



**The Frederick Douglass Academy**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** 05M499  
**ADDRESS:** 2581 Adam Clayton Powell, Jr. Boulevard, New York, NY 10039  
**TELEPHONE:** 212 491 4107  
**FAX:** 212 419 4419

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05M499      **SCHOOL NAME:** The Frederick Douglass Academy

**SCHOOL ADDRESS:** 2581 Adam Clayton Powell, Jr. Boulevard, New York, NY 10039

**SCHOOL TELEPHONE:** 212 491 4107      **FAX:** 212 419 4419

**SCHOOL CONTACT PERSON:** Gregory M. Hodge, Ph.D.      **EMAIL ADDRESS:** ghodge@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Clive Drummond

**PRINCIPAL:** Gregory M. Hodge, Ph.D.

**UFT CHAPTER LEADER:** Marquis Harrison

**PARENTS' ASSOCIATION PRESIDENT:** Clive Drummond

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Imani Bruno; Toluwalase Jobi

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 05      **CHILDREN FIRST NETWORK (CFN):** 601

**NETWORK LEADER:** Lawrence Block

**SUPERINTENDENT:** Gale Reeves

**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/ronlyres/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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Gregory M. Hodge, Ph.D.	*Principal or Designee	
Marquis Harrison	*UFT Chapter Chairperson or Designee	
Clive Drummond	*PA/PTA President or Designated Co-President	
Wanda Davis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Miriam Padilla	DC 37 Representative, if applicable	
Imani Bruno Toluwalase Jobi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Doreen Atherton	Member/Parent	
Christina Jones	Member/Parent	
Vilmarie Carmona	Member/Parent	
Angela Evans	Member/Parent	
Joel Bianchi	Member/Teacher	
Vivien Johnson	Member/Teacher	
Barbra Kay	Member/Teacher	
Alyssa Rosenbaum	Member/Teacher	

(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.

---

Every year In June, The Frederick Douglass Academy (“FDA”) celebrates the fulfillment of a dream—that of our children graduating from high school and beginning their undergraduate studies. The goal of FDA is to provide a rich, vigorous and challenging academic curriculum that will prepare our students to enter the college of their choice. The Frederick Douglass Academy is a combined public intermediate/high school located at 2581 Adam Clayton Powell, Jr. Boulevard at 149<sup>th</sup> Street in Central Harlem. It was founded in 1991, by Dr. Lorraine Monroe, and a staff of dedicated professionals who believed that all students could achieve academic excellence. The school has approximately 1514 students. As a Title I Schoolwide Program school, 63.6% of our students received school lunch free or at reduced fee. We service grades 6-12 students, thereby providing continuous education designed to ensure retention, graduation, and ultimate acceptance to the post-secondary educational institutions of their choice. There are 135 staff members.

The facility is a three-story structure with a spacious auditorium, cafeteria, administrative offices and a gym. There is a computer room, four science labs, a language lab, two dance studios, two aerobic rooms, a culinary art lab, a robotic lab, a music recording studio, a mini theatre and a school store “Little Shop of Scholar”. The school is centrally located. It is served by both subway and bus lines.

The Frederick Douglass Academy accepts students who demonstrate that they are prepared to accept the challenge of a stimulating academic and professional environment. Incoming students are accepted at FDA based on the result of their standardized test, their most current report card, writing and math samples, an interview of both students and parents/guardian, and two written recommendations. While our students come from the larger New York City, most of them reside in the Harlem community.

College preparation begins in the 6<sup>th</sup> grade. Students take New York State Regents classes and exams starting in the 7<sup>th</sup> grade, and many students will have completed the requirements for a high school diploma by the end of the 11<sup>th</sup> grade.

Students are required to wear plain white shirts/blouses, navy blue pants/skirts and black shoes. Emphasis is placed on one’s intellect and not on one’s appearance. All students are expected to graduate from high school and attend college.

The values and beliefs that influenced Dr. Martin Luther King, Jr. when he studied at Morehouse College are exactly the same ones that each Frederick Douglass scholar is expected to exemplify. Every student is expected to learn The Frederick Douglass Student Creed (based on the Morehouse Student Creed) and the 12 Non-Negotiables, also referred to as Academy Rules. Four hours of homework is expected from our students each day. As funding permits, a summer enrichment program

is scheduled and entering students are required to attend the two weeks for the 6th and 7th graders and six weeks for the 9th graders.

Our instructional programs include SAT Preparation, Dance, Music, Art, four years of Regents level Courses in Social Studies, English, Sciences (including Physics and Botany) and Math (including Calculus and Statistics). We offer foreign languages such as American Sign Language, French, Japanese, Latin, Spanish. Our advanced placement courses include Calculus AB, Calculus BC, Statistics, English Literature and Composition, Chemistry, Biology, Physics B, European History, U. S. History, U.S. Politics and Government, French Language, and Spanish Language.

As part of our efforts to expand our students' horizons, we organize several educational trips every year. Our students have been on trips to countries such as France, Israel, South Africa, England, Italy, Belarus, Japan, Ghana, Brazil, Mexico, Egypt, Greece, Turkey, Peru, Spain, Portugal and Canada. They are planning other trips.

Also, our school provides a wide variety of extracurricular activities that supplement the roster of academic courses that are offered. These activities may take place before or after school, on Saturdays and/or during holidays. We provide activities such as Peer Tutoring, Mentoring, Mediation, Student Government (Leadership & Support); After-school, Weekend and Holiday Tutoring, Debate, Saturday Humanities Institute, Schwartz Science Scholars, Hayden Math and Science Programs, Horticulture, Botany and Greenhouse Programs, National and National Junior Honor Societies (**Academic**); Art, Music, Dance (**Artistic**); Chess, Karate (**Clubs**); Baseball (Boys), Softball (Girls), Handball (Girls), Soccer, Basketball, Fencing, Indoor Track, Lacrosse, Outdoor Track, Cross Country, Tennis, Volleyball (**PSAL Sports**).

We are fortunate to have developed solid working relationships with a number of organizations as a direct result of our affiliation with CUNY (City College, Hunter College), Ithaca College, Pencil and the New York City Partnership, Harlem Hospital, Sullivan & Cromwell LLP, PriceWaterhouseCoopers, The Gap and HBO provide mentoring opportunities. Each organization has helped us to expand opportunities for our students. In addition, The Frederick Douglass Academy has been featured in numerous articles in the press.

**SECTION III – Cont’d (See Attachment)**

**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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									

### DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(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			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

### 2009-10 TITLE I STATUS

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input 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"/>	

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

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

<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)			

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
- 

### **Progress Report - Student Progress 2009-2010**

An analysis of our 2009-10 high school Progress Report suggests that we need to improve our students' credit accumulation. Our review of our students' performance on NYS examinations indicates that our students would make gains on these assessments if they improve their critical thinking skills and use these tools to enhance their writing ability.

#### **Grades 6-8**

##### **ELA:**

- **1 Year of Progress:** 47.2% of our students made at least 1 year of progress, which is 30.5% of the way from the from the lowest (39.2%) to the highest (65.4%) score relative to our Peer Horizon and 20.4% of the way relative to our City Horizon.
- **1 Year of Progress Lowest 1/3 students:** 76.3% of our students in lowest 1/3 made at least 1 year of progress, which is 57.3% of the way from the from the lowest (62.9%) to the highest (86.3%) score relative to our Peer Horizon and 46.5% of the way relative to our City Horizon.
- **Average Change in Proficiency:** 0.20 is our average change in student proficiency, which is 34.5% of the way from the lowest (0.10) to the highest (0.39) score relative to our Peer Horizon and 43.3% of the way relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** -0.18 is our average change in proficiency in our lowest 1/3 students, which is 13.0% of the way from the lowest (-0.21) to the highest (0.02) score relative to our Peer Horizon and 31.0% of the way relative to our City Horizon.

- **Closing the Achievement Gap:** While No extra credit was received for any of the student groupings, 8.8% of students with special needs, 11.1% of Hispanic students and 17.0% of African-American students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap.

Since the average change in student proficiency for students in Level 1 and Level 2 was .20 out of a possible .39 for Peer Horizon and .37 for City Horizon, the data clearly indicates that there was insufficient growth made by these students. Also, there is a lack of growth in students with level 3 and 4: their average change in student proficiency was -.18 out of a possible .02 for Peer Horizon and .02 for City Horizon.

## Math

- **1 Year of Progress:** 53.3% of our students made at least 1 year of progress, which is 33.5% of the way from the from the lowest (38.7%) to the highest (82.3%) score relative to our Peer Horizon and 38.0% of the way relative to our City Horizon.
- **1 Year of Progress Lowest 1/3 students:** 60.3% of our students in lowest 1/3 made at least 1 year of progress, which is 28.6% of the way from the from the lowest (50.3%) to the highest (85.3%) score relative to our Peer Horizon and 35.0% of the way relative to our City Horizon.
- **Average Change in Proficiency:** 0.31 is our average change in student proficiency, which is 51.1% of the way from the lowest (0.07) to the highest (0.54) score relative to our Peer Horizon and 56.1% of the way relative to our City Horizon.
- **Average Change Lowest 1/3 Students:** -0.11 is our average change in proficiency in our lowest 1/3 students, which is 29.4% of the way from the lowest (-0.21) to the highest (0.13) score relative to our Peer Horizon and 40.8% of the way relative to our City Horizon.
- **Closing the Achievement Gap:** 28.6% of students with special needs and 42.1% of African-American students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap. That is, these high need students improved at least one-half of a proficiency level. Since the African-American students were in the top 40% of all schools citywide, a 1.5 extra credit was received for their gains.

While the percentage of students making at least 1 year of progress was 53.3% out of a possible 82.3 for Peer Horizon and 82.3 for City Horizon, the 1 year progress of those students who were in the lowest 1/3 was 60.3% out of a possible 85.3 for Peer Horizon and 89.7 for City Horizon. Also, the average change in student proficiency for students in Level 1 and Level 2 was .31 out of a possible .54 for Peer Horizon and .56 for City Horizon. These data clearly indicate that there were insufficient growths made in these three measures. Furthermore, there was a lack of growth in students with level 3 and 4: the average change in student proficiency was -.11 out of a possible .13 for Peer Horizon and .18 for City Horizon.

While the school is meeting its Adequate Yearly Progress (AYP) for each applicable accountability measure, the overall score for the student progress of 19.7 out of 60 indicates an inadequate growth in the middle school. There is a need to improve 1) the average change in ELA proficiency for levels 1 through level 4 students, and 2) the average change in Math proficiency for levels 3 and level 4 students.

## Grades 9-12

- **School Environment:** 28% of our teachers completed the Learning Environment Survey, compared to 61% citywide.
- **10+ Credits in 1<sup>st</sup> Year:** 75.1% of our students earned 10+ credits in the 1<sup>st</sup> year, which is 17.3% of the way from the lowest (69.9%) to the highest (100%) score relative to our Peer Horizon and 61.8% of the way relative to our City Horizon.
- **10+ Credits in 1<sup>st</sup> Year by Lowest 1/3 Students:** 50.7% of our students in the lowest 1/3 earned 10+ credits in the 1<sup>st</sup> year, which is 22.4% of the way from the lowest (38.5%) to the highest (100%) score relative to our Peer Horizon and 45.0% of the way relative to our City Horizon.
- **10+ Credits in 2<sup>nd</sup> Year:** 75.0% of our students earned 10+ credits in the 2<sup>nd</sup> year, which is 21.4% of the way from the lowest (68.2%) to the highest (100%) score relative to our Peer Horizon and 61.8% of the way relative to our City Horizon.
- **10+ Credits in 2<sup>nd</sup> Year by Lowest 1/3 Students:** 65.2% of our students in the lowest 1/3 earned 10+ credits in the 2<sup>nd</sup> year, which is 43.1% of the way from the lowest (38.8%) to the highest (100%) score relative to our Peer Horizon and 62.7% of the way relative to our City Horizon.
- **10+ Credits in 3<sup>rd</sup> Year:** 73.5% of our students earned 10+ credits in the 3<sup>rd</sup> year, which is 22.3% of the way from the lowest (65.9%) to the highest (100%) score relative to our Peer Horizon and 58.7% of the way relative to our City Horizon.
- **10+ Credits in 3<sup>rd</sup> Year by Lowest 1/3 Students:** 66.7% of our students in the lowest 1/3 earned 10+ credits in the 3<sup>rd</sup> year, which is 44.1% of the way from the lowest (40.4%) to the highest (100%) score relative to our Peer Horizon and 65.0% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - English:** 0.96 of our students passed the English Regents, which is 23.5% of the way from the lowest (0.88) to the highest (1.22) score relative to our Peer Horizon and 51.4% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - Mathematics:** 1.42 of our students passed the English Regents, which is 71.8% of the way from the lowest (0.86) to the highest (1.64) score relative to our Peer Horizon and 84.3% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates - Science:** 1.34 of our students passed the English Regents, which is 59.7% of the way from the lowest (0.88) to the highest (1.06) score relative to our Peer Horizon and 70.7% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates – United States History:** 0.95 of our students passed the English Regents, which is 17.6% of the way from the lowest (0.89) to the highest (1.23) score relative to our Peer Horizon and 55.8% of the way relative to our City Horizon.
- **Weighted Regents Pass Rates – Global History:** 1.12 of our students passed the English Regents, which is 66.1% of the way from the lowest (0.71) to the highest (1.33) score relative to our Peer Horizon and 76.2% of the way relative to our City Horizon.
- **Closing the Achievement Gap:** 39.3% of students with special needs and 37.5% of Hispanic and 51.8% of African-American high need students in the lowest 1/3 citywide made exemplary proficiency gains in closing the achievement gap. Since the African-American students were in the top 40% of all schools citywide, 1 extra credit was received for their gains.  
Also, 13.9% of our students in the lowest 1/3 citywide made exemplary proficiency gains in mathematics and 20.0% graduate with a Regents Diploma. Since a qualified percentage of these students earned a 75 or higher for the first time on the math regents and graduate with a Regents diploma, 2 extra credits each were received for their gains on the math regents and the Regents diploma.

While the school is meeting its Adequate Yearly Progress (AYP) for each applicable accountability measure, the overall score for the student progress of 26.5 out of 60 indicates an inadequate growth in the high school. There is a need to 1) increase credit accumulation especially in

the 1<sup>st</sup> year of high school, 2) improve the Regents passing rates especially in ELA and US History, and 3) grow the percentage of students in the lowest 1/3 earning a 75 or higher for the first time on an ELA Regents.

### **Strengths:**

- A range of data is analyzed to identify students' strengths and weaknesses in order to make organizational decisions to plan challenging work meeting student's needs.
- Very good liaison/partnership between the school, parents and support services/organizations, which ensures high expectations.
- Many curricular/enrichment opportunities are provided, after classes, on weekends and during holidays, to challenge students and extend their experiences.
- A high level of mutual trust resulting in very positive attitudes towards learning.
- Professional development is well planned and differentiated to meet teacher needs to ensure continuing improvement in classroom practice.
- Data is used very well to make strategic organizational decisions and respond promptly to student needs.
- The curriculum is well aligned to the school's goals.
- Excellent support is provided for struggling students.
- 100% (2009-10) of faculty members is fully licensed and 71% (2009-10) of them have a Master degree or higher; compared to 69% (2009-10) and 65% (2009-10).
- Very successful in core mission of ensuring the graduation and college placement of students.
- Faculty and staff are highly committed to the achievement and welfare of the students, and to their own professional development in pursuit of this.

### **Accomplishments:**

- Organized in an effective and meaningful way, holding all stakeholders to high expectations.
- Teachers work collaboratively in order to analyze the various data sources and consistently use it to inform instruction.
- Uniform standards based curriculum and assessment.
- Provision of many curricular opportunities to challenge our students and extend their experiences.
- A School in good standing (IGS) in all NCLB/SED Accountability indicators (i.e. performance, individual subject/area ratings, Adequate Yearly Progress – AYP – groups.)
- A Quality Review result of a well developed (2007-08), Proficient (2008-09) and Proficient (2009-10) – Children First Accountability).
- A Progress Report result of an C/B (MS/High School: 2007-08), A/C (MS/HS 2008-09 and C/D (MS/HS 2009-10) - Children First Accountability.
- Gains in the percentage of students in the lowest 1/3 making at least 1 year of progress in middle school ELA (2009-10).
- Gains in the average change in students proficiency for level 1 and 2 students in middle school Math, especially African-American students in the lowest 1/3 citywide (2009-10).

- Gains in the percentage of high school students in our school's lowest 1/3 earning 10+ credits in the 2<sup>nd</sup> year and 3<sup>rd</sup> year (2009-10).
- Gains in high school Regents pass rates in Mathematics and Global history (2009-10)
- Our attendance rate in 2009-10 (93.5%) improved over 2008-09 ( ) and over 2007-08 (91.8).

**Challenges:**

- To make greater use of data to increase differentiation in classes to meet the learning needs of students more closely and to set individual learning goals for students to enable them to achieve their full potential.
- To involve students in making greater use of self-assessment to help them identify for themselves what they need to do next to improve.
- To improve the average change in middle school ELA proficiency for levels 1 through level 4 students.
- To improve the average change in middle school Math proficiency for levels 3 and level 4 students.
- To increase credit accumulation especially in the 1<sup>st</sup> year of high school.
- To improve the Regents passing rates, especially in ELA and US History.
- To grow the percentage of students in the lowest 1/3 earning a 75 or higher for the first time on an ELA Regents.

## 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.

ANNUAL GOALS	DESCRIPTION
1. By June 2011, 35% of teachers will respond to the learning environment survey as compared to 28% last year. This translates to 35 out of 100 teachers or 7% increase as measured by the NYC Learning Environment Survey Report.	An analysis of our Learning Environment Survey Report (09-10) shows that 28% of our 100 teachers responded to the SLES. Also, our internal learning environment survey administered in October 2010 indicated that an increase in teachers’ response to the survey is an area of opportunity. By June 2011, we expect this number to increase by 7%.
2. By June 2011, 75% of students will earn a passing grade in Math courses as compared to 72% last year. Currently, there are 1265 students enrolled in high school mathematics courses. We expect a minimum of 949 (or 75%) of these students to receive a passing Grade as measured by our scholarship report.	Our scholarship data from June 2010 indicates that an average of 72% of students received a grade of 65 or higher in their high school mathematics classes. By June 2010, we expect this number to increase by 3% for a total of 75% passing with a minimum of 65.
3. By June 2011, there will be a 3% increase in The percentage of middle school students who demonstrate proficiency on the NYS ELA examination, rising to 69%. Currently, there are 460 students enrolled in middle school ELA courses. We expect a minimum of 317 (or 69%) of these students to score at levels 3 and 4 on the NYS ELA exam.	Our middle school Progress Report for 2010 indicates that 66% of our middle school students scored at level 3 and 4 on the NYS ELA exam. By June 2011, we expect this number to increase by 3% for a total of 69% achieving proficiency.

<p>4. A minimum of 40% of the teachers will participate in training on differentiated instruction techniques. At least 40 of the 100 teachers will participate in the training as evident by our professional development sign in sheets..</p>	<p>Differentiated instruction is an area opportunity identified by our NYCDOE Quality Review report (October 2010). Also, formal and informal observations by our instructional leadership team in September 2010 identified this as area for growth. By June 2011, we expect a minimum of 40% of the teachers will participate in training on differentiated instruction techniques.</p>
<p>5. To increase by 50% our college partnerships. Currently, we are partnered with 4 colleges. We will add 2 more partners to our list in order to increase our students' post high school choices.</p>	<p>College partnership data from our College Office in June 2010 indicates that 4 colleges are in partnership with our school. By June 2011, we expect this number to increase by 50%.</p>

**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):** School Environment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 35% of teachers will respond to the learning environment survey as compared to 28% last year. This translates to 35 out of 100 teachers or 7% increase as measured by the NYC Learning Environment Survey Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction:</p> <p>To improve the participation rate of teachers through improve communication, we will:</p> <ul style="list-style-type: none"> <li>• Promote increase in participation by creating and administering internal/in-house learning environment survey;</li> <li>• Analyze quality of responses to the administered survey;</li> <li>• provide interventions based on collected data/feedback from the survey;</li> <li>• re-administer survey, analyze data, and evaluate the effectiveness of intervention for the next step;</li> <li>• increase teacher/administrator communications at least once in a month through faculty conference, department meeting, grade meetings, professional development activities, newsletter/bulletin;</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• educate teachers on the importance and implications of the survey;</li> <li>• work with teachers on a sample survey so that they may familiarize themselves with the questions;</li> <li>• provide additional vehicles for teachers to communicate with the administration; e.g.</li> </ul>

	<p>through Suggestion Box, open forums, small group/one-on-one discussion with the principal, teachers, committees , etc.</p> <ul style="list-style-type: none"> <li>• train teachers on the use of protocol as a means of facilitating meetings that are structured and focused on outcome, e.g. after a problem is posed, participants are asked to give input on the problem, and then asked to provide two or more solutions to the problem.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will be provided with time and resource to effectively and efficiently complete the surveys, especially during the professional development activities and or common prep periods.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• School Learning Environment Survey will demonstrate a minimum of 7% increase in teachers' participation. This translates to 35 teachers who participated out of a total of 100 teachers.</li> <li>• Number of newsletters/bulletins issued, agenda, sign in sheets, number of suggestions in Suggestion Box.</li> <li>• Result of internal/in-house survey.</li> </ul>

**Subject/Area (where relevant):** Mathematics – H.S. (Credit Accumulation)

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 75% of students will earn a passing grade in Math courses as compared to 72% last year. Currently, there are 1265 students enrolled in high school mathematics courses. We expect a minimum of 949 (or 75%) of these students to receive a passing grade.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Curriculum and Instruction:</p> <p>To effect growth in this area, we will:</p> <ul style="list-style-type: none"> <li>• administer uniform benchmark exams in Algebra 1 and Geometry from the Prentice Hall Curriculum every four-six weeks. These exams are included with the teaching resources provided with by the Curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design appropriate professional development and to focus instruction on the needs of the students.</li> <li>• after-school tutorial sessions will be available so that teachers can provide more individualized instruction to meet the needs of targeted students.</li> </ul> <p>Professional Development:</p> <p>Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:</p> <ul style="list-style-type: none"> <li>• Discuss ways of engaging all students in learning</li> <li>• Reflect on their teaching practice and actively engage in planning their professional development</li> <li>• Assess student learning</li> <li>• Create and maintain effective learning environments</li> <li>• Organize curriculum to facilitate students' understanding</li> <li>• Training at Differentiated Instruction</li> <li>• Inquiry Team making presentations</li> <li>• Learning walk</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in professional development activities;</li> <li>• Students to be provided with courses that will best serve their needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• HSST high school Math scholarship report for the third marking period of June 2010. The report will show that 75% of students will pass their math class with a minimum of 65. This translates to 949 students out of 1265 students.</li> <li>• At the end of each of the 6 reporting periods, we expect an average of .50% increase in the number of students earning an average of 65% or higher in their high school mathematics classes. This translates into a minimum of 949 (or 75%) students.</li> </ul>

	<ul style="list-style-type: none"> <li>• There will be an ongoing (daily/lesson) and periodic (weekly/bi-weekly/unit) monitoring of student progress (through assessments, conferencing, portfolio, case studies, etc.) and evaluation (through observations, lesson plans, conferencing, classroom practice rubric, etc.) of the effectiveness of the interventions administered.</li> <li>• Analyze scholarship data at the end of each marking period in order to identify trends and patterns that would inform additional planning.</li> </ul>
--	---

**Subject/Area (where relevant):** English Language – M.S.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase in the percentage of middle school students who demonstrate proficiency on the NYS ELA examination, rising to 69%. Currently, there are 460 students enrolled in middle school ELA courses. We expect a minimum of 317 (or 69%) of these students to score at levels 3 and 4 on the NYS ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction:</p> <p>To effect growth in this area, we will:</p> <p>Teachers will hold PM and Saturday tutorial to strengthen students’ writing and reading proficiency. We will focus on increasing our students’ stamina in writing and to match the writing component on the NYS ELA exam.</p> <ul style="list-style-type: none"> <li>• Utilize Acuity to analyze diagnostic and predictive results</li> <li>• Customize exams to address academic deficiencies</li> <li>• To extend their knowledge and understanding of differentiated practices</li> <li>• Look at specific questions that refer to strands of the ELA standards</li> <li>• Utilize student data to set individual and group goals</li> </ul> <p>Writing -</p> <ul style="list-style-type: none"> <li>• Weekly writing aligned with NYS ELA standard and testing time and conditions</li> <li>• Use of NYS ELA rubric to assess weekly writing and measure students’ progress</li> <li>• Three opportunities during the week to revise and improve on weekly writing</li> <li>• Daily editing of sample writings (poor, week, etc)</li> </ul>

- Use of Kaplan, Aim Higher, Write book series
- Weekly writing activities (i.e. Thursdays grammar, Fridays writing)
- Focus on different type of essay every month
- External resources will be utilized: Teachers and Writers
- Collaborative team members will work with students on essay writing.

#### Reading –

- Identification of students reading strengths and areas of opportunities
- Grouping of students based on reading levels
- Provision of level appropriate classroom library
- Use of Kaplan, STARS, CARS Reading series
- Examination, critic and comparison of various genres
- Use of running record to monitor students progress

#### Teachers will use various assessments:

- Interim unit chapter tests, uniform midterm and final exams, mock exams, use rubrics aligned with NYS ELA standards to evaluate student work including research papers and portfolios
- Utilize student data to set individual and group goals
- Online exam prep resources such as Acuity, MyGradebook.com, Teacher-made and predictive assessments to assist students in making progress on identified skills and/or unit/uniform exams
- There will be reevaluation of the intervention that has been applied to address individual goals of students that have not made expected gains.

#### Professional Development:

A survey will be sent out to determine the Professional Development needs of teachers.

- Based on the individual professional needs of teachers, administrators, coaches and other, instructional development team members will design differentiated professional development plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized

<p><b>Subject/Area (where relevant):</b></p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> <li>professional development goals</li> <li>Learn how to utilize Acuity to analyze diagnostic and predictive results</li> <li>Learn how to customize exams to address academic deficiencies</li> <li>To extend their knowledge and understanding of differentiated practices</li> </ul>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A minimum of 40% of the teachers will participate in training on differentiated instruction techniques. At least 40 of the 100 teachers will participate in the training.</p> <ul style="list-style-type: none"> <li>Train on looking at specific questions that refer to strands of the ELA standards</li> <li>Based on the curriculum needs per grade, there will be three separate department meeting to maximize the ability to plan.</li> <li>Each teacher will be given a calendar for the start and end date for each unit and the ELA test dates.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>Discuss needs for upcoming units and the set skills that will be taught. Data used will be the diagnostics to select data.</li> <li>To effect improvement in this area, we will: <ul style="list-style-type: none"> <li>Divide work load among the teachers according to strengths.</li> <li>Train to create uniform tests as a group. Utilize state tests.</li> <li>Have members of the instructional leadership team read as part of a study group literature on differentiated instruction by authors such as Carol Ann Tomlinson, Susan Demirsky Allan, Robert J. Marzano</li> <li>Reflection on various units and what needs to be changed for the following year</li> <li>Determine the content of the P.D based on general principles of differentiation (respectful tasks, flexible grouping, ongoing assessment and adjustment), modality (content, process, product), students' needs (readiness, interest, learning profiles) and activities</li> <li>Train on looking at specific questions that refer to strands of the ELA standards (supplementary materials, group investigation, varied questioning strategies)</li> </ul> </li> </ul> <p>Staffing and other resources that are available</p> <ul style="list-style-type: none"> <li>Teachers and members of the instructional leadership team administrators, etc. to effectively and efficiently engage in professional development activities;</li> <li>Administrators to be provided with two probes that will best serve their needs and goals to teachers concerning progress in the use of differentiated instruction activities</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E</p> <p>Professional Development funded through Tax Levy</p> <p>Inquiry Teams funded through Tax Levy</p> <p>Teachers and the instructional leadership team will meet regularly during common planning time, professional development sessions (internal and external), and department/subject/grade meetings to:</p> <ul style="list-style-type: none"> <li>2011 Progress Report</li> <li>There will be an ongoing (daily/lesson) and periodic (weekly/bi-weekly/unit) monitoring of student progress (through assessments, conferencing, portfolio, case studies, etc.) and evaluation (through observations, lesson plans, conferencing, classroom practice rubric, etc.) of the effectiveness of the interventions administered.</li> <li>Assess student learning</li> <li>Analyze scholarship data at the end of each marking period in order to identify trends</li> <li>Create and maintain effective learning environments</li> <li>Organize curriculum to facilitate students' understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Train teachers in Differentiated instruction and engagement strategies in the classroom to better address student needs</li> <li>• Plan instructions that incorporate differentiated activities</li> <li>• Inquiry team making presentations</li> <li>• Model lessons</li> <li>• Learning walk</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in professional development activities;</li> <li>• Students to be provided with courses that will best serve their needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Professional development sign in sheets.</li> <li>• Informal and formal observation reports.</li> <li>• PD agenda</li> <li>• Lesson plan that includes differentiated instruction activities</li> <li>• Delivery of lessons that reflect differentiated instructional practices</li> </ul>

**Subject/Area (where relevant):** College Partnership

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>To increase by 50% our college partnerships. Currently, we are partnered with 4 colleges. We will add 2 more partners to our list in other to increase our students' post high school choices.</p>
---	---

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Curriculum and Instruction:</p> <p>To effect improvement in this area, we will:</p> <ul style="list-style-type: none"> <li>• Improve our collaboration with CFES</li> <li>• More outreach to college admission officers</li> <li>• Improve the quality of our college visits</li> <li>• Work with College Access programs</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Invite college admission officers of potential partners to visit our school</li> <li>• Provide prospective partners with data on the achievements of our alumni</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing and scheduling/programming that enable</p> <ul style="list-style-type: none"> <li>• teachers and members of the instructional development team (coaches, administrators, etc) to efficiently and effectively engage in college outreach activities;</li> <li>• Students to be provided with courses that will best serve their college needs and goals.</li> </ul> <p>Substitutes or coverage teachers funded through Tax Levy, C4E  Teacher release time funded through Tax Levy  Inquiry Teams funded through Tax Levy  Extended day funded through Tax Levy, Title I  SSO funded through Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• List of students accepted by our new partners</li> <li>• Increase participation by colleges in our yearly college fair</li> </ul>

## **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	33	33	33	33	100	1	1	100
7	62	62	62	62	187	26	15	187
8	57	57	57	57	173	21	15	173
9	110	110	110	110	333	15	8	333
10	77	77	77	77	232	18	6	232
11	99	99	99	99	299	13	10	299
12	66	66	66	66	201	4	3	201

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• One or more 50 minute period of AIS instruction per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all ELA classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>Mathematics:</b>	<p>AIS in Math is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• One or more 50 minute period of AIS instruction per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Math classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>Science:</b>	<p>AIS in science is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of science instruction, students will receive an additional one or more 50 minute period of AIS instruction in science per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Science classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>

<b>Social Studies:</b>	<p>AIS in social studies is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• In addition to the State mandated periods of social studies instruction, students will receive an additional one or more 50 minute period of AIS instruction in social science per week;</li> <li>• Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays;</li> <li>• Differentiate instruction in all Social Studies classes – Tier I intervention;</li> <li>• Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>School counselors will provide guidance and crisis Counseling services before school, during school, after school, on Saturday and or during holidays, one period a week or more frequently if needed, to all students, especially SWD, LEP, African-American, Hispanic and economically Disadvantaged students in grades 6-12. The service is offered in English and, with the aid of an interpreter, Spanish and other languages. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The school psychologist, shared with CS 200, will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, African-American, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on students performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, African-American, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<b>At-risk Health-related Services:</b>	<p>Health related services are offered during the school day to all students especially SWD, LEP, African-American, Hispanic and Economically Disadvantaged students in grades 6-12. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>

**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 (LAP) 2010-2011  
Narrative**

The Frederick Douglass Academy (FDA) admits students through a screening process. Our LAP team is composed of the Principal, an Assistant Principal, the Parent Coordinator, the ESL teacher, a parent, a content area teacher, the coaches, the Guidance Counselor, the School Achievement Facilitator, the Related Service Provider, and the Network Leader. As instructional leaders, the principal and the assistant principal are in the team to ensure that the instructional needs of the Ells are being met. The parent coordinator and the parent member are to support and disseminate information to the parents of the ELLs. The coaches are to assist all teachers, including ESL teachers to improve their skills in an effort to better meet the needs of our students. The participation of the content area teacher and the guidance counselor is to understand the cognitive and emotional needs of our ELLs. The school achievement facilitator ensures that our interventions and support for the ELLs are driven by data.

Since FDA is a grade 6-12 school, most of the ELLs enrolled were already identified as such at their arrival. For the new students to NYC school system, initial identification is made from the completion of the admission package, which includes the Home Language Identification Survey (HLIS). If the survey suggests that the student may be an ELL, then an informal oral interview in English and in the native language is conducted by certified guidance staff. This is followed by the administration of formal initial assessment and the LAB-R (if necessary) by certified ESL teacher/coordinator.

In addition to periodic formal and informal assessments administered by certified ESL teacher, the ELLs are also evaluated annually using the NYS English as a Second Language Achievement Test (NYSESLAT) in order to determine the gains made by the ELLs and identified areas of opportunity.

Our school offers a Freestanding ESL program. The organizational model is mainly departmentalized and the program model is largely Heterogeneous. ELLs are programmed for the mandated number of instructional minutes as required under CR Part 154. ELLs that have performed at advance level on the NYSESLAT receive 5 fifty minutes of ESL instruction per week. Those that performed at intermediate level receive 8 fifty minutes of ESL instruction per week. Beginner ELL is provided with 10 fifty minutes of ESL instruction per week. In addition to ESL instruction, ELLs receive in English the same instruction in content areas as non-ELLs. Particularly, they receive at least 5 fifty minutes of ELA instruction per week.

There is 1 certified, highly qualified ESL teacher and 22 ELLs at FDA. 9 students are in the Spanish language group, 3 students are in Haitian language group, 2 students are in French language group and 8 are in others (i.e. various African Languages). There are 3 seventh graders, 1 eighth grader, 6 ninth graders, 6 tenth graders, 5 eleventh graders, and 1 twelfth grader. 12 of ELLs have been in ESL for 0-3 years, 6 for 4-6 years, and 4 are long-term ELLs. 9 ELLs are special need students, of which 7 are X coded. The students ESL status was obtained from the ATS and the student's record. Based on the NYSESLAT results, 8 (1 seventh, 4 ninth, and 3 eleventh graders) ELLs are at advanced level, 12 (2 seventh, 1 eighth, 1 ninth, 5 tenth, and 3 eleventh graders) at intermediate and 2 (1 seventh and 1 ninth graders) beginner levels. An analysis of the aggregate performance indicates that 2 ELLs are weak in reading/writing. Also, 2 ELLs scored at level 1 on the NYS ELA and 3 at level 1 on the NYS Math. In HS, while chemistry Regents exam seems to be a challenge, most of the students who took the Regents in all subject areas passed.

We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). An overview of the three program choices was presented to parents during the new students' orientation in June; during open houses in the months of October through March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. Other approaches to informing parents include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents.

After reviewing the Parent Survey and Program Selection forms for the past few years, the general trend is that parents often (about 95%) opt for programs (e.g. ESL) that maximize their children exposure to the ELA. Hence, the program offered at our school is aligned with parent requests.

The data patterns across proficiency levels and grades show that our ELLs are performing at intermediate level and higher. As expected, students' proficiency tends to improve as they move to higher grades.

The data patterns across the four modalities indicate that we need to focus more on working with ELLs in the lower grades to improve their proficiencies in listening, reading, writing and speaking on a daily basis.

Generally, ELLs take Regents exams in the 10<sup>th</sup> through 12<sup>th</sup> grade. Those who have taken the exams fare well in the test taking in English. Most performed at or above standard.

The result of the ELL Interim Assessment provide our school leadership and teachers with information with which to identify and address areas in which we could be doing a better job in addressing the needs of our ELLs. We are able to provide differentiated intervention based on individual student's skill level.

The implications for our school's LAP instruction are that we are continuously trying to identify the most effective ways to address the need of our various ELLs. Where possible and through scaffolding, we use native language to assist our ELLs in the acquisition of English proficiency. Special attention is giving to those students with special need. Supplementary instructions are available to ELLs before/after school, on Saturdays and during holidays. Body system may be used and paraprofessional may be provided.

If we have SIFE students, and /or newly enrolled LEP, we would, to the extent possible, provide them with individualized and differentiated instruction until minimum proficiency can be ascertained. We would provide literacy classes and, where possible, use native language to assist our ELLs in the acquisition of English proficiency.

The goal is to identify areas of weakness of the newly arrived ELLs and address those needs in order to ensure an improvement in their understanding and performance in meeting the standards. They will be provided with mandated ESL services. In addition, there would be before/after school program that allows these students to work with higher level ELLs who have been in the country for a longer period of time. This program would help them to adapt to the new culture.

Every effort will be made to transition long-term ELLs into mainstream English instruction with continuous ESL support. Since this group is often more proficient in speaking and listening, instructional program is designed to focus on their reading and writing skills.

The ELLs with special needs are programmed in general education ESL classes that may offer the assistance of a paraprofessional. These students have accommodations, such as extended time on exams, as provided in their IEPs.

Students reaching proficiency on the NYSESLAT are provided with ELA instruction with continuous ESL support. As with non-ELLs, they receive instruction in English in all content areas.

Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

Explicit ELA delivered to ELLs. They are instructed in the fundamentals of the English language and guided toward meeting the ELA standards. ELA teachers use individualized and differentiated instruction, workshop model, grouping by skills, music to enhance listening skills, readers and writers' workshop and conferences, etc.

If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.

All of our ELLs receive instruction in English in all content areas. This reduces the need for pull out or push in.

The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.

All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model,

Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards.

---

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

**N/A**

**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** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

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

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

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

N/A

**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**

N/A

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.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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.

Our Parent Coordinator arranged for translations of notes to parents representing most of our language groups (French, Spanish, Arabic) to ask who would like translation of notices in their first language. Also, she sent notes home in first language to parents to determine who wanted to have translators attend Parent-Teacher conferences. We now have volunteer translators available in French and Spanish. In addition, we have staff who can translate in several of the languages spoken by our students and parents. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. We send out multi language notices that emanate from the central DOE.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We were able to translate some important notes and provide for translators at conferences. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. For longer school-based materials, such as our school handbook, we will attempt to provide translations in as many languages as possible. Where this is not feasible, we will invite parents to translated workshops in which this document is explained. Information was shared at our meetings for parents of ELL students, PA executive Board, and PA meetings, as well as in notes to parents in languages noted above.

#### **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.

Short written communications with parents will be handled by parent volunteers; longer materials, such as our handbooks will need to be done over time. The Translation and Interpretation Unit of the DOE will be contacted using a Translation Request Form when such

jobs cannot be handled at the school to determine whether they can provide assistance. In the event we can't translate in any particular language, we will set up instantaneous translated meetings for parents. We will continue to survey parent needs in terms of written translations again in September.

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.

We will continue to survey parent needs in terms of translations again in September. Services will be provided by parent volunteers.

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>.

We will continue to survey parents in their primary language to determine our translation needs. We will notify each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such 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:	834,371	466,713	1,301,084
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,344	4,667	13,011
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,719	*	
4. Enter the anticipated 10% set-aside for Professional Development:	83,437	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100
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.

**N/A**

\* 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.

## School Parental Involvement Policy 2010-2011

### **I. General Expectations**

The Frederick Douglass Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Frederick Douglass Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed by the SLT in consultation with the PTA and the PEB. All parents are invited to provide suggestions.
2. The Frederick Douglass Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PTA and the SLT.
3. The Frederick Douglass Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PTA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.
4. The Frederick Douglass Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: FDA has a SWP. We will coordinate and integrate our parent involvement strategies by organizing the Family Day; New Orientation Days; Trips to cultural and educational institutions; Parents development workshops.
5. The Frederick Douglass Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the a SLT for necessary action.
6. The Frederick Douglass Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by providing activities such as workshops, conferences, guidance meeting, technology. Parents will be informed about any equipment or other materials that may be necessary to ensure success of their children.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing workshops and classes to parents.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement

and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by survey parents to obtain information about specific needs.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by attendance at the SLT meeting on 06/11/08. This policy was adopted by The Frederick Douglass Academy on 06/11/08 and will be in effect for the period of 2008/2009 SY. The school will distribute this policy to all parents of participating Title I, Part A children on or by 10/24/08.

**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.

## School-Parent Compact 2010-2011

The Frederick Douglass Academy, 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 2010-11.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

The Frederick Douglass Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays. Our Peer Tutoring Center is opened daily until 5:00 pm.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: Open School takes place during the last Thursday in October and March.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Report cards are issued to parents six times a year. They are distributed during PTA meetings or during other parents’ activities.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Secretary.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Parents may volunteer, participate, and observe classroom activities whenever their times permit. Volunteering information is provided during PTA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator’s office.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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.
9. 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 language that parents can understand.
10. 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.
11. 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.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- 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.

#### Student Responsibilities

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

- Abide by the 12 Non-Negotiable FDA Rules and Student Creed.
- If I'm an incoming student, attend the Summer Academy as prescribed.
- Do my homework every day and ask for help when I need to.
- Read 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.]

## **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.

**See pages 11-15**

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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All our teachers (100 %) are highly qualified, fully licensed and permanently assigned.

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.

**See pages 18-26**

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

High quality and highly qualified teachers are attracted to our school mostly through our HR, other teachers, parents, students and alumni.

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

**See Appendix 4**

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.

**N/A**

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.

**See pages 18-26**

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.

**See pages 18-26**

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.

Our pupil personnel staff, sometimes in collaboration with invited guests, are active involved in providing our students with various workshops and seminars in areas such as college preparation, violence prevention, health and nutrition, and alternative educational programs. The Harlem Hospital and NYC Department of Health clinics provide our students with health related information and services. Also, students are referred for internships.

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

N/A

### ***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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> 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 <sup>2</sup> 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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**

**N/A**

**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.*

**N/A**

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

---

School Under Registration Review (SURR)

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.

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

*All SURR schools must complete this appendix.*

**N/A**

**SURR Area(s) of Identification:** \_\_\_\_\_

**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.

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

## **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.)

18

2. Please describe the services you are planning to provide to the STH population.
  - STH receive ongoing counseling services from our certified guidance staff, Social Workers and other support staff
  - Counseling services offered to the families of our STH students. Referrals are made when appropriate
  - STH receive school uniform, Gym uniform, lock, etc
  - Lunch is provided
  - Transportation and Trips fees are covered
  - Basic Supplies requested by teachers are provided
  - When possible, college fees waivers are distributed
  - Senior activities are funded

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Frederick Douglass Academy					
<b>District:</b>	5	<b>DBN:</b>	05M499	<b>School</b>		310500011499

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.6/89.2	93.2/	92.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.4	95.6	96.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	99	114	98	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	188	169	138		63.6	71.8	67.0
Grade 8	166	189	171				
Grade 9	327	342	338	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	233	300	309	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	299	223	289		5	39	51
Grade 12	207	257	199				
Ungraded	1	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	1520	1596	1543	(As of October 31)	2007-08	2008-09	2009-10
					1	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	41	53	35	Principal Suspensions	22	24	22
# in Collaborative Team Teaching (CTT) Classes	17	36	38	Superintendent Suspensions	10	20	42
Number all others	26	23	32				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	94	91	91
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	18	16
# receiving ESL services only	11	10	TBD				
# ELLs with IEPs	7	13	TBD	Number of Educational Paraprofessionals	2	2	4

*These students are included in the General and Special Education enrollment information above.*

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
	2	5	26	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	62.1	67.4	79.1
				% more than 5 years teaching anywhere	45.3	47.8	53.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	76.0	86.8
American Indian or Alaska Native	0.1	0.3	0.1	% core classes taught by "highly qualified" teachers	89.5	88.9	97.3
Black or African American	73.4	72.6	75.0				
Hispanic or Latino	24.5	24.2	22.9				
Asian or Native Hawaiian/Other Pacific	1.4	1.3	1.1				
White	0.5	0.7	0.9				
<b>Male</b>	48.7	48.2	49.4				
<b>Female</b>	51.3	51.8	50.6				

#### 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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	78
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v		v	v		
Hispanic or Latino	v	v	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-					
Multiracial							
Students with Disabilities	-	v	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C / D	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	39.6 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	2.3 / 3.7	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:	8.3 / 11.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	26 / 20.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	3 / 4.5		

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

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

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

**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 <b>601</b>	District <b>05</b>	School Number <b>499</b>	School Name <b>Fred. Doug. Academy</b>
Principal <b>Gregory M. Hodge, Ph.D.</b>		Assistant Principal <b>Thomas Ajibola</b>	
Coach <b>Lea Brown</b>		Coach <b>Megan Cardenas</b>	
Teacher/Subject Area <b>Russell Wasden / ESL</b>		Guidance Counselor <b>Chris Middleton</b>	
Teacher/Subject Area <b>Micheal Oyedele / Math</b>		Parent <b>Denice Brown</b>	
Teacher/Subject Area <b>Cionne McLean / FL</b>		Parent Coordinator <b>Yvette McKenzie</b>	
Related Service Provider <b>Valcruse Delma</b>		Other <b>Yvonne Yamusah</b>	
Network Leader <b>Lawrence Block</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1567</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>1.40%</b>
------------------------------------	-------------	----------------------	-----------	---	--------------

## 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.

Paste response to questions 1-6 here

Since FDA is a grade 6-12 school, most of the ELLs enrolled were already identified as such at their arrival. For the new students to NYC school system, initial identification is made from the completion of the admission package, which includes the Home Language Identification Survey (HLIS). If the survey suggests that the student may be an ELL, then an informal oral interview in English and in the native language is conducted by certified guidance staff. This is followed by the administration of formal initial assessment and the LAB-R (if necessary) by certified ESL teacher/coordinator. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In addition to periodic formal and informal assessments administered by certified ESL teacher, the ELLs are also evaluated annually using the NYS English as a Second Language Achievement Test (NYSESLAT) in order to determine the gains made by the ELLs and identified areas of opportunity.

We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). An overview of the three program choices was presented to parents during the new students' orientation in June; during open houses in the months of October through March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. Other approaches to informing parents include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program.

After reviewing the Parent Survey and Program Selection forms for the past few years, the general trend is that parents often (about 95%) opt for programs (e.g. ESL) that maximize their children exposure to the ELA. Hence, the program offered at our school 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

															#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)															0
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>								3	1	6	6	5	1	22	
<b>Push-In</b>														0	
<b>Total</b>	0	0	0	0	0	0	0	3	1	6	6	5	1	22	

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	4

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12		3	6		5	4		1	22
<b>Total</b>	<b>12</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>22</b>

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	0	0	0	0	0	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
Other										0	0	0		0
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	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	
<b>TOTAL</b>	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	3	1	2	1	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											2	1		3
French											1	1		2

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2		3	2	1		8
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>22</b>						

## 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.

Paste response to questions 1-4 here

Our school offers a Freestanding ESL program. The organizational model is mainly departmentalized, with some Push-In components. The program model is largely Heterogeneous. ELLs are programmed for the mandated numbers of instructional minutes as required under CR Part 154. In addition to ESL instruction, ELLs receive in English the same instruction in content areas as non-ELLs. Particularly, they receive at least 10 fifty minutes of ELA instruction per week. ELLs that have performed at advance level on the NYSESLAT receive 5 fifty minutes of ESL instruction per week. Those that performed at intermediate level receive 8 fifty minutes of ESL instruction per week. Beginner ELL is provided with 10 fifty minutes of ESL instruction per week.

Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

If we have SIFE students, and /or newly enrolled LEP, we would to the extent possible provide them with individualized and differentiated instruction until minimum proficiency can be ascertained. We would provide literacy classes and, where possible, use native language to assist our ELLs in the acquisition of English proficiency.

The goal is to identify areas of weakness of the newly arrived ELLs and address those needs in order to ensure an improvement in their

understanding and performance in meeting the standards. They will be provided with mandated ESL services. In addition, there would be before/after school program that allows these students to work with higher level ELLs who have been in the country for a longer period of time. This program would help them to adapt to the new culture.

Every effort will be made to transition long-term ELLs into mainstream English instruction with continuous ESL support. Since this group is often more proficient in speaking and listening, instructional program is designed to focus on their reading and writing skills.

The ELLs with special needs are programmed in general education ESL classes that may offer the assistance of a paraprofessional. These students have accommodations, such as extended time on exams, as provided in their IEPs.

Students reaching proficiency on the NYSESLAT are provided with ELA instruction with continuous ESL support. As with non-ELLs, they receive instruction in English in all content areas.

Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.

All of our ELLs receive instruction in English in all content areas. This reduces the need for pull out or push in.

The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## 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?

Paste response to questions 5-14 here

Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

All of our ELLs receive instruction in English in all content areas. This reduces the need for pull out or push in.

The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.

### 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

N/A

### 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.

Paste response to questions 1-3 here

All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards.

### 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?

Paste response to questions 1-4 here

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

## 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)								2	1	1	5	2	1	12
Advanced (A)								1		4	1	3		9
Total	0	0	0	0	0	0	0	3	1	6	6	5	1	22

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

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

**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	2		1	
Math <u>Alg.</u>	12		8	
Math <u>Geo.</u>	3		2	
Biology				
Chemistry	3		0	
Earth Science				
Living Environment	5		4	
Physics				
Global History and Geography	7		5	
US History and Government	6		5	
Foreign Language	7		7	
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**

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

**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

See attachment

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		