



FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL

ADDRESS: 3630 THIRD AVENUE

TELEPHONE: 718-538-9726

FAX: 718-538-9796

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900011517 **SCHOOL NAME:** Frederick Douglass Academy III Secondary School

SCHOOL ADDRESS: 3630 THIRD AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-538-9726 **FAX:** 718-538-9796

SCHOOL CONTACT PERSON: RAHESHA AMON **EMAIL ADDRESS:** RAmon@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jakub Lau

PRINCIPAL: RAHESHA AMON

UFT CHAPTER LEADER: William Newman

PARENTS' ASSOCIATION PRESIDENT: Rocio Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) Wilson Darko

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Network Plus

NETWORK LEADER: LAWRENCE BLOCK

SUPERINTENDENT: ELENA PAPALIBERIOS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rahesha Amon	Principal	Electronic Signature Approved.
Jakub Lau	UFT Member	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
William Newman	UFT Chapter Leader	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Fatima Anderson	DC 37 Representative	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Rocio Gonzalez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Deborah Jimenez	Title I Parent Representative	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Veronica Maxwell	Parent	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Wilson Darko	Student Representative	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
Marilyn Rivera	Parent	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes

Freddie Small	Parent	Electronic Signature Approved. Comments: ALL SLT Members signed-off physically Yes
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* 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.

Frederick Douglass Academy III is a college preparatory secondary school dedicated to providing an intensive academic program that will prepare Scholars to enter the higher education institution of their choice. The Learning Community of Frederick Douglass Academy III strives to provide each Scholar with an excellent foundation and a sense of self-confidence.

Frederick Douglass Academy III / X517 is located in the Morrisania section of the South Bronx, New York. The school is the third replicated model of the original Frederick Douglass Academy founded by Dr. Lorraine Monroe in 1991. In 2000, FDA III opened its doors as an academy within Intermediate School 219. In 2004 the program was converted to a school under the number X517. This school currently serves students in grades 6 -12 and has a total population of 584 students from culturally diverse backgrounds. This year the school is housed within 22 classrooms and 6 offices on the fourth floor and 4 classrooms on the third floor of the IS 219 complex. .

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all Grade 6-12 students performing in Levels 1 and 2, and students deemed to be at risk, receive appropriately targeted services.

The school offers a host of after-school clubs and activities, such as:

- Beacon After School Program
- Mock Trial
- Etiquette Club
- Young Men's Leadership Club
- Chess Club
- Regents Prep
- National Honor Society
- Junior National Honor Society
- Varsity Basketball
- Flag Football Club
- Cheerleading
- Dance
- Cross Country

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Frederick Douglass Academy III Secondary School								
District:		9	DBN #:		09X517	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			90.2/86.9	92.3/ 88.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94.3	93.87	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		53	79	94	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		55	58	80			73.1	70	72.1	
Grade 8		55	56	56						
Grade 9		119	116	122	Students in Temporary Housing - Total Number:					
Grade 10		94	104	89	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		71	84	85			3	15	TBD	
Grade 12		50	55	61						
Ungraded		1	0	0	Recent Immigrants - Total Number:					
Total		498	552	587	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	7	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	17	Principal Suspensions		1	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		13	26	33	Superintendent Suspensions		13	0	TBD	
Number all others		13	25	33						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual		0	0	0						

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	28	41	43	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	8	Number of Teachers	30	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	14	7	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	40	36.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	26.7	31.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	70	63	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	90.9	TBD
Black or African American	57.6	58.7	56.9				
Hispanic or Latino	41	40.2	41.6				
Asian or Native Hawaiian/Other Pacific Isl.	1	0.5	0.9				
White	0.4	0.5	0.5				
Multi-racial							
Male	45.6	45.1	47.4				
Female	54.4	54.9	52.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		

Science:	X	Graduation Rate:	Y				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	X	√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√		√	√		
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-			-	
Limited English Proficient	-	-	-		-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	4	4	0	3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	C/B	Overall Evaluation:		√			
Overall Score	45.3/ 65.3	Quality Statement Scores:					
Category Scores:	Quality Statement 1: Gather Data			W			
School Environment (Comprises 15% of the Overall Score)	9.4/ 10.8	Quality Statement 2: Plan and Set Goals			√		
School Performance (Comprises 25% of the Overall Score)	17.4/ 17.2	Quality Statement 3: Align Instructional Strategy to Goals			√		
Student Progress (Comprises 60% of the Overall Score)	18.5/ 35.3	Quality Statement 4: Align Capacity Building to Goals			√		
Additional Credit	NR/ 2	Quality Statement 5: Monitor and Revise			√		
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = 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							

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Based on a review of our school's educational program and our overall Progress Report B grade for our high school for the last two years and overall Progress Report Grade C grade for middle school, we have assessed the following findings regarding FDA III:

We have identified accelerating the progress of high achieving students (level 3 and 4) in the lower school, being removed from the SINI list for 8th grade science, and increasing graduation rates as areas where we can build on our school's previous successes. This needs assessment outlines the needs these three goals address. It also lists some of the trends responsible for these goals, highlights the accomplishments that lead to these goals as the identifiable next steps to success, and discusses some of the aids and barriers to the school's continued improvement.

Thus far the school has had success in moving the scores of level 1 and 2 students into the level 3 range in both ELA and Math. This goal reflects a need for higher test scores among level 3 and 4 students. Meeting this need will involve re-assessing curriculum and moving student populations to maximize the potential for rigor and student achievement.

In order to be removed from the SINI list for our grade eight science scores, this year, our emphasis will be on grade eight science (Earth Science) only. In the past our grade eight Scholars were expected to participate in both eight grade science as well as a period of Living Environments not including the lab. While our Scholars did well on the Regents we found that their performance on the required grade eight exam declined. Furthermore, materials which support grade eight Science and provided the necessary training for the teachers have been ordered.

In order to increase the school's graduation rate, we are providing better support by our pupil personnel team for those Scholars who are at risk of dropping out. AIS is provided for those students who continue to struggle with regents examination. More internship opportunities are needed for those students who excel and desire to participate in internships, College Now and other programs which enhance their overall performance and opportunity for success in college. Finally, we will continue our work with college advisory. We have found that over 70% of our graduates attend college. This desire to go to college if instilled early on can be the catalyst to inspire them to graduate in four years.

Other accomplishments of which the school is proud are our inquiry system for content areas and grade levels, our single sex classes in the lower school, and the Socratic Method lessons we are implementing for our high school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, Inquiry Teams in the four CORE subject areas (English Language Arts, Mathematics, Social Studies, and Science) will use the Common CORE Standards to develop units, assessments, and rubrics that will drive instruction and result in higher student achievement.	<input type="checkbox"/> Evidence of successful implementation will include: <input type="checkbox"/> <input type="checkbox"/> 1. Consistent rubrics that reflect Common CORE Standards being used to teach and gauge student progress in all classrooms of any given CORE subject area. 2. Two sample standards based assessments, curriculum maps, and rubrics used in each of the four common CORE subject areas.
<input type="checkbox"/> By the end of the 2010-2011 academic year, in each of the four CORE subject areas, 75% of the students will achieve a minimum of 20% gains in performance of standards based Common CORE tasks as measured by standards based criteria/rubrics generated by Inquiry Teams in the four CORE subject areas. <input type="checkbox"/>	<input type="checkbox"/> A comparison of baseline work to work throughout the year will show a 20% gain on specific standards based tasks that are directly correlated to summative assessments. Please note that this work should have direct bearing on increasing student achievement on state summative assessments.
<input type="checkbox"/> By the end of the 2010-2011 academic year, we will increase our graduation rate from 79.2% to 84.2% resulting in a 5% increase in the graduation rate.	<input type="checkbox"/> Through the various methodologies and actions described in the Action Plan, the school will see a 5% increase in the 2010-2011 high school graduation rate.
<input type="checkbox"/> By June 2011, parental attendance at monthly Parent Association meetings will increase by 200%.	<input type="checkbox"/> Through various strategies applied in the action plan, parent attendance at PA meetings will increase throughout the year with a goal of doubling the attendance from what it was in November 2010.

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, Inquiry Teams in the four CORE subject areas (English Language Arts, Mathematics, Social Studies, and Science) will use the Common CORE Standards to develop units, assessments, and rubrics that will drive instruction and result in higher student achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> 1. Staff must be trained in Common CORE Standards via network support in the form of internal and external professional development, network sponsored conferences, network fairs, and ongoing reflection and self-assessment.</p> <p>2. Inquiry Teams and school leadership will determine what Common CORE Standards will be the focus of student assessment. Increasing student persuasive writing skills will be the overarching development task for student achievement.</p> <p>3. Training of staff on development and use of assessment tools including but not limited to common rubrics, and data accumulation tools (e.g. ARIS, Snap Grades online grading system).</p> <p>4. Principal and Assistant Principal feedback to inquiry teams discussing results of unit exams, analysis of data, instructional approaches to address emerging patterns and trends being used to teach and gauge student progress, and follow up on teacher practices addressed and analyzed as part of the CORE subject area inquiry team.</p> <p>5. Inquiry Teams will present 5 to 10 minutes reports bimonthly at faculty conferences on progress on unit, assessment, and rubric development.</p>

	<p>6. As part of the CEIS grant, network representatives will be working with school leadership on developing Common CORE standards based instruction, data tools, and use of data.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 1. Programming has ensured for both horizontal and vertical common planning time for Inquiry Teams.</p> <p>2. Assistant Principals have been assigned to oversee each Inquiry Team.</p> <p>3. The school approved and SBO to support additional meeting time for Inquiry Teams on Monday afternoons.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>1. Consistent Rubrics that reflect Common CORE Standards visible in all classrooms of any given content area</p> <p>2. Discussion and revision of units, assessments and rubrics throughout the year informed by interim assessment student data</p> <p>3. Sample standards based assessments, curriculum maps and rubrics across content areas and grade levels</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By the end of the 2010-2011 academic year, in each of the four CORE subject areas, 75% of the students will achieve a minimum of 20% gains in performance of standards based Common CORE tasks as measured by standards based criteria/rubrics generated by Inquiry Teams in the four CORE subject areas. <input type="checkbox"/></p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> 1. Each team will create, identify, or locate exemplary work to align faculty expectations for student achievement.</p> <p>2. Staff members will participate in a network sponsored rubric fair sharing standards-based rubrics and tasks with the 23 other schools in the network. Participants will have an opportunity to receive feedback and ask clarify questions regarding rubrics and tasks.</p> <p>3. School leaders will work with Inquiry Teams to review the level of rigor captured in subject area rubrics and adjust them so they capture more sophisticated achievement indicators.</p> <p>4. On a school-wide basis, department and faculty conferences will devote time to staff training on how to effectively teach and assess based on standards criteria with support from appropriate department heads.</p> <p>5. Inquiry Teams will utilize data gleaned from assessment and the criteria they developed to identify student needs and personalize instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> 1. The File Maker data gathering system and the Snap Grades online grading software already employed by the school will build our capacity to share student performance data with parents to facilitate reciprocal discussions regarding student achievement.</p> <p>2. Allocations have been afforded for network training at weekend and Parent Teacher Association meetings to discuss Common CORE Standards based assessments and protocols within parent Inquiry Teams that will identify problems and develop solutions for increasing student achievement and parental involvement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> A comparison of baseline work to work throughout the year will show a 20% gain on specific standards based tasks that are directly correlated to summative assessments. Please note that this work should have direct bearing on increasing student achievement on state summative assessments. <input type="checkbox"/></p>

Subject Area (where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By the end of the 2010-2011 academic year, we will increase our graduation rate from 79.2% to 84.2% resulting in a 5% increase in the graduation rate.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> 1. Early identification of at-risk students. These students will be supported with appropriate intervention strategies from guidance counselors and subject area teachers.</p> <p>2. The curriculum committee will ensure make-up courses of study meet state and city requirements and are readily available to students.</p> <p>3. The Common CORE Standards Inquiry work described in preceding goals will ensure that students who are making up credit meet standards based criteria.</p> <p>4. Guidance counselors will continue to conduct conferences with seniors to maintain progress towards graduation.</p> <p>5. Administrators and guidance counselors will meet with parents to report on progress towards graduation.</p> <p>6. Introductory and continuing Advanced Placement courses will continue to serve as motivation for college and career readiness.</p> <p>7. Teachers have been college board certified to teach Advanced Placement classes and will meet regularly with Assistance Principals to ensure Advanced Placement courses are sufficiently rigorous.</p> <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> 1. Our college and guidance counselors are a human resources aligned to meeting the goal of increasing student graduation rates.</p> <p>2. Common planning for Advanced Placement teachers.</p> <p>3. Resource allocation to train Advanced Placement teachers.</p> <p>4. The school has developed criteria to select students that will benefit from Advanced Placement study.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Through the various methodologies and actions described in the Action Plan, the school will see a 5% increase in the 2010-2011 high school graduation rate.</p>
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Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, parental attendance at monthly Parent Association meetings will increase by 200%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> 1. Alignment of Parent Association, Parent Executive Board, and School Leadership Team meeting times so that all three meetings occur on the same day.</p> <p>2. Parent surveys to assess in what activities and workshops parents would like to participate.</p> <p>3. Workshops and activities based on parent surveys.</p> <p>4. Each teacher will work to encourage at least one parent from each class to attend a Parent Association meeting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The Parent Coordinator will serve as the primary resource for aligning the stakeholders to achieve this goal.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Through various strategies applied in the action plan, parent attendance at PA meetings will increase throughout the year with a goal of doubling the attendance from what it was in November 2010.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	24	22						
7	34	34	32					
8								
9		10	21					
10		26	6	20				
11	11			10				
12			5	5				

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Frederick Douglass Academy III English Language Arts Academic Intervention Services are offered during and after school during extended time one day per week 6-8. Students are placed in groups of 10 or less based on their ELA scores from the previous school year and baseline assessments upon entering in September 2010. The interventions that the students receive vary based on their scores and baseline assessment. Students that scored in the 1's and the lower level 2's receive more individualized instruction and students that scored in the higher level 2's receive small group instruction. FDA III utilizes the various NYS Coach ELA Books that meet the individual student need on their instructional level. FDA III has also implemented the use of the Wilson Reading Program for our Special Education population that has learning disabilities.</p> <p>At the high school level (9-12) students receive AIS in English two times per week after school during extended day. AIS in English are determined by Graduation requirements/most recent Regents grade, performance during the previous academic year and/or by teacher recommendation.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Frederick Douglass Academy III Math Academic Intervention Services are offered after school during extended time one day per week for grades 6-8. Students are placed in groups of 10 or less based on their math scores from the previous school year and baseline assessments upon entering in September 2009. The interventions that the students receive vary based on their state exams scores and baseline assessment. Students that scored in the 1's and the lower level 2's receive more individualized instruction and students that scored in the higher level 2's receive small group instruction. FDA III utilizes the various NYS Coach Math Books that meet the individual student need on their instructional level.</p> <p>At the high school level (9-12) students receive AIS in Math two times per week after school during extended day. AIS in Math are determined by Graduation requirements/ most recent Regents grade, by their performance during the previous academic year and/or by teacher</p>

	recommendation.
Science:	<input type="checkbox"/> Frederick Douglass Academy III Science Academic Intervention Services are offered after school during extended time one day per week for grades 6-8. Students are placed in groups of 10 or less based on their baseline assessments upon entering in September 2009. FDA III utilizes the NYS Coach Science books. At the high school level (9-12) students receive AIS services in Science two times per week after school during extended day. AIS in Science are determined by Graduation requirements/most recent Regents grade, performance during the previous academic year and/or by teacher recommendation.
Social Studies:	<input type="checkbox"/> At the high school level (9-12) students receive AIS services in Global or US History two times per week during after school during extended day. AIS services in Global or US History are determined by their Graduation requirements/most recent Regents grade, by their performance during the previous academic year and/or by teacher recommendation.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <input type="checkbox"/> At the high school level there is a full time Guidance Counselor who is readily available for all relevant guidance services on an as needed basis.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> There is a full-time school based support team on staff that provides psychological services on an as needed basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker ensures that the students are receiving the appropriate services; provides individual and group counseling regarding academic readiness, study and test taking skills, goal setting, and make referrals when needed.
At-risk Health-related Services:	<input type="checkbox"/> There is a full-time nurse in the building and she provides health related service on an as needed basis. She also has all 504 accommodations on file.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

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

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

Section I. Student and School Information.

Grade Level(s)
6,7,8,9,10,11,12

Number of Students to be Served:
LEP 40
Non-LEP 0

Number of Teachers 1 ESL
Other Staff (Specify) 1 ELA
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.

Frederick Douglass Academy III has a student population of 585 students out of which 43 are ELLs. The Title III program will focus on the Intermediate and Advanced ELLs since they make up the largest percentage of our ELL population. In an effort to provide additional support for our ELLs we are implementing an ELL Saturday Program and an After School Program. These programs will be taught by a certified ESL teacher and English Language Arts teacher. Our program will focus on developing language by utilizing SIOP and QTEL strategies to increase listening, speaking, reading and writing skills. Our After School Program will be from 3:15 pm – 5:15 pm Tuesday - Wednesday. Our Saturday Program will be from 9:00 am – 1:00 pm the ESL certified teacher will team teach with the core subject teacher as they focus on strategies that will increase the students performance and progress on high stakes tests. The teachers will use NYSESLAT test prep workbooks as well as progressive coach books to develop reading and writing skills.

The School's English Language Learner population is comprised of 43 ELL's where parents opted for the Freestanding ELL program. As a result, Frederick Douglass Academy III does not have a TRANSITIONAL BILINGUAL EDUCATION program or a DUAL LANGUAGE program. The Freestanding ELL program is designed around the needs of the students. Throughout the day the ELL students receive both push-in and pull-out services. The ESL teacher is a licensed and certified TESOL instructor and provides academic English specifically designed for the ELL population.

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.

The school provides ELL teachers with the opportunities for professional development in order to service ELL Scholars. Teachers can take advantage of BETAC trainings/workshops which address the needs of ELLs, best practices and NYSESLAT trainings using data. Title III paid for a consultant, Deborah Riley from "Its Hot! Inc" who provided Professional Development on differentiating instruction. She conducted two workshops in November where she instructed teachers on how to incorporate differentiation in their classrooms based on their subject area and population of Scholars in their classes. During the months of December and January she conducted follow up visits where she observed teachers in their classrooms as they utilized the strategies that she suggested during the training. She also conducted group/individual consultations across departments and grades. In addition, ELL teachers were provided with a workshop on Differentiating Instruction in order

to tailor instruction to meet the specific needs of Scholars. ELL Teachers will continue to use the strategies given to them and follow up visits will be made by Ms. Riley during the school year.

Section III. Title III Budget

School: Frederick Douglass Academy III
BEDS Code: 320900011517

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 9,484.40	<input type="checkbox"/> 120 hours of per session for ESL and ELA teacher to support 20 ELL students in the Saturday Program: 120 hours x \$49.89 (current teacher per session rate with fringe) = \$5,986.80 70 hours for ESL teacher and ELA teacher to support 20 ELL Students in the After School Program: 70 hours x \$49.98 (current teacher per session rate with fringe) = \$3,498.60 <input type="checkbox"/>
Purchased services - High quality staff and curriculum development contracts	\$ 4,608.40	<input type="checkbox"/> Professional Development on differentiating instruction conducted by Deborah Riley and out-of-state consultant. Three sessions in November, December and January.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 907.20	<input type="checkbox"/> To purchase forty (40) NYSESLAT workbooks to assist in preparing scholars for the exam (40 x 11.69 x 467.60) Forty (40) NYS ELA Progressive Coach workbooks were purchased to supplement the needs of the ELL students (40 x 10.99= 439.60). These materials will be used during the Title III Saturday and After School program.

Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Frederick Douglass Academy III assessed the home language of our scholars by meeting with every household. The Parent Coordinator, Guidance Counselor and Teachers met with every household to determine the interpretive needs of our scholars. We formulated the data to achieve our personnel needs.

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.

Frederick Douglass Academy III found that English and Spanish are the dominate languages of our households. We sent our second notification in both English/Spanish explaining that we would send information home utilizing these two languages

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.

1. ESL teachers and school staff assisted administration in compiling a list of parents whose home language was not English. Our staff also assisted in translating during parent meetings or scheduled events for parents in their languages

(Spanish/French). All parent correspondence that was mailed to the general parent population. The ESL, teachers along with other Spanish speaking staff members were made available to non-English speaking parents when they arrived for school meetings with administrators and or teacher.

2. Based on the number of responses from non-English speaking parents to parent correspondence, we concluded that the written and oral communication were successful. These parents responded at a higher response rate than our general parent population. We informed the Parent Association of our findings and recommended that they avail themselves of our translation capabilities. We also informed our staff members and Spanish/French speaking parents of the availability of our staff that are fluent in their languages, in case they needed to contact each other.

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.

Part B: Strategies and Activities

1. Foreign language teachers will be given per session to translated parent correspondence. The English on one side translation to Spanish will be on the reverse side. Spanish-speaking parents meeting with staff members will be offered assistance by our staff members who can translate in their language. For large events held by our school we also send information to the Board of Education Translation unit, any Microsoft word, or Publisher documents.
2. Oral interpretation services will be offered by the school staff members and the Parent Association President who is fluent in Spanish. When the Parent Coordinators received information from the Department of Education they must be distributed to the parents for large events, or other community events, the DOE provides translations in all languages.
3. Parents will be notified at the beginning of the school year (orientation meeting) of the school translation and interpretation services. The NYC Department of Education has a Translation and Interpretation Department which can be reached at the following telephone number **718- 752-7373**. Our staff, at FDA III is ready, willing, and available for translation for non-speaking parents.

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>.

The school will fulfill Section VIII of Chancellor's Regulations A-633 regarding parental notification by having our school staff as mentioned above translate our parent flyers and letters notifying them of information regarding their students, PTA, School Leadership Team, and other parent activities.

The Parent Coordinator will partner with outside organizations to bring parent opportunities in the school that will be readily available for them such as: ESL, GED/Adult Education, Introduction to computers and much more.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	459412.00	176020.00	635432
2. Enter the anticipated 1% set-aside for Parent Involvement:	4594.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22971.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45941.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
90.9%

6. If the percentage of high quality teachers during 2009-2010 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.

The school will be send teachers to a variety of professional development opportunities throughout the year as well as supporting teachers who are working towards their masters in completing their masters degree requirements as soon as possible. The school has also hired two mentors to help teachers increase the quality and rigor of instruction in the classroom.

Two examples of the professional development opportunities available to teachers are differentiated instruction training provided by ASCD, and classroom management training and strategies provided by Responsive Classroom.

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

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

Upon review of the attached Parental Involvement Policy document with parents on the School Leadership Team, the school will invite all members of the learning community to participate in the review of the attached document, offer consultation and feedback, and give suggestions as well a recommendations. Below are the questions that will be addressed with parents:

F DA III will work with parents in order to build better home-school partnerships that assist parents in receiving information to develop effective parenting skills. FDA III will develop partnerships with several organizations which will facilitate a parental involvement programs. In order to ensure parent participation, FDA III will continue to communicate with parents via telephone/school messenger, mailings, fliers sent home with students. We will continue to facilitate workshops addressing core subject areas. The needs of parents will be conducted by special events such as: health fairs, Harvest Festival, multicultural extravaganzas, classes for computer, financial planning, job readiness skills, GED/continuing education classes, ESL classes, crocheting and knitting, and much more. FDA III will continue in collaboration with the Schools Leadership Team, Parent Association, and the Parent Coordinators to host other activities to motivate parents’ participation in the school community. FDA III's Parent Coordinator will work diligently to facilitate family engagement events that increase parents awareness and to ensure that parents will be apprised of the academic curriculum and their child’s progress. ATS staff will continuously update parent/student contact information and address changes to ensure regular communication between school and parents or guardians.

Under the supervision of the Principal, the Parent Coordinator will facilitate the collaboration of the parents, administration, school leadership team, parent association, and community groups. The parent coordinator will increase parent involvement in the school in order to more closely align parents with their students’ education. As a result, there will be an increase in parent awareness of school activities and events.

The Parent Coordinator will provide information to parents regarding the Parents Association, School Leadership Team, Parent Volunteers, Safety Committees, and other Parent Involvement activities to stay in constant contact with our parents.

What is the SLT

- A. The SLT is the School Leadership Team
- B. They meet once a month with the Principal, School staff, and other parent members.
- C. This committee meets to discuss the development of the schools Comprehensive Educational Plan (CEP)
- D. They also discuss issues of concern that comes to the attention of the administration.
- E. Any parent who's child attends that NYC public schools can be a member of the SLT.

How to become a parent volunteer?

- a. To become a parent volunteer you must meet with the Parent Coordinator to discuss how parent volunteers assist our school.
- b. The parent volunteer programs consist of classroom parents, lunchroom parents, safety program parents, graduation committee, etc.
- c. Parents are welcome to the school during regular school hours, we have an open door policy.
- d. Issues or concerns are brought to the lower schools parent coordinator/parent associations and are discussed with the principal.

How do parents receive information such as:

- a. Quality Review
- b. Progress Reports Grade
- c. School Website, budget and statistical data
- d. Middle school Choice process
- e. Transitioning from middle school to high school
- f. Learning Environment Surveys
- g. Parent Association Meetings including goals/objectives
- h. NCLB (No Child Left Behind)
- i. SURR/SINI/Corrective Action, Restructuring, Phase-out, current school status
- j. Title-1 Parent Involvement Guidelines 2010-2011
- k. General Information regarding when does the meeting with all schools in the building take place to discuss space and other concerns which affect the entire facility and how parents get involved in the discussion.
- l. What programs are under the Title-1 funds and how are they assessed with the parents input?
- m. Participation in review of the District Wide Parent Involvement Policy.
- n. Title-1 Inform parents of the 1% percent amount and strategies to utilize the funds.
- p. Parents Rights and Responsibilities
- p. Chancellors Regulation A-655 Information on School Leadership Team
- q. Chancellors Regulation A-660 Parent Associations and President's Council

- r. The right to obtain parent association information (minutes, bylaws, and financial reports etc.
- s. O.F.E.A – Office for Family Engagement and Advocacy who are they? And what information they have concerning parents.
- t. Opportunities or ways to bring and issue to the attention of the school leadership team or Parent Association President in order for it to be addressed.
- u. CEP – Comprehensive Educational Plan for the school interpretation and understanding.
- v. Family Guides, Great Expectations Guide, Parent Handbooks
- w. Discipline code

How do I as a parent receive information regarding the following? All information in this section and the above section can be obtained from the Parent Coordinator

- aa. How do I as a parent interact with my child's teacher besides parent teacher conferences?
- bb. State designation (SINI/SURR, Corrective Action, Phase out)
- cc. Which support organizations is affiliated with the school?
- dd. School Administrative committees and how parents can get involved (curriculum, safety, budget etc.)
- ee. Comprehensive Education Plan (Obtaining a copy)?
- ff. Community Based Organization partners and what they do
- gg. Parent Engagement/Involvement program goals/objectives.

FDA III will provide all parents with the following:

- a. Build a home-school partnership that assist parents in acquiring effective parenting skills;
- b. Provide parents with the information and training needed to effectively become involved in planning and decision making;
- c. Increase their understanding of their right to support their child's education by being involved in the educational process.
- d. Increase the role of the home in enriching education and improving student achievement; and
- e. Develop positive attitudes toward the entire school community

FDA III Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of the English Language Learners and student with disabilities/special needs. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of the parents, and if necessary to revise the Title-1 Parent Involvement Program and this policy.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

FDA III School Parent Compact

Parental Involvement-Parents will develop partnership with the staff to ensure the following:

- Ø That parents play an integral role in assisting their child's learning;
- Ø That Parents are encouraged to be actively involved in their child's learning;
- Ø 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.
- Ø The school will inform parents of parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
- Ø Parent should strive for better parent-teacher relationships.
- Ø That parents stay in constant communication with the school.

II. Description of how School Will Implement Required Parental Involvement Policy Components

1. **FDA III** - staff will involve parents in the joint development of its school parental involvement plan under Chancellors Regulation A-660: Bronx Lebanon Hospital, Parent Coordinators, School Directors, Grade Leaders and other school staff planning with the Parents Association, School Leadership Team, and community based organizations.
2. **FDA III** - staff will involve parents in the process of school review and pass. (School Leadership Team, Parent Meetings and other CBO's)

3. **FDA III** - staff will provide the following necessary coordination, technical assistance, and other support in planning and implementing programs for non-English speaking parents with ESL, and computer classes under Title- III. The attendance team and PPT staff members and parent coordinators will assist with family services and student intervention plans. They will be working with parents on developing workshops and informational sessions which include: job readiness skill, resume writing classes, ESL classes, GED classes, and personal growth and development to empower them as parents in our community.
4. **FDA III** - will coordinate and integrate Title-1 parental involvement strategies with parents under the other following programs: Parent Volunteer Committees, Learning Leaders, Sports and Arts After school program, Princeton Review, Test Quest, Learn It Systems, BiNet, Educate On-line, and other SES Providers with home one-on-one free tutoring programs.
5. **FDA III** – staff will build the schools' and parents' capacity for strong parental involvement, to ensure effective involvement of all parents and to support our partnership with the parents', and school community in order to improve student academic achievement through the following activities specifically described below:
 - a. State academic content standards
 - b. State student academic achievement standards
 - c. State and local academic assessments including the alternate assessments, how to monitor their child's progress, and how to work with educators: ELA/Math Workshops, Dial-a-Teacher Parent conferences, SPA Conferences offered by O.F.E.A., family and academic intervention sessions, Connect with Kids parent classes, information provided by parents regarding community based parent meeting and informational workshops, parent career training, or other materials that may be necessary to ensure success.
 - d. The school will provide materials and training to help parents work with their children to improve their children' academic achievement, such as literacy training, and using technology, as appropriate, to foster parental Involvement, Parents understanding both literacy and math standards and rubrics requirements for the lower school, promotion criteria and credits for the upper school to help them assist their children at home and have a clear understanding or requirements and expectations of our scholars.
 - e. The school will provide monthly newsletter/calendars detailing school –related events and activities.
 - f. 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 all parents, and translated.

School Responsibilities

Provide high-quality curriculum and instruction consistent with the State standards to enable participation children to meet the state standards by:

1. Provide students with curriculum and instruction that is clearly organized and reflect the specified New York State Standards.
2. Provide instruction focused on the learners that monitor each learner's performance via notebook, journals, source books, and working portfolios.

3. Provide assessment exams, and test preparation exams to determine the level of the students progress needed in order to prepare them for the NYS State Exams, and Regents Exams.
4. Provide a safe and clean environment that is supported by each educator or staff member.
5. During the 90 minute block, teacher will conduct conferences in or the assess learners needs, and their ability levels. This type of assessment will, provide targeted instruction via mini lessons, and facilitate the development of reading and writing skills.
6. Provide supplemental classes and academic intervention studies that address the needs of the students to help them reach and met the required standards.
7. Provide research-based supplemental reading materials that will focus on the students identified in areas of need to help them increase their fluency level.
8. Provide students with the opportunity to attend after-school and Saturday Academy Classes.

Address communication issues between teachers and parents by:

- Ø Parent Teacher Conferences will be held in October 2010, and in March 2011. There will be a half day for students and there will be afternoon and evening conferences. Parents are encourages to attend these conferences.
- Ø Parents are encouraged to attend all orientation meeting and back to school night events, meet the teacher events, early in the school year to encourage our parents in developing partnership with our school.
- Ø Parent Association Meetings after school executive board has been established parents will be informed regarding meetings times and other flexible times.
- Ø The Parent Coordinator/Parents Association President will provide parents in planning, reviewing, evaluation and improving Title 1 programs and the parental involvement policy; and
- Ø The Parent Coordinator will ensure that the Parent Involvement Policy and School Parent-Parent Compact are distributed and discussed with parents.

Provide parents with frequent Reports on their children's progress. Specifically, the school will provide reports as follows:

- Ø Parents will be provided with progress reports, quarterly reports cards total of (6) per-marking periods, for the year. Progress reports will be mailed to parents.
- Ø Parents will be provided with information regarding snap grade student information.
- Ø Parents will also receive information regarding ARIS parent links information to get continued information regarding their children
- Ø Parents will be provided with Princeton interim Assessments in addition to citywide and state test results.

Provide parents reasonable access to staff by:

Staff will be available Monday through Friday during school hours from 8:00AM-3:00PM, unless scheduled for alternate times. Parents must call to set up appointments with respective staff members. Parents who visit should request to see the Parent Coordinator to schedule and appointment with the staff. Parents who are requesting an appointment with the school Principal may do so with the Principals secretary to schedule and appointment.

The schools Parent Coordinator will notify parents of the procedures to arrange and appointment with their child's teacher, and or guidance counselor, social worker.

Provide parents opportunities to volunteer and participate in their child's classes, and to observe classroom activities, as follows:

The Parent coordinator will work with the parents in order to secure any volunteer programs for the school and through the following:

- Ø Volunteers
- Ø Parent Associations
- Ø School Leadership Teams (SLT)
- Ø Supplemental Educational Services (SES) after school program
- Ø Learning Leaders Certificate Program

Provide support to parents by:

Assisting all parents in being able to understand the academic achievement standards, and assessments, and how to monitor their childrens' progress by providing them with professional development opportunities, Curriculum Night, Promotion Requirements information sessions, Parent Saturday Academy information offered through O.F.E.A, etc.

Parent/Guardian Responsibilities

Parent/Guardian will:

- Ø *Making sure my child is on time and prepared everyday for school*
- Ø *Monitoring attendance; lateness*
- Ø *Talking with my child about his/her school activities everyday*
- Ø *Scheduling daily homework time*
- Ø *Providing and environment conducive for study*
- Ø *Making sure that homework is received and completed*
- Ø *Monitoring the amount of television my children watch*
- Ø *Participating, as appropriate, in decisions relating to my child's education*
- Ø *Promoting positive use of my child's extracurricular time*
- Ø *Promptly reading all notices received via the child, by mail, or school messenger*
- Ø *Making sure my child wears his/her uniform daily*
- Ø *Help my child accept consequences for negative behavior*
- Ø *Support the school discipline policy making sure your child follow rules and regulations*
- Ø *Express/support high expectations and offer praise and encouragement for achievement*

Optional Additional Provisions

Student Responsibilities

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

- Ø *Come to school ready to do our best and be the best*
- Ø *Come to school with all the necessary tools for learning-pens, pencils, book, paper*
- Ø *listen and follow directions; no food or open bottles/cans, cell phones*
- Ø *arrive at school on time at 8:10am*
- Ø *follow the schools dress code, with the exception of dress down days*
- Ø *participate in class discussions and activities*
- Ø *be honest and respect the rights of others*
- Ø *follow the schools/class rules of conduct*
- Ø *do homework every day and ask for help when I need to*
- Ø *use the library and other resources to obtain information needed for studies*
- Ø *give our parents or the adult who is responsible for our welfare, all notices and information we receive at 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.

Currently we need to improve our student progress as a school but especially in the middle school. Although our scholars achieve good performance levels, we have not seen sufficient value added growth (progress) among students. In an effort to improve our progress per scholar, our schedules have been adjusted to include an additional 90 minutes of instruction for ELA and Math. Scholars also have an additional period of AIS depending on achievement levels and are grouped accordingly.

2. Schoolwide reform strategies that:

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

One reform strategy FDA III employs is the use of after school programs at FDA III and the BEACON program. Additionally, we have vacation school and Saturday Academy to accommodate everyone's schedules and needs.

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

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

We utilize 150 minutes of extended-day on learning time. We also have clubs and teams that strengthen our learning community. Our after school program has a focus on lower school science with our science enrichment program.

We also house TASC with various clubs and homework help.

o Help provide an enriched and accelerated curriculum.

We offer a variety of AP classes to include: Psychology, English and Microeconomics.

Our lower school classes are offered some high school courses for high school credit and if possible Regents credit. We have instituted an International Baccalaureate Program for one class of our 8th grade scholars. This is a type of accelerated program for these scholars.

o Meet the educational needs of historically underserved populations.

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

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

3. Instruction by highly qualified staff.

Each of our staff attends at least two professional development sessions in various topics. They come back to the school and turn key this information to the remainder of the staff.

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

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

We have used a variety of strategies to attract highly qualified staff members. We attend hiring fairs to promote school and our opportunities.

Our PSAL sports programs exposes the school to others to attract them to FDA III.

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

We are working on increased strategies to attract more parents and family members to be more active in the school and their child's life. We have family read days, family outings to movies and ice skating. We also offer family outings to NYC Libraries.

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.

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.

Teachers are involved in the decision making at the school in a variety of venues. These include bi-weekly grade meetings for the staff to have dialogue. We also have bi-weekly content area meetings for the dialogue, planning, and implementation of action plans. We send our staff to various conferences to witness and investigate various pedagogical methods.

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.

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.

We are seeking to have a GED Program and a ESL Program to assist our scholars with these needs.

We are also participating in the Violence Prevention Program with includes the Leadership Academy and our LEAP guest speaker series.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically 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" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$459,412	True	#1
Title I, Part A (ARRA)	Federal	Yes			\$179,020	True	#1, #2
Title III	Federal	Yes			\$15,000.	True	#1, #2, #3
IDEA	Federal	Yes			\$86,195.	True	#1, #2
Tax Levy	State	Yes			\$8,000.	True	#1

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement (year 2) - Basic **SURR 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.

Our school was identified as a SINI school in 8th grade science, therefore, this year our emphasis will be on grade eight science only. In the past our grade eight Scholars were expected to participate in both eight grade science as well as a period of Living Environments not including the lab. While our Scholars did well on the regents we found that they were no longer taking the required grade eight exam seriously.

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.

Our school has developed the following focused interventions to address the low scores of our 8th grade scholars on the science exam:

- 1) Hired an additional science teacher to service the lower school grades (6-8). Now we have one who focuses on grade 6 and one who services grade 7 and 8.
- 2) Ordered materials which support grade eight science and provided the necessary training for the teachers.
- 3) Administered a science base line exam assessing student's basic scientific knowledge to date. This data will be used to form student groups and will determine additional services.
- 4) Will continue with our partnership with the NY Hall of Science. An instructor works with the grade 8 (IB) class an All grade 8 students to extend the regular day curriculum. This opportunity was provided by our Gear-Up grant.
- 5) Developed a science AIS period for their Scholars in need.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
There are currently six students who are in temporary housing, five in the middle school and one in the high school.
2. Please describe the services you are planning to provide to the STH population.

We adhere to the chancellor's regulations in reference to students in temporary housing. We have established the following as a way to make certain that we touch upon all of the issues that typically arise from a living in temporary housing situation that might interfere with academic success.

School Plan for Students in Temporary Housing;

1-Meet and greet the family during the registration process. Explain the rights that enable them to acquire all mandated educational services and additional assistance.

2-Give family all pertinent information regarding their rights as a family in temporary housing. (This information is given by way of a packet prepared for each family which includes attachment no. 7 of Chancellor's Regulation A-101, a letter from the school guidance department and the parent coordinators extending our support as needed.)

3-Provide monthly guidance sessions in order to check on the progress with their family's temporary housing situation.

4-To provide them with all necessary referrals. To inquire if any academic, emotional, medical or concrete interventions are necessary and to make sure they are met.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_09X517_111810-082435.doc

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	District 09	School Number 517	School Name FDA III
Principal Rahesha Amon	Assistant Principal Francis G. Cassidy		
Coach	Coach		
Teacher/Subject Area Desiree White-Foster, Sped. Ed	Guidance Counselor Tiolly Capellan		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator Jean Hill		
Related Service Provider	Other Takeisha Babb, ELL Coordinator		
Network Leader Larry Block	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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	614	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	6.19%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a parent enrolls a new student he or she is given a home language survey. The Home Language Identification Survey is given to parents to determine the home or native language. Once the parent completes the HLIS, and it is determined that the child's home language is not English, an informal interview is conducted in English as well as in the students native language by a licensed pedagogue. If the student speaks little or no English the student is administered the LAB-R within ten (10) days of attendance. If the student qualifies for ELL services, the parents are informed of all programs available to ELLs.

Our Parent Coordinator, ESL teacher and or guidance counselors work together to assure that all parents understand the three (3) ELL program choices and the ESL program that is provided at FDA III. During this time parents are shown a video which explains the different programs that they can choose from. Parents are also informed that Frederick Douglass Academy III does not have a Transitional Bilingual Education or Dual Language program. Parents complete the selection forms immediately and submit them to the Guidance Counselor. The documents are placed securely in the students file and maintained in the school. They contain Parent Surveys, the Home Language Identification Survey and the program selection for our ELL's. Due to the size of our school and a low ELL population the overall trend in the program has been for ELL students to enroll and participate in the free standing ESL program. The overwhelming majority of our parents have requested our freestanding ESL program. They are informed of the program and the qualifications of our teaching staff. The Freestanding ESL program is well aligned with the needs and desires of our school community. All parents of ELLs are sent a continuation letter which explains that their child will be continuing ESL services at FDA III. If we had fifteen (15) or more parents that requested a bilingual program we would accommodate them.

ELL students are administered the NYSESLAT Assessment in the spring and the students scores are determined by the state. Students who score beginning, intermediate, or advanced levels will continue to receive ESL services. However, if students score is proficient he or she is placed in a general education program. The NYSESLAT scores (for the previous year) are received in the beginning of each school year. They scores are separated into four (4) components: Listening, Speaking, Reading and Writing. The performance data on this exam is used by the ESL and English teachers to drive instruction.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	8
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	19

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	2	11	2	2	19	0	4	38
Total	8	0	2	11	2	2	19	0	4	38

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	0	0	0	0	0	0	5	5	7	6	2	2	3	30
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	1	0	1	1	0	1	0	4
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	2	0	0	0		3
TOTAL	0	0	0	0	0	0	7	5	10	8	2	3	3	38

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.

Instruction is delivered according to the mandated number of units stated in the NYS CR Part 154. We currently have two (2) beginners in middle school and (2) in high school. Therefore the students will receive 540 minutes of services per week while or middle school students will receive 360 minutes of service. Our school has six (6) intermediate level students in the middle school and six (6) in the high school which will require 360 minutes of services per week. In addition, we have thirteen (13) advanced students in the middle school and three (3) in the high school. In order to service all of our ELLs appropriately Frederick Douglass Academy III is implementing a push in and self contained models. The self contained classes are ungraded classes providing services to grades 7-12. This class is heterogeneous however the students are grouped in homogenous groups within the class based on their NYSESLAT modalities. The push-in sessions are delivered to students in grades 6 -8 instruction is differentiated according to content and language ability, as the subgroups are divided by grade level. Beginning and Intermediate students will have a combination of push in and self contained class services in order to meet the required service hours. Each student is scheduled a class period of ESL per day that is designated advanced. Similarly, the intermediate and beginning students receive 2 -3 classes of ESL respectively. This is aligned with the states Language Allocation Policy for Free Standing ELL Programs.

The Assistant Principal, Mr. Francis G. Cassidy oversees programming and scheduling for our school. He works closely with the programming team and the special needs departments to ensure that all students with special needs are serviced. This year the ELLs will be serviced by 2 ELA teachers since we currently do not have a certified ESL teacher. Our school has made great efforts to find a certified ESL teacher and we are continuing our efforts. However, in the mean time our ELL students must be serviced. With this in mind we are sending our ELA teachers to ELL training so that we are familiar with strategies that will help our ELLs.

Our student current has two (2) SIFE students which have been receiving services for four (4) years. They both scored proficient in listening and speaking and are at intermediate and advanced levels in reading and writing. We use strategies such as activating schema through the use of word association, KWL and anticipation guides. We use charts and visuals that will allow the student to understand unfamiliar concepts. In addition, we expose students to new vocabulary through challenging text. Our ESL population use similar strategies since their data shows that their deficiencies are with reading and writing as well. The students also receive umbrella curriculum encompassing ELL and ELA standards in their curriculum. Some of the strategies used to provide scaffolding into the content classes are the use of comprehensive input so that the student's content is made relevant. Strategies that develop out of SIOP (Sheltered Instruction Observational Protocol) and QTEL (Quality Teaching for English Learners) drive the curriculum for the ELL Program. Additionally, the ELL coordinator provides the English department with updates of the progress of the students in the content classes.

For Long-Term ELLs, both students and parents are notified of enrichment programs that are offered at our school. Students are highly encouraged to participate in the programs. In addition our school has the Achieve 3000 curriculum for our SIFE and LTE population. This program will be used during the ninth period every week on Mondays – Thursdays. The ELA teachers will have the use of the school media center weekly.

For ELLs identified as having special needs, conferences are organized with the Special Education instructor to discuss and implement support for students until they reach proficiency on the NYSESLAT. ELLs are monitored by interim assessments that mirror the State and Regent exams, quizzes, running records, etc. Based on the data from these assessments an individual plans are created for students.

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

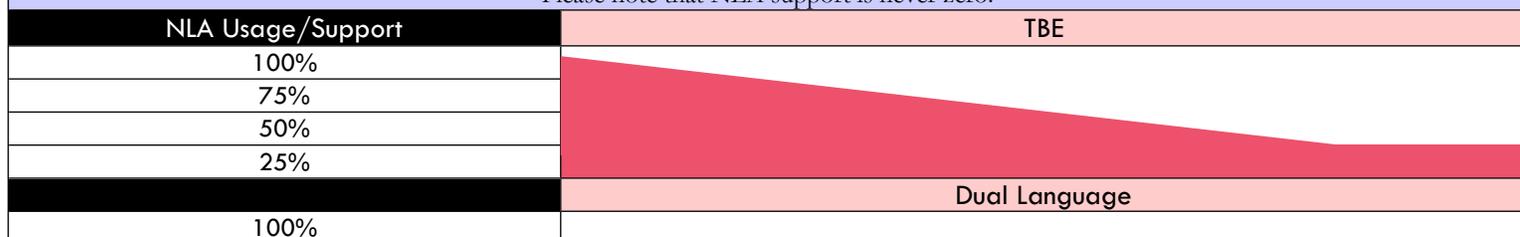
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language 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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

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?

This year with the increase in scale scores per level we are focusing on strategies that will help students increase their performance and progress on state ELA and Math exams. Since reading and writing are the modalities that ELL students struggle with, these are the areas that we are focusing on. Based on ELA and Math baselines given this year it is evident that reading comprehension and writing are issues in grade 6-12.

Students who have reached proficiency on the NYSESLAT exam will be supported by their ELA teacher. In addition, Former ELLs will be provided with enrichment classes during the extended day session.

All ELL's in our school are afforded equal access to all school programs through our programming of academic classes as well as additional class offerings and electives which are selected in consultation with our guidance counselors. The ESL program uses the core subject area texts to reinforce and supplement instruction in these areas. Required services are provided to our ELL scholars based on their grade level and proficiency in their native language and English.

FDA III offers several targeted interventions to our ELL scholars such as AIS/Extended Day. In addition, we will be offering an after school program. This program will be taught by a certified ESL teacher and English Language Arts teacher. Our program will focus on developing language by utilizing SIOP and QTEL strategies to increase listening, speaking, reading and writing skills as well as preparing out students to show academic perform and progress on high stakes tests. The teachers will use NYSESLAT test prep workbooks as well as progressive coach books to develop reading and writing skills.

Achieve 3000 is a computer based curriculum which is tailored to service LTE and SIFE populations. This program services students from grades 6-12.

The language elective that is offered to ELLs is Spanish. As seen in the chart 100% of ELL students who taken the Spanish Regent exam on the first attempt has passed.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our ESL teacher/Coordinator conducts professional development for General Education teachers who are servicing out ELL population. These professional development sessions are geared to provide strategies that core subject teachers can incorporate in their lessons that will help the ELL students with comprehension. These sessions are held during division meetings once per month. In addition, The ESL teacher attends the English Department meetings weekly where she provides input on ELL scholars (improvements, weaknesses, strengths, etc). Teachers are also encouraged to take advantage of BETAC trainings/workshops which address the needs of ELLs, best practices and NYSESLAT trainings using data.

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?

With the assistance of our Parent Coordinator, Ms. Hill, we have made several attempts to reach out to parents to provide workshops that will give them suggestions/strategies to support there child's learning needs at home. Our school evaluates the parents needs by using the Parent Survey. The administrative team reviews the survey results carefully and puts protocols in place to address these needs. Unfortunately, we do not receive the support we would like from the parents. It is a struggle to get parents to come in because many of them work and their weekends are utilized to prepare for the next week. However, we will continue our efforts to reach out to the parents.

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)	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Intermediate(I)	0	0	0	0	0	0	0	1	5	5	0	1	0	12
Advanced (A)	0	0	0	0	0	0	5	3	5	1	1	0	1	16
Total	0	0	0	0	0	0	5	5	10	7	1	1	1	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	1	0	2	0	0	0
	A	0	0	0	0	0	0	1	3	3	1	0	0	0
	P	0	0	0	0	0	0	4	2	7	3	1	0	1
READING/ WRITING	B	0	0	0	0	0	0	0	2	0	1	0	0	0
	I	0	0	0	0	0	0	0	1	5	4	0	0	0
	A	0	0	0	0	0	0	5	3	5	1	1	0	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	19	46	26	1	92
7	10	47	21	1	79
8	6	35	13	0	54
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	0		0		0		0		0
5	0		0		0		0		0
6	12		45		27		8		92
7	14		45		18		2		79

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	18		30		5		0		53
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		0		0
8	8		29		11		1		49
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		0		0		0
8	26		18		6		0		50
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Math <u>Algebra</u>	6		4	
Math <u>Geometry</u>	6		2	
Biology	0		0	
Chemistry	2		0	
Earth Science	5		4	
Living Environment	6		3	
Physics	0		0	
Global History and Geography	6		4	
US History and Government	7		5	
Foreign Language	2		2	
Other <u>Algebra 2</u>	4		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science	0		0	

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.

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.

Additional Information

Large empty area for providing additional information.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Frederick Douglass Academy III Secondary School					
District:	9	DBN:	09X517	School	320900011517	

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		

Enrollment				Attendance - % of days students attended:			
(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		90.2/86.9	92.3/	91.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.3	93.9	96.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	79	94	68	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	58	80	91		73.1	72.1	77.2
Grade 8	56	56	75				
Grade 9	116	122	109	Students in Temporary Housing - Total Number:			
Grade 10	104	89	108	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	84	85	81		3	15	17
Grade 12	55	61	75				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	552	587	608	(As of October 31)	2007-08	2008-09	2009-10
					1	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	17	35	Principal Suspensions	1	0	1
# in Collaborative Team Teaching (CTT) Classes	26	33	40	Superintendent Suspensions	13	0	11
Number all others	25	33	32				

Special High School Programs - Total Number:			
(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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(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	30	41	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	7
# receiving ESL services only	41	43	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	1	8	TBD				
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
	14	7	73	% fully licensed & permanently assigned to this school	100.0	100.0	94.3
				% more than 2 years teaching in this school	40.0	36.6	36.6
				% more than 5 years teaching anywhere	26.7	31.7	31.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	63.0	61.0
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	88.5	90.9	84.9
Black or African American	58.7	56.9	57.2				
Hispanic or Latino	40.2	41.6	41.3				
Asian or Native Hawaiian/Other Pacific	0.5	0.9	0.8				
White	0.5	0.5	0.3				
Male	45.1	47.4	50.5				
Female	54.9	52.6	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v		v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				-
Limited English Proficient	-	-	-	-	-	-	-
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	0	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C / B	Overall Evaluation:					NR
Overall Score:	33.1 / 60	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.1 / 9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.5 / 20.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.5 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	Mar-00						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf