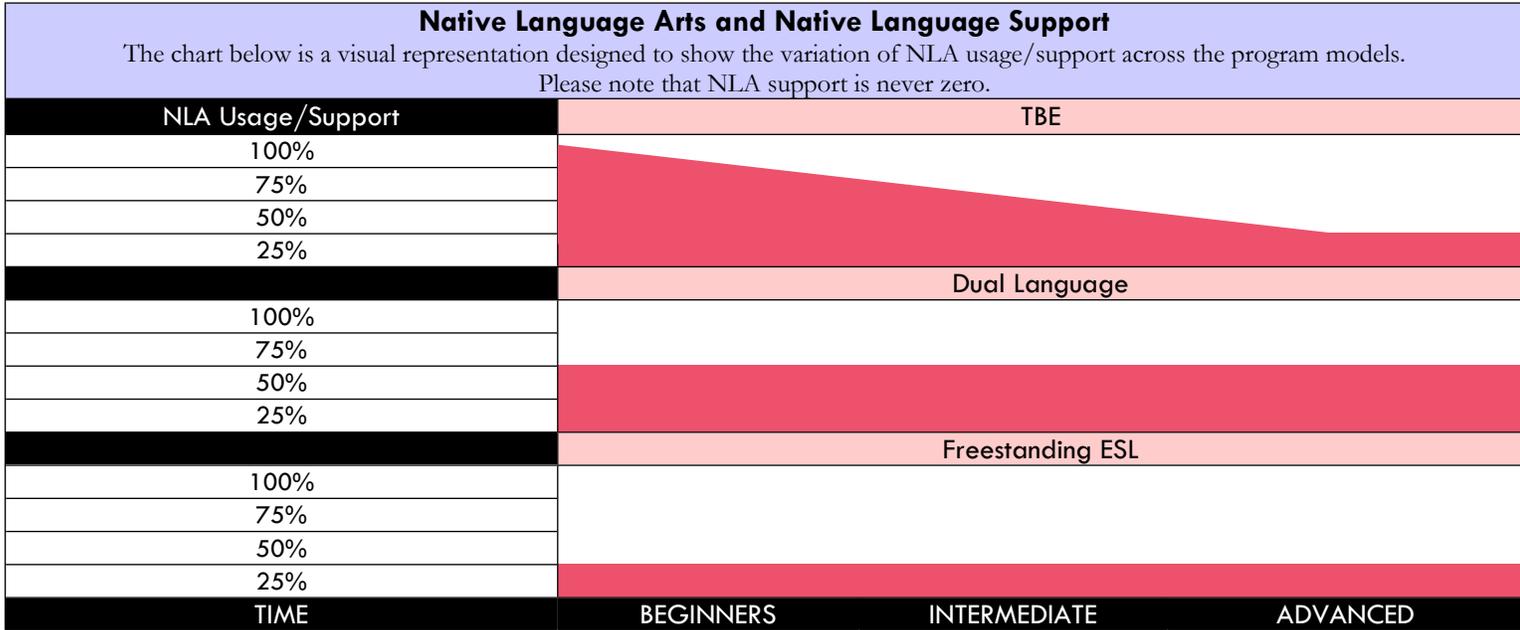
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

English proficient students receive targeted daily instruction provided by our teachers, our in-house intervention system, and our after-school intervention programs in English and Mathematics. Intensive instruction in reading and writing, problem solving and critical thinking skills were reinforced along with essential test taking strategies.

1. We ensure that our ELLs receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.
2. We make sure that all our classes increase opportunities for ELLs to develop sophisticated vocabulary knowledge
3. We equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
4. We intervene to promote ELLs' reading fluency must focus on vocabulary development and increased exposure to print.
5. We promote independent reading that is both purposeful and structured and good reader-text match.
6. ELLs receive early, explicit, and intensive instruction and intervention in basic mathematics concepts and skill

Once our ELLs reach proficiency on the NYSESLAT, we ensure a smooth transition for former limited English proficient students transferring from the ESL program to the English mainstream program. To this end, the student is provided with Instructional Support Services such as Academic Intervention Services (AIS), content area support, ESL instruction where necessary, and regular consultation between the ESL teacher and mainstream teachers. We also continue to communicate with parents to ensure that the parents are well informed of their child's progress. These transitional services are provided for the first two years after the student is placed in the English mainstream instructional program

We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20. We will not be discontinuing any programs that serve our ELLs either. All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. We realize the important role of the native language as the main tool of communication for our students, and therefore endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. The Transitional Bilingual students have an hour of native language instruction while in the dual language program students use both the native language and English equally to learn all subjects. All services support and resources correspond to ELLs' ages and grade levels. ELLs are offered Spanish, as a language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety.

We are especially careful to ensure that new ELLs and their families feel welcomed in our school and to make sure we are successful in doing so we prepare a parent and student orientation, where the student and parent are taken around the school by our parent coordinator, an ESL teacher, and a translator. During orientation the student also gets the opportunity to meet some teachers and fellow students. ELLs have Spanish as a language elective in our school.

We have various activities that are planned to meaningfully involve parent/community involvement through supporting and promoting communication, parental advocacy and empowerment of our families (i.e. parent orientation). We also promote parental advocacy that informs and teaches parents how to advocate for their children through a variety of workshops throughout the year. Additionally, families are assisted with parenting and childrearing skills as well as with creating home conditions that support learning. To this end parents are invited to learn about the curriculum, where the teachers also go through the state standards and assessment and also the teaching materials and sample papers. There are efforts to recruit families as volunteers and audiences. These activities empower the parents to better assist their children with the school. All these programs are linguistically appropriate and culturally relevant. We value parental involvement in decision making thus they are included in school decisions, governance and advocacy through councils and other organizations. We ensure that all parents feel involved and welcome in our schools. Materials for our ELL parents are written in the home language and there is a translator available in all activities that involve parents. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Intermediate(I)														0
Advanced (A)										1			1	2
Total	0	0	0	0	0	0	0	0	0	1	1	0	1	3

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Math <u>Int Alg</u>	1		1	
Math <u>Geometry</u>	1		1	
Biology	1			
Chemistry				
Earth Science	1		1	
Living Environment	1			
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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According to the data, the students seem to do very well on the spoken part of the NYSESLAT and are weakest in the reading and listening. Therefore we will work harder in those two parts in the next academic year. We will incorporate listening lessons with podcasts, tape recorded books, and read alouds. We will also do more independent reading and continue working on reading comprehension strategies. As we have very few ELL students there is no correlation between grades and proficiency levels. We use the ELL periodic Assessments to assess how our students are doing both individually and as a group. We also use it to find out the questions that our students found challenging and this helps for future planning. Our school is learning that our students generally struggle with tests that are heavy in reading, and especially have difficulty with poetry passages. Periodic Assessment reports enable us to monitor student performance and progress and longitudinal reports enable schools to plan and set goals for accelerating the progress of each student. We are able to review student progress during parent-teacher conferences to engage students' families in achieving these goals. In addition, regular assessments enable schools to frequently and effectively evaluate progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		