



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** FREDERICK DOUGLASS ACADEMY VII HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K514

PRINCIPAL: JESSICA ENDLICH

EMAIL: JENDLICH@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jessica Endlich	*Principal or Designee, staff	
Bijoun Jordan	*UFT Chapter Leader, secretary, staff	
Denise Walker	*PA/PTA President, parent	
Rachel Mitchell	DC 37 Representative, staff	
Tatiana Morris Ziare Kearney	Student Student	
	CBO Representative, if applicable	
Rachel Tinsley	Staff	
Yolanda Clayton	Staff	
Keith Burns	Staff	
Donnie Anderson	Time Keeper, parent	
Marion Dewberry	Parent	
Freddie Bailey	Parent	
Marcella Carr	Parent	
Christine Warren	Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

*By June 2012, we will achieve a yearly attendance rate of 87.3%, as noted by data provided in our forthcoming NYC Progress Report.*

#### **Comprehensive needs assessment**

- According to last year's Progress Report, we achieved an attendance rate of 85.2%, which put us at 50% of our peer index and 46.6% of the citywide attendance rate.
- Poor attendance makes it harder for students to pass their classes (as noted on scholarship reports after each marking period), accumulate credit (we are below 50% compared to our peer index in all credit accumulation categories except that of first year students), and graduate on-time in 4 years (76.9% on 2010-2011 Progress Report, and 74% for 2006 cohort in State School Report Card).
- Lingering number of 407 cases for long-term absences (>20, weekly) brings down daily attendance rate.

#### **Instructional strategies/activities**

1. Monthly attendance team meetings will address 407 concerns; 407 cases will be handled using attendance postcards; phone outreach; home visits; planning interviews; and facilitation of transfer to alternative schools, DOE GED programs, educational Job Corps, schools with LYFE centers, or schools closer to home in case of travel hardship.
2. Expand recognition, beyond perfect attendance, to include attendance of 88% and higher and most improved attendance.
3. Increase the visibility of attendance awards, using pens, buttons, award certificates, etc., in addition to the bulletin board and recognition and award assemblies.
4. Conduct specialized and targeted outreach to students with marginal attendance, between 70 and 80%, to encourage increased attendance.
5. Develop strategies and incentives to increase attendance on typical low-attendance days such as the day preceding a holiday, short weeks with only one or two school days, etc.
6. Get up-to-date training on how to effectively use CAASS system to monitor student tardiness and attendance. This is not being fully utilized at this point; goal is to increase usage/functionality by the end of December.

Staff utilized in this plan: school aides, attendance teacher, guidance counselors, principal, pupil personnel secretary, librarian (bulletin board creation), coordinator of student activities (award assemblies)

Teachers are included in this process: grade-level meetings to address student attendance issues with guidance counselor; access to daily non-attendance rosters; optional attendance at Town Hall meetings.

Timeline for Implementation: Items 1 and 2 are monthly. Item 3 is every 6 weeks. Item 4 is weekly. Item 5 is as occurring on the school calendar. Item 6 has a Dec 23, 2011 target deadline.

#### **Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through Welcome Back curriculum night, Open School night and afternoon conferences, transcript review nights.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Increasing positive acknowledgements for parents of students who have perfect attendance or improved attendance.

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; increasing the number of outreach calls for students with consecutive, increased, or excessive absences.
- providing data on class absences and tardies, from JupiterGrades, during parent conferences
- Conducting parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Continuing to send postcards/letters and conducting home visits.
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide professional development opportunities (internal and external to the school) for members of the attendance team to increase effectiveness and best practices.
- Provide professional development opportunities (internal and external to the school) for teachers who are struggling with class attendance due to issues concerning classroom management, class tone, or rapport with students.
- Provide semi-monthly time for teachers to meet on grade level (1<sup>st</sup> and 3<sup>rd</sup> Mondays) to discuss student attendance issues. Guidance counselors are present at these meetings to offer support in facilitating outreach, transfers, etc.

#### **Service and program coordination**

- Outreach and accommodations are made for students living in temporary housing that may need assistance in transportation to/from school, purchasing of school uniforms to facilitate attendance in class and adherence to the discipline code, or transfer to a school closer to their new housing (when necessary). These efforts are supported by the attendance teacher, the guidance counselors, and other school-based members of our attendance team.
- The PA has helped facilitate support for students who need uniforms, school supplies, and other items to facilitate their attendance.

#### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Per session for guidance counselors and teachers who conduct attendance outreach.
- Overtime pay for school aides who conduct attendance outreach
- Consumable materials to provide positive incentives and acknowledgement of outstanding and improved attendance for both students and parents

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

- By June 2012, achieve a graduation rate of 80% for the graduating class of 2012.

### **Comprehensive needs assessment**

- Last year we achieved a graduation rate of 76.9% on 2010-2011 Progress Report and 74% for 2006 cohort on State School Report Card.
- We did not meet the AYP requirement of 80% graduation rate last year, after meeting it with a rate of 80% the previous year.
- Our six-year graduation rate is substantially higher, 88.2%, which indicates that students have the ability and motivation to complete all high school graduation requirements, but are not doing it in the ideal 4-year time frame.
- Numerous students who did not graduate on time met all credit requirements but did not have the required Regents passing rates to graduate on-time.

### **Instructional strategies/activities**

1. Students will attend Saturday study sessions in place throughout the fall and spring to support students in passing January and June Regents exams.
2. All students receive their updated transcripts and a grade-specific assembly on reading their transcripts, and comparing their current status to the NY State Graduation Requirements in September.
3. All students and parents are invited to a transcript review evening after the fall term.
4. Graduation-in-doubt meetings will be held in the fall and spring, with both morning and evening appointments available for all students and their parents in the graduation cohort.
5. Teachers meet twice per month in grade-level teams to discuss student progress, to plan interventions, and to look at student work for those students in their lowest third. This takes place at all grade levels, so that interventions can begin early.
6. All students are receiving cohesive instruction and are engaging in authentic learning activities surrounding the citywide tasks. Teachers are working toward the citywide task in math and ELA and have a series of 4 sub skills they are focusing on, to ramp-up to student mastery of the citywide task.
7. Students in need of assistance are mandated to attend tutoring; all other students are welcome to attend as well. All teachers offer tutoring before school, twice per week, to address areas of student weakness. Some teachers voluntarily offer tutoring after school, during lunch, and on non-mandatory mornings as well.
8. All teachers utilize JupiterGrades online grade book to record student grades throughout the marking period.
9. All students and parents have a JupiterGrades account to monitor their grades throughout the marking period.

10. School administrators are engaging all teachers in short, frequent cycles of observation to assure that teacher instruction is aligned to NY State standards and to support teachers as necessary in meeting these goals.
11. All teachers have a curriculum map, aligned to NY State standards, to help assure that course and graduation requirements are being met.
12. All students with disabilities are receiving instructional support, in the form of team teaching, resource room, reduced class size, support services, or paraprofessional assistance to help them meet NY State requirements.
13. Students have the opportunity to participate in College Now, which provides an opportunity to earn credits and serves as a motivator for success.
14. Provide a mentoring program, where students off-track for graduation are assigned a faculty mentor to support them throughout the year.

Staff utilized in this plan: all teachers and paraprofessionals, guidance counselors, principal and assistant principal, college advisor, special education support service providers.

Teachers are included in this process: grade-level meetings (twice per month), department meetings (twice per month), representation on the School Leadership Team, representation on the credit recovery team, representation on the UFT consultation committee, representation on the administrative team, optional attendance at Town Hall meetings.

Timeline for Implementation: Items 1 and 13 have multiple targeted sessions in fall and again in spring. Items 2 and 4 occur twice per year. Item 3 occurs in February. Item 5 occurs twice per month. Items 6, 7, 8, 9, 10, and 12 occur daily. Item 11 has already been completed for the 2011-2012 school year. Item 14 has a target start date for no later than Dec 23, 2011.

#### **Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through Welcome Back curriculum night, Open School night and afternoon conferences, transcript review nights.
- Increasing positive acknowledgements for parents of students who have achieved honor roll or improved grades.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using JupiterGrades, our online grade book, and ARIS, provided by the NYC DOE.
- Providing assistance to parents in understanding City, State and Federal standards and assessments through open school events, graduation in doubt meetings, and transcript review night.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. JupiterGrades can be set to Spanish, automatically, for parents who speak or prefer Spanish communications.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; increasing the number of outreach calls for students with academic concerns
- providing data on class progress, from JupiterGrades, during parent conferences

**Strategies for attracting Highly Qualified Teachers (HQT)**

- To attract Highly Qualified Teachers, we will post vacancies as soon as possible; conduct multiple interviews for each vacancy, involving teachers from the prospective department on the hiring committee; have applicants provide demo lessons when possible; attend all DOE-sponsored hiring fairs; and utilize both traditional and nontraditional teacher preparation programs as hiring pools.
- When hiring, we will look for experienced teachers with a record of success at their previous schools, including passing rates for their courses and their Regents exams, when applicable. For inexperienced teachers, we will look for understanding of state graduation requirements, a shared vision of what student success looks like, and outside experience regarding teenagers and students similar to those of our school population.
- To retain Highly Qualified Teachers, we will provide a challenging and rewarding work environment; provide time for teachers to work collaboratively in teams on their grade-level and within their departments; engage all teachers in short, frequent cycles of observation to promote mastery among teachers; provide necessary professional development, mentoring, coaching, and support to struggling teachers; and value teacher input to the learning process and functioning of the school. Successful teachers contribute to successful students.

**Service and program coordination**

- Adult volunteers from Grace Church provide one-on-one and small-group tutoring for students struggling to pass Regents exams.
- A Pencil Partnership with McGraw-Hill provides mentoring to a small group of male students, encouraging them to stay on top of their schoolwork and offering career and college readiness development.
- Guidance counselors work closely with teachers to identify areas of student concern so they can be addressed early. Students have direct interactions with counselors.
- Brooklyn College provides access to College Now.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Per session for guidance counselors and senior advisor for graduation-in-doubt, promotion-in-doubt, and transcript review nights.
- Per session for teachers for transcript review night, Saturday study session, and mentoring activities.
- Per session for supervisors for above activities.
- Textbooks and workbooks for use in Saturday sessions and before-school tutoring sessions.
- Software money to pay for school-wide subscription to JupiterGrades.
- Professional development for teachers.
- Consumable materials to support parent engagement, Saturday sessions, mentoring, and tutoring.
- Funding for Citywide Instructional Expectations will fund the development of learning activities around the CCLS math and ELA tasks.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By June 2012, increase the June Regents passing rate on the English exam, for all tested students, including those in our African-American and economically disadvantaged subgroups, from 81.6% to 83.6%, as indicated by testing data in STARS.

#### **Comprehensive needs assessment**

- We did not meet the AYP goal for English last year.
- Our weighted Regents passing rate for English on last year's Progress Report was 71.3% compared to our peer group, which was a decrease from the previous year (82.9%).

#### **Instructional strategies/activities**

1. All students take Regents-aligned class exams, midterms, and final exams in all grade levels of ELA, in preparation for the English Regents exams.
2. Provide feedback to parents following midterm and final exams, and preceding Regents exams, so that they are aware of student progress toward passing the Regents and can support their children.
3. Teachers meet twice per month in department teams to discuss curriculum, alignment to state standards, student progress, and instructional best practices and to look at student work.
4. All students are receiving cohesive instruction and are engaging in authentic learning activities surrounding the citywide task for ELA (reading nonfiction and writing an argument based on the reading) and have a series of 4 sub-skills they are focusing on, to ramp-up to student mastery of the citywide task.
5. Students will attend Saturday study sessions in place throughout the fall and spring to support students in passing January and June Regents exams.
6. Community volunteers offer one-on-one tutoring to students in need of a passing ELA exam score for graduation.
7. Students in need of assistance are mandated to attend tutoring for ELA; all other students are welcome to attend as well. All teachers offer tutoring before school, twice per week, to address areas of student weakness. Some teachers voluntarily offer tutoring after school, during lunch, and on non-mandatory mornings as well.
8. All teachers utilize JupiterGrades online grade book, with access to all students and parents, to monitor student grades throughout the marking period.
9. School administrators are engaging all teachers in short, frequent cycles of observation to assure that teacher instruction is aligned to NY State standards and to support teachers as necessary in meeting these goals.
10. All teachers have a curriculum map, aligned to NY State standards, to help assure that course and graduation requirements are being met.
11. All students with disabilities are receiving instructional support, in the form of team teaching, resource room, reduced class size, support services, or paraprofessional assistance to help them meet NY State requirements.
12. All English Language Learners are receiving ELL instruction, according to state mandates, by a Highly Qualified ELL Teacher.
13. Increase the number of Regents Prep Rallies for students to participate in, which provides motivation and review of topics.

Staff utilized in this plan: all teachers and paraprofessionals, principal and assistant principal, college advisor, special education support service providers.

Teachers are included in this process: department meetings (twice per month), representation on the School Leadership Team, representation on the UFT consultation committee, representation on the administrative team, optional attendance at Town Hall meetings.

Timeline for Implementation: Items 1, 4, 8, 9, 11, and 12 occur daily. Item 2 occurs quarterly. Item 3 occurs twice per month. Items 5 and 13 have multiple targeted sessions in the fall and spring. Items 6 and 7 occur weekly. Item 10 is already in place for this school year.

**Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through Welcome Back curriculum night, Open School night and afternoon conferences, transcript review night.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using JupiterGrades, our online grade book, and ARIS, provided by the NYC DOE.
- Providing assistance to parents in understanding City, State and Federal standards and assessments through open school events, graduation in doubt meetings, and transcript review night.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. JupiterGrades can be set to Spanish, automatically, for parents who speak or prefer Spanish communications.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Supporting school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; increasing the number of outreach calls for students with academic concerns
- Providing data on class progress, from JupiterGrades, during parent conferences

**Strategies for attracting Highly Qualified Teachers (HQT)**

- To attract Highly Qualified Teachers, we will post vacancies as soon as possible; conduct multiple interviews for each vacancy, involving teachers from the prospective department on the hiring committee; have applicants provide demo lessons when possible; attend all DOE-sponsored hiring fairs; and utilize both traditional and nontraditional teacher preparation programs as hiring pools.
- When hiring, we will look for highly qualified ELA teachers with a record of success at their previous schools, including passing rates for their courses and their Regents exams, when applicable. For inexperienced teachers, we will look for understanding of state graduation requirements, a shared vision of what student success looks like, and outside experience regarding teenagers and students similar to those of our school population.
- To retain Highly Qualified Teachers, we will provide a challenging and rewarding work environment; provide time for teachers to work collaboratively in teams on their grade-level and within their departments; engage all teachers in short, frequent cycles of observation to promote mastery among teachers; provide necessary professional development, mentoring, coaching, and support to struggling teachers; and value teacher input to the learning process and functioning of the school.
- To help teachers who are not Highly Qualified become highly qualified, we will provide guidance in navigating the NYTeach website to find their specific certification criteria and will provide support in facilitating the certification process on an individual basis depending on school resources and needs.

**Service and program coordination**

- Adult volunteers from Grace Church provide one-on-one and small-group tutoring for students struggling to pass Regents exams.
- Faculty members will provide mentoring for those fourth year students who are graduation-in-doubt.
- Faculty members, or other DOE teachers, will provide Regents preparation during Saturday sessions.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Per session for teachers for Saturday study sessions and curriculum mapping.
- Per session for supervisors for Saturday sessions and volunteer mentoring
- Textbooks and workbooks for use in Saturday sessions and before-school tutoring sessions.
- Software money to pay for school-wide subscription to JupiterGrades.
- Professional development for teachers.
- Consumable materials to support parent engagement, Saturday sessions, Regents Prep Rallies, and tutoring.
- Funding for Citywide Instructional Expectations will fund the development of learning activities around the CCLS math and ELA tasks.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By June 2012, increase the June Regents passing rate on the Integrated Algebra exam, for all tested students, including those in our African-American and economically disadvantaged subgroups, from 58.1% to 60.1%, as indicated by testing data in STARS.

### **Comprehensive needs assessment**

- We did not meet the AYP goal for math last year.
- Our weighted Regents passing rate for math on last year's Progress Report was 81.4% compared to our peer group, which was an increase from the previous year (73.9%).

### **Instructional strategies/activities**

1. All students take Regents-aligned class exams, midterms, and final exams in all math classes in preparation for the Regents exams.
2. Provide feedback to parents following midterm and final exams, and preceding Regents exams, so that they are aware of student progress toward passing the Regents and can support their children.
3. Math teachers meet weekly in department teams to discuss curriculum, alignment to state standards, student progress, and instructional best practices and to look at student work.
4. All students are receiving cohesive instruction and are engaging in authentic learning activities surrounding the citywide task for math (modeling) and have a series of 4 sub-skills they are focusing on, to ramp-up to student mastery of the citywide task.
5. Students attend Saturday study sessions throughout the fall and spring to support them in passing January and June Regents exams.
6. Community volunteers offer one-on-one tutoring to students in need of a passing math exam score for graduation.
7. Students in need of assistance are mandated to attend tutoring for math; all other students are welcome to attend as well. All teachers offer tutoring before school, twice per week, to address areas of student weakness. Some teachers voluntarily offer tutoring after school, during lunch, and on non-mandatory mornings as well.
8. All teachers utilize JupiterGrades online grade book, with access to all students and parents, to monitor student grades throughout the marking period.
9. School administrators are engaging all teachers in short, frequent cycles of observation to assure that teacher instruction is aligned to NY State standards and to support teachers as necessary in meeting these goals.
10. All teachers have a curriculum map, aligned to NY State standards, to help assure that course and graduation requirements are being met.
11. All students with disabilities are receiving instructional support, in the form of team teaching, resource room, reduced class size, support services, or paraprofessional assistance to help them meet NY State requirements.
12. All English Language Learners are receiving ELL instruction, according to state mandates, by a Highly Qualified ELL Teacher.
13. All grade 9 students were loaned a graphing calculator, for their use at both home and school, to facilitate their mastery of the content and skills needed for Regents success.
14. Increase the number of Regents Prep Rallies for students to participate in, which provides motivation and review of topics.

Staff utilized in this plan: all teachers and paraprofessionals, principal and assistant principal, college advisor, special education support service providers.

Teachers are included in this process: department meetings (twice per month), inquiry team meetings (twice per month), representation on the administrative team, and optional attendance at Town Hall meetings.

Timeline for Implementation: Items 1, 4, 8, 9, 11, and 12 occur daily. Item 2 occurs quarterly. Items 3, 6, and 7 occur weekly. Items 5 and 14 have multiple targeted sessions in the fall and spring. Items 10 and 13 are already in place for this school year.

#### **Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through Welcome Back curriculum night, Open School night and afternoon conferences, transcript review night.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using JupiterGrades, our online grade book, and ARIS, provided by the NYC DOE.
- Providing assistance to parents in understanding City, State and Federal standards and assessments through open school events, graduation in doubt meetings, and transcript review night.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. JupiterGrades can be set to Spanish, automatically, for parents who speak or prefer Spanish communications.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Supporting school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; increasing the number of outreach calls for students with academic concerns
- Providing data on class progress, from JupiterGrades, during parent conferences

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To attract Highly Qualified Teachers, we will post vacancies as soon as possible; conduct multiple interviews for each vacancy, involving teachers from the prospective department on the hiring committee; have applicants provide demo lessons when possible; attend all DOE-sponsored hiring fairs; and utilize both traditional and nontraditional teacher preparation programs as hiring pools.
- When hiring, we will look for highly qualified math teachers with a record of success at their previous schools, including passing rates for their courses and their Regents exams, when applicable. For inexperienced teachers, we will look for understanding of state graduation requirements, a shared vision of what student success looks like, and outside experience regarding teenagers and students similar to those of our school population.
- To retain Highly Qualified Teachers, we will provide a challenging and rewarding work environment; provide time for teachers to work collaboratively in teams on their grade-level and within their departments; engage all teachers in short, frequent cycles of observation to promote mastery among teachers; provide necessary professional development, mentoring, coaching, and support to struggling teachers; and value teacher input to the learning process and functioning of the school.
- To help teachers who are not Highly Qualified become highly qualified, we will provide guidance in navigating the NYTeach website to find their specific certification criteria and will provide support in facilitating the certification process on an individual basis depending on school resources and needs.

**Service and program coordination**

- Adult volunteers from Grace Church provide one-on-one and small-group tutoring for students struggling to pass Regents exams.
- Faculty members will provide mentoring for those fourth year students who are graduation-in-doubt.
- Faculty members, or other DOE teachers, will provide Regents preparation during Saturday sessions.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Per session for teachers for Saturday study sessions and curriculum mapping.
- Per session for supervisors for Saturday sessions and volunteer mentoring
- Textbooks and workbooks for use in Saturday sessions and before-school tutoring sessions.
- Grade-wide set of graphing calculators.
- Software money to pay for school-wide subscription to JupiterGrades.
- Professional development for teachers.
- Consumable materials to support parent engagement, Saturday sessions, Regents Prep Rallies, and tutoring.
- Funding for Citywide Instructional Expectations will fund the development of learning activities around the CCLS math and ELA tasks.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	72	88	20	23	13	33	33	3
<b>10</b>	3	63	51	67	19	28	28	2
<b>11</b>	1	13	11	16	4	11	11	
<b>12</b>	11	23	21	31	3	12	12	4

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• All students in grade 11 receive one additional hour of ELA instruction per week in preparation for the state exam.</li> <li>• Differentiated instruction occurs within the 12<sup>th</sup> grade ELA classes to support students who have not yet passed the ELA Regents exam.</li> <li>• Item analysis of last year’s exam is utilized to increase effectiveness of instruction across grade levels, and particularly for grade 12 students.</li> <li>• Tutoring occurs before school at least twice per week in a small group setting.</li> <li>• Skill building courses occur on Saturdays, weekly, in the months leading up to January and June Regents exams.</li> <li>• One-on-one tutoring occurs once per week, after school, and is conducted by volunteers.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students who need additional support in passing a math Regents exam are placed in integrated algebra skill courses to reinforce algebra concepts and build proficiency for passing the exam.</li> <li>• Item analysis of last year’s exam is utilized to increase effectiveness of instruction across grade levels.</li> <li>• Tutoring occurs before school at least twice per week in a small group setting.</li> <li>• Skill building courses occur on Saturdays, weekly, in the months leading up to January and June Regents exams.</li> <li>• One-on-one tutoring occurs once per week, after school, and is conducted by volunteers.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science teachers provide every student with an additional 60 minutes of science classroom instruction per week during the regular school day.</li> <li>• Item analysis of last year’s exam is utilized to increase effectiveness of instruction across grade levels.</li> <li>• Students who need additional support in passing a science Regents exam are placed in a living environment skill class in grade 11 or 12, which prepares them to complete required labs and pass the Regents exam.</li> <li>• Tutoring occurs before school at least twice per week in a small group setting.</li> <li>• Skill building courses occur on Saturdays, weekly, in the months leading up to January and June Regents exams.</li> <li>• One-on-one tutoring occurs once per week, after school, and is conducted by volunteers.</li> </ul>

<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• Differentiated instruction occurs within the government classes to support students who did not pass the US history exam, with an emphasis on the skills required for social studies Regents success (DBQ and thematic essay), even though government does not have a Regents exam.</li> <li>• In their senior year, students who need additional support in passing a social studies exam are placed in yearlong audits of the full course (global or US history), where they benefit from differentiated instruction and a focus on necessary skills and content.</li> <li>• Tutoring occurs before school at least twice per week in a small group setting.</li> <li>• Item analysis of last year’s exam is utilized to increase effectiveness of instruction across grade levels.</li> <li>• Skill building courses occur on Saturdays, weekly, in the months leading up to January and June Regents exams.</li> <li>• One-on-one tutoring occurs once per week, after school, and is conducted by volunteers.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• Guidance counselors conduct individual and group counseling sessions, according to students IEPs, to support individuals with previously identified needs.</li> <li>• Deans and administrators refer students to guidance counselor for intervention in disciplinary matters, including but not limited to items of sex, substance abuse, student mediation, misbehavior, class cutting, and bullying.</li> <li>• Students receive counseling on academic issues, credit accumulation, post-graduation planning, and school transfers when necessary.</li> <li>• Counselors inform parents of student progress and meet with parents and students to support those in academic need.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• School psychologist conducts individual and group-counseling sessions, according to students IEPs, to support individuals with previously identified needs.</li> <li>• Psychologist provides preliminary evaluations for special education referrals and conducts psychological, educational, and intelligence testing.</li> <li>• Psychologist provides necessary documentation and support for obtaining College Board testing accommodations for special education students.</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• School social worker conducts individual and group-counseling sessions, according to students IEPs, to support individuals with previously identified needs.</li> <li>• Social worker meets with parents, teachers, counselors, service providers, and ACS representatives to inform them of student progress.</li> <li>• Social worker reviews and works on IEP development and reviews for each student in their caseload.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• Health paraprofessionals support special education students daily, in each class, as required on the students’ IEPs.</li> <li>• Occupational and physical therapists hold weekly sessions with students as required on IEPs.</li> <li>• School nurse facilitates health services for those students requiring daily monitoring, services, or medicine distribution.</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 23K514 **School Name:** Frederick Douglass Academy VII High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*Last year in ELA, our passing rate for the June 2011 Regents exam, according to STARS data for the whole group of students who sat in that testing session, was 81.6%. While this was our highest passing rate since 2005, this represented a decrease relative to our peer horizon from the previous year on the Progress Report. This implies that our peer schools are improving more rapidly than we are. Upon reviewing the Regents item analysis provided by ATS scanning of answer documents, not a single failing student received more than 6 points out of 10 on the written portion of the exam; most failing students received either 4 or 5 points on the written portion. Students need intervention in writing, specifically, in order to succeed on the English exam. In addition, 8 out of 14 students in Cohort M with IEPs did not score a 65% or higher in ELA, and three additional special education students never took the exam. We must increase the effectiveness of instruction we offer to special education students in SETSS and ICT classes and the quality of intervention we offer outside of class time so that they are eligible for Regents diplomas.*

*Last year in integrated algebra, our passing rate for the June 2011 Regents exam, according to STARS data for the whole group of students who sat in that testing session, was 58.1%. This was our highest passing rate since the test began and an increase relative to our peer horizon from the previous year on the Progress Report. Upon reviewing the Regents item analysis provided by ATS scanning of answer documents, almost all failing students received fewer than 10 points on the short answer portion of the exam; in contrast, most students who passed the exam received 10 or more points in this section. Students as a whole did progressively worse as the test progressed. In the first half of the multiple choice section, only 2 questions had a correct-rate lower than 40%. In the second half of the multiple-choice section, 9 out of 15 questions had a correct-rate lower than 40%. This item analysis shows that we need to improve students' abilities to complete short answer questions. Even for passing students, we need to increase student test-taking endurance. In addition, 14 out of 17 students in Cohort M with IEPs did not score 65% or higher in math. We must increase the effectiveness of instruction we offer to special education students in SETSS and ICT classes and the quality of intervention we offer outside of class time so that they are eligible for Regents diplomas.*

*We did not undergo SQR, ESCA, or JIT during the 2010-2011 school year.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

*To improve our lag in special education students' Regents scores, we will engage in school-wide professional development for our special education teachers and their general education co-teachers. We have three to four team-teaching classes on each grade level; the teacher pairs currently engage in high impact team-teaching strategies on a very limited basis, citing lack of co-planning or differences of opinion on teaching styles/strategies as a difficulty. Improvements in this area must be made to increase our special education students' Regents scores and their ability to earn Regents diplomas as a result.*

*To improve Regents scores on the January 2011 exams, we will fund not only the three Saturday sessions already scheduled but also after-school sessions.*

*To improve Regents scores as a whole, we plan to extend the calendar of Saturday sessions from 8 to 15 meeting times in the spring. Though these sessions previously focused mostly on Regents prep strategies, we will expand the depth of the sessions to include the following: data-driven skill building, credit intervention to increase the work submission rate in weekday classes, focused strategies for use on the written portions of the ELA and math exams, and Regents content review. We also plan to add after-school sessions during the months of May and June.*

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#### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

*As stated above, we will engage in school-wide professional development for our special education teachers and their general education co-teachers. We must improve the frequency with which teachers engage high impact team-teaching strategies such as parallel teaching, in-class intervention, small group instruction, differentiated instruction, etc.*

*In addition, we must offer professional development from our data specialist on how to utilize the ATS Regents item analysis to its fullest potential. Powerful info can be gleaned by all departments on how to improve Regents scores by using this data to target interventions toward the appropriate content topics and skills.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - *All first-year teachers are assigned an in-school mentor, with whom they meet at least 2 periods per week. Mentors are utilizing a Danielson rubric, chosen by the mentor and mentee, with consultation with school administrators, within the domain of instruction.*
  - *All tenured, U-rated teachers are under a Plan of Action, which includes the use of peer observation (not for evaluative purposes). These struggling teachers visit satisfactory teachers with a template for recording observation notes.*
  - *All teachers engage in peer inter-visitation Snapshots within their departments. They give one another written feedback, which they debrief in twice-per-month department*

*meetings. The visits allow the observer to take note of effective instructional practices; the teacher also receives three positive pieces of feedback and one thing to work on or consider for upcoming lessons. The department as a whole benefits through the collaboration, the shared definition for high-quality instruction, and the ability to streamline or standardize skills/methods within the department.*

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.
- Parents on the School Leadership Team have already been notified that we are now a School in Need of Improvement. School-wide, we plan to send a letter in early January that includes the following:*
- Our failure to meet AYP in ELA and our corresponding ELA CEP goal for this year.*
  - Our failure to meet AYP in math and our corresponding math CEP goal for this year.*
  - The implications of being a School in Need of Improvement.*
  - A full calendar of academic interventions we will have in place for Spring 2012 for school improvement.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Roberto Hernandez</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>514</b>
School Name <b>Fredrick Douglass Academy VII</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jessica Endlich</b>	Assistant Principal <b>Keith Burns</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>Olivia Fundi</b>	Guidance Counselor <b>Valerie Bouffard</b>
Teacher/Subject Area <b>Christine Salm/Spanish</b>	Parent <b>Denise Walker</b>
Teacher/Subject Area <b>Kristin Grimsgaard/Special Ed</b>	Parent Coordinator <b>None</b>
Related Service Provider <b>type here</b>	Other
Network Leader <b>Roberto Hernandez</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>379</b>	Total Number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>1.32%</b>
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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. 

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

2. As soon as the formal interview has been done and the trained pedagogue or the ESL teacher has determined that the new student will require language services, then the parent is informed on the spot about the steps that must follow that is the LAB-R will have to be administered and that the results will determine the student's language needs and also level of proficiency. We also explain the program choices and show the orientation video. The parent is advised to select a program that they feel best fits the needs of their child. We also explain to the parents transfer option available if the program of choice is not available in the school

3. Our goal is to ensure that we give our new parents all the information they require as soon as possible because we have very limited time to place the student. If our parents want to go and think about the options available to them, we inform them that their decision is vital and we need to know within 10 days of the child registering. At the moment we only have 5 ELLs therefore we have a free standing ESL program. We also reach out to the parents through telephone calls and letters to inform them of their child's LAB-R score and remind them of their choices and the urgency in returning program selection forms. We hand out entitlement letters and send them to our parents. We also invite parents to the orientation. To keep track of parents' program choices, we keep a folder with all the forms for parental choice in the main office. The ESL coordinator also keeps a spreadsheet which is updated, whenever we have new ELLs.

4. Once the ELL has taken the LAB-R and it is scored, we send a letter to the parents informing them of the results and again the placement options, ie, TBE, Dual Language and ESL. The parent chooses a program and we place the student. We use Translation and Interpretation Unit, including document translation and interpretation services, whenever needed. Informational and question-and-answer sessions at our school are provided through a one on one or group orientations at the beginning of the year. However, we keep

our parents informed throughout the year in a number of ways, including one-on-one meetings, phone conversations and informational packets. Parent coordinators and the ESL teacher work with our school administration to coordinate school events for ELLs. Upon reviewing the Parental Survey and Program Selection forms, our parents seem to prefer ESL program rather the Dual or Bilingual programs. Therefore the program we offer, ESL freestanding, is aligned with parent requests. resources both within school and with board

5. Upon reviewing the Parents Survey and Program selection in the last four years the the trend shows that 5 out of 5 of our parents selected Free standing ESL program

6. The program model offered in our school is aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	4	<b>Newcomers (ELLs receiving service 0-3 years)</b>	2	<b>Special Education</b>	0
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	2	<b>Long-Term (completed 6 years)</b>	0

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. [?](#)

<b>ELLs by Subgroups</b>
--------------------------

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2			2						4
Total	2	0	0	2	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2				2
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

2. Staff ensures that all students receive the mandated minutes of ELA and NFL instruction per week. For beginners in ESL the ratio of NFL to English is 60:40. Native language is used a little more for delivering content. For intermediate students the ratio is 50:50, and for advanced students the ratio of NFL to English is 25:75 as per the LAP guidelines. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M\_F extended 371/2 minutes program. In addition, our beginner ELLs receive 540 minutes (9- 1 hour periods) a week of ESL instructions, intermediate ELLs receive 360 minutes (6-1 Hour period) ESL instructions and our advanced ELLs receive 180 (3-1 hour period) per week.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs.

3. Instruction is differentiated according to the LAB-R scores/NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT. Our freestanding ESL program has ESL teachers work collaboratively with ELA teachers. We follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. We infuse ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills.

4. To ensure that our ELLs are appropriately evaluated in their home language we use the Spanish LAB-R for our Latino ELLs. We use a

## A. Programming and Scheduling Information

piece of writing for our Haitian and Arabic students. These writings are then read by our Haitian and Arabic teachers who collaborate to assess and evaluate literacy levels in native languages. Further, we also assess reading fluency in native language. Again with the collaboration of native speakers (parents and teachers). The information gathered through these evaluations enable us to determine whether or not our ELLs are SIFE students or not, which then further informs instruction.

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

Data is collected regularly and used to construct units of study that meets their needs.

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

c. For ELLs receiving services for 4 to 6 years, both the classroom teacher and the ESL teacher use scaffolding and realia. Some examples of scaffolding used include, the use of graphic organizers to organize information, chunking and modification of text and the use of visuals where possible e.g. video clip, or pictures. In addition different forms of groupings which give many opportunities for the ELLs to use language are encouraged in most lessons. With these approaches the students will: develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

d. For long-term ELLs, we plan to run summer school that ensures that ELLs maintain and improve English skills they acquired during the school year. We Maintain consistency of students' programs and services because we have noted that inconsistency from year to year had a harder time acquiring English. We also explicitly teach literacy to long-term ELLs, and do not assume that such students have prior literacy instruction (either in their home language or in English), and we aim to include infuse literacy instruction across the curriculum. During the school year, academic English is emphasized with this group of ELLs because they already have full command of BICs but need to improve on the CALP in order to succeed. To this end, non-fiction content based texts, oral presentations of research and projects based learning are used in the classroom to enable the Long Terms acquire academic English. Critical thinking is emphasized while building on academic vocabulary within context.

6. Our ELLs with special needs have access to high-quality instruction designed to help them meet high expectations. Teachers employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. Strategies used for our ESL students with special educational needs include activating the schema using high interest materials and activities, ESL is intergrated with content, the use of visuals and Total Physical Response, Explicit teaching of vocabulary within content, contextualized teaching within small groups or pairs. Providing ample opportunities for students to use language. In addition activities are structured and predictable. We collaborate using these strategies to provide a learning environment that is conducive for our ESL-SWDs.

7 Our ESL-SWDs are provided with content based curriculum taught in general education classes (least restrictive). Scheduling takes account overall services the students is receiving and we ensure flexibility within the schedule. Flexibility in the schedule here means that sometimes the ESL teacher pushes into a content area class to support language and other times the student is pulled out for enrichment or pre-teaching.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

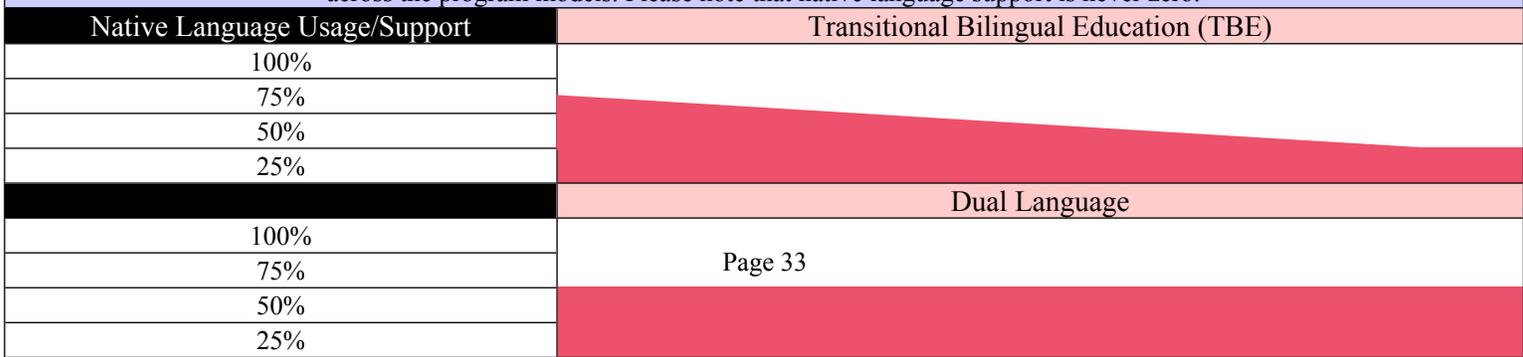
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

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

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

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

10. We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20.

11. We will not be discontinuing any programs that serve our ELLs either.

12. All our ELLs, regardless of their proficient level, are required to attend morning tutoring for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school.

13. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.

14. We realize the important role of the native language both as the main tool of communication for our students and the foundation of literacy for our ELLs, and therefore we endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. We also encourage parents to continue using the home language at home so our students can maintain it.

15. All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.

16. Activities to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.

## B. Programming and Scheduling Information--Continued

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

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

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

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

10. We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20.

11. We will not be discontinuing any programs that serve our ELLs either.

12. All our ELLs, regardless of their proficient level, are required to attend morning tutoring for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school.

13. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.

14. We realize the important role of the native language both as the main tool of communication for our students and the foundation of literacy for our ELLs, and therefore we endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. We also encourage parents to continue using the home language at home so our students can maintain it.

15. All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.

16. Activities to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.

17. ELLs are offered Spanish, as a language elective.

## B. Programming and Scheduling Information--Continued

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

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

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

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

10. We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20.

11. We will not be discontinuing any programs that serve our ELLs either.

12. All our ELLs, regardless of their proficient level, are required to attend morning tutoring for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school.

13. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.

14. We realize the important role of the native language both as the main tool of communication for our students and the foundation of literacy for our ELLs, and therefore we endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. We also encourage parents to continue using the home language at home so our students can maintain it.

15. All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.

16. Activities to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.

17. ELLs are offered Spanish, as a language elective.

having challenges behavioral or academic in those classes. Parents also come to our school to share their careers and life experiences with students in our classes. This all helps to build a positive and safe learning environment for all students.

## 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?

1. We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety. We also invite parents to visit our classrooms in organized tours and by appointment. Some parents have also made the decision to sit in some of the classes to support their children, if the children were having challenges behavioral or academic in those classes. Parents also come to our school to share their careers and life experiences with out students in certain units. This collaboration has proved a motivator for both parent participation as well as student performance.

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

We have various activities that are planned to meaningfully involve parent/community involvement through supporting and promoting communication, parental advocacy and empowerment of our families (i.e. parent orientation). We also promote parental advocacy that informs and teaches parents how to advocate for their children through a variety of workshops throughout the year. Additionally, families are assisted with parenting and childrearing skills as well as with creating home conditions that support learning. To this end parents are invited to learn about the curriculum, where the teachers also go through the state standards and assessment and also the teaching materials and sample papers. If parents feel uncomfortable helping their child with homework or other tasks in English, they are encouraged to support literacy development and other aspects of learning in the home language.

There are efforts to recruit families as volunteers and audiences. These activities empower the parents to better assist their children with the school. All these programs are linguistically appropriate and culturally relevant. We value parental involvement in decision making thus they are included in school decisions, governance and advocacy through councils and other organizations. We ensure that all parents feel involved and welcome in our schools. Materials for our ELL parents are written in the home language and there is a translator available in all activities that involve parents. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

3. We evaluate the needs of our parents through our Parent Association monthly meetings and with the collaboration of our parent coordinator. Additionally we use parent surveys, teacher surveys, interview protocols for parents and teachers. Our administration is also very attentive to the needs of the parents and operate on an open door policy, which encourages parents to discuss their needs with ease.

## 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.

1. The ESL teacher supports colleagues' needs including: finding and recommending professional development, best practices and strategies for ELLs. We will have 2 in-school professional developments discussing how class teachers can make Language accessible to ELLs, and also strategies that can and should be used in the classroom that benefit ELLs. The PD will be made available to all ELL staff, including all staff dealing with ELLs including Assistant Principal, Guidance Counselor, Parent Coordinator, Secretary needs to receive ELL training.

2. Regular ESL teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff development will include training for all teachers in ESL methodologies. A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs and gain insight into the complexities and importance of cross-cultural awareness.

3. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Majority of the teachers in our school have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher. Participant will be awarded a certificate of completion upon completion of the training series. The record of the 7.5 hours of ELL training is kept and maintained as a spreadsheet by our ESL Coordinator.

## 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?

1. We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety. We also invite parents to visit our classrooms in organized tours and by appointment. Some parents have also made the decision to sit in some of the classes to support their children, if the children were having challenges behavioral or academic in those classes. Parents also come to our school to share their careers and life experiences with our students in certain units. This collaboration has proved a motivator for both parent participation as well as student performance.

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

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## 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)

### 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:

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**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.

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ditional information here

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

## 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	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

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

We use student developed portfolios and in class teacher assessments to assess early literacy. The data shows that while the students are proficient speakers, they still require academic language reinforcement. This information helps in interdisciplinary academic language development across all subjects and ensures that teachers are aware of the functional words that the ESL (LTELS) need to learn to succeed in school.

The result from the NYSESLAT show 100% improvement however, reading for LTEL with learning disabilities continues to be a challenge. Two out our 4 ELLs tested proficient in all the modalities tested.

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

The success of our program is evaluated through Data collected from the ELLs throughout the year. The data includes NYSESLAT scores, the classroom portfolio and assessments taken in the different subjects during the year. When carrying out the evaluation, we consider attendance rate, dropout rate, suspension rate, expulsion rates, participation rate in co-curricular/extracurricular activities, student attitude and interest survey results, longitudinal performance data, achievement data, special education placements and referrals. The success of our program is evaluated through Data collected from the ELLs throughout the year. The data includes NYSESLAT scores, the classroom

## 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.

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ditional information here

## Part VI: LAP Assurances

**School Name:**

**Frederick Douglass Academy VII**

**School DBN: 23K514**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Endlich	Principal		12/12/11
Keith Burns	Assistant Principal		12/12/11
	Parent Coordinator		1/1/01
Olivia Fundi	ESL Teacher		12/12/11
Denise Walker	Parent		12/12/11
Christine Salm	Teacher/Subject Area		12/12/11
Kristin Grimsgaard	Teacher/Subject Area		12/12/11
	Coach		1/1/01

**School Name:**

**Frederick Douglass Academy VII**

**School DBN: 23K514**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
Valerie Bouffard	Guidance Counselor		12/12/11
Roberto Herndandez	Network Leader		12/12/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 23K514      **School Name:** Frederick Douglass Academy VII HS

**Cluster:** 6      **Network:** 611

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

**Part A: Needs Assessment Findings**

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

Both the School Leadership Team and Parents Association leadership have met to discuss and establish procedures and policies to meet the needs of Limited- English Proficiency parents. These committees have concluded that all school-to-parent communications should be translated into Spanish, Creole, and Mandarin, whenever possible. Parent language preferences are updated in ATS, and when parents prefer Spanish, they are able to select it in our online gradebook, Jupiter Grades, as well.

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.

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Spanish, Creole, and Mandarin. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for Freshman parents, monthly PA meetings, and general parent events organized by the school. All teachers have been made aware of these findings as well at professional development/faculty meetings.

## Part B: Strategies and Activities

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

The school provides Spanish, Creole, and Mandarin translations of all written communications to parents. These translations are completed and disseminated at the same time and in the same format as the English text. For hard copy documents, letters, and notices, the translated text is typically placed on the reverse side of the English message. This assures that Limited-English proficiency parents receive and read the information at the same time as do other parents.

All Spanish-speaking parents can easily choose the Spanish-language option on our online gradebook, Jupiter Grades. The school primarily makes use of in-house school staff to translate these communications, although the D.O.E. Translation & Interpretation Office is also occasionally used as well, specifically for Mandarin, if sufficient lead time is available for that office to do the requested translations.

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

Oral interpretation services for parents are provided by the school in a variety of ways. For parent conferences or other events, we have numerous onsite staff who can translate in Spanish. A few teachers at Teachers Preparatory School, in our shared space building, assist with Creole translation. DOE -- over the phone interpretation is also used, primarily for Mandarin-speaking parents. Additional interpreters, when needed, are provided by outside, DOE-approved vendors, and are paid for with school funds designated for parent interpretation/translation support. Interpretation is also provided for individual parent meetings with teachers, counselors, and other school staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school fulfills parental notification requirements as stated in Chancellors' regulations A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to, the two main entrances, the main office, and the office of the Parent Association. Translation cards, in which parents can point to their required language, were provided to all office personnel, guidance counselors, administrators, and the parent association president.

