



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : The Frederick Douglass Academy

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M499

PRINCIPAL: JOSEPH GATES

EMAIL: JGATES@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

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
Joseph Gates	*Principal or Designee	
Marquis Harrison	*UFT Chapter Leader or Designee	
Clive Drummond	*PA/PTA President or Designated Co-President	
Miriam Padilla	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christina Jones	Member/Parent	
Vilmarie Carmona	Member/Parent	
Doreen Atherton	Member/Parent	
Dahlia Cummings	Member/Parent	
Oyetutu Osibajo	Member/Parent	
Stephanie Woodley	Member/Parent	
Alison Harris	Member/Teacher	
Alexis Zain	Member/Teacher	
Joel Bianchi	Member/Teacher	

Johnson	Member/Teacher	
	Member/Student	
	Member/Student	

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

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 #1

By June 2012, 82% of high school students will earn a passing grade in their math courses as evidenced on the scholarship report.

Comprehensive needs assessment

Our scholarship data from June 2011 indicates that an average of 72% of students received a grade of 65 or higher in their high school mathematics classes. By June 2012, we expect this number to increase by 10% for a total of 82% passing with a minimum of 65.

Instructional strategies/activities

Teacher teams will prepare rigorous learning goals, tasks and analyze student work leading to mathematically proficient students.

To effect growth in this area, we have been/will:

- align student work and diagnostic tasks to the common core learning standards
- broaden the standards of practice in mathematics to include modeling with mathematics, constructing viable arguments and critiquing the reasoning of others
- embed tasks in common core-aligned curricula that include multiple entry points for all students
- look closely at current student work to continue the cycle of inquiry
- adjust curriculum and instruction to help all students move toward higher expectations
- work on rigorous instruction, frequent cycle of observation and feedback
- revise the rubric to reflect the common core learning standards
- analyze assessment results
- using common text
- administer uniform benchmark exams in Algebra 1 and Geometry from the Prentice Hall Curriculum every four-six weeks. These exams are included with the teaching resources provided with by the Curriculum.
- administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design appropriate professional development and to focus instruction on the needs of the students.
- after-school tutorial sessions will be available so that teachers can provide more individualized instruction to meet the needs of targeted students.

Strategies to increase parental involvement

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.

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

- invite the NYC public library to do workshops for parents on available resources
- Share the characteristics of quality instruction with parents
- Share the citywide instructional expectations with parents
- Outreach to parents on college and career readiness tools and resources
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Director of Human Resources to identify teachers that are compatible with our vision and mission
- Encourage our teachers to refer other effective teachers to join our faculty
- Advertise in various media to recruit effective teachers

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

Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:

- Discuss ways of engaging all students in learning
- Reflect on their teaching practice and actively engage in planning their professional development
- Looking at students work
- Assess student learning
- Create and maintain effective learning environments
- Organize curriculum to facilitate students' understanding
- Presentations by Inquiry Teams
- Learning walk
- Training in Differentiated Instruction and practices
- Peer observation and constructive peer feedback
- Provide teachers with resources/professional development in areas that have been collaboratively identified as in need of improvement
- Learn how to utilize Acuity to analyze diagnostic and predictive results
- Learn how to customize exams to address academic deficiencies

- Train on looking at specific questions that refer to strands of the ELA and Math standards
- Based on the curriculum needs per grade, there will be three separate department meeting to maximize the ability to plan.
- Each teacher will be given a calendar for the start and end date for each unit and the ELA and Math test dates.
- Discuss needs for upcoming units and the set skills that will be taught. Data used will be the diagnostics to select data.
- Divide work load among the teachers according to strengths
- Train to create uniform tests as a group. Utilize state test.
- Discuss quizzes and how students have been performing in the unit. Changes to be made on the unit are addressed.
- Reflection on various units and what needs to be changed for the following year

Service and program coordination

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furttherrmore

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities

Budget and resources alignment

- Substitutes or coverage teachers funded through Tax Levy
- Teacher release time funded through Tax Levy
- Inquiry Teams funded through Tax Levy, ARRA RTTT
- Extended day funded through Tax Levy, Title III
- CFN funded through Tax Levy

ANNUAL GOAL #2 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 #2

By June 2012, 73% of middle school students will score at levels 3 and 4 on the NYS ELA assessment as evidenced on the 2011-12 NYC Progress Report.

Comprehensive needs assessment

Our middle school Progress Report for 2011 indicates that 66% of our middle school students scored at level 3 and 4 on the NYS ELA exam. By June 2012, we expect this number to increase by 3% for a total of 69% achieving proficiency.

Instructional strategies/activities

Teacher teams will prepare rigorous learning goals, tasks and analyze student work leading to increase students' achievement.

To effect growth in this area, we have been/will:

- align student work and diagnostic tasks to the common core learning standards
- broaden the standards of practice in literacy to include reading and comprehension of literary non-fiction in grade text complexity and with scaffolding as needed at the high end of the range
- embed tasks in common core-aligned curricula that include multiple entry points for all students
- look closely at current student work to continue the cycle of inquiry
- adjust curriculum and instruction to help all students move toward higher expectations
- work on rigorous instruction, frequent cycle of observation and feedback
- revise the rubric to reflect the common core learning standards
- analyze assessment results
- using common text
- administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design appropriate professional development and to focus instruction on the needs of the students.
- after-school tutorial sessions will be available so that teachers can provide more individualized instruction to meet the needs of targeted students.

To effect further growth, we will:

Teachers will hold PM and Saturday tutorial to strengthen students' writing and reading proficiency. We will focus on increasing our students' stamina in writing and to match the writing component on the NYS ELA exam.

- Utilize Acuity to analyze diagnostic and predictive results
- Customize exams to address academic deficiencies
- To extend their knowledge and understanding of differentiated practices

- Look at specific questions that refer to strands of the ELA standards
- Utilize student data to set individual and group goals

Writing -

- Weekly writing aligned with NYS ELA standard and testing time and conditions
- Use of NYS ELA rubric to assess weekly writing and measure students' progress
- Three opportunities during the week to revise and improve on weekly writing
- Daily editing of sample writings (poor, week, etc.)
- Use of Kaplan, Aim Higher, Write book series
- Weekly writing activities (i.e. Thursdays grammar, Fridays writing)
- Focus on different type of essay every month
- External resources will be utilized: Teachers and Writers
- Collaborative team members will work with students on essay writing.

Reading –

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

Teachers will use various assessments:

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

Strategies to increase parental involvement

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.

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

- invite the NYC public library to do workshops for parents on available resources
- Share the characteristics of quality instruction with parents
- Share the citywide instructional expectations with parents
- Outreach to parents on college and career readiness tools and resources
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Strategies for attracting Highly Qualified Teachers (HQT)

- Work closely with our Director of Human Resources to identify teachers that are compatible with our vision and mission
- Encourage our teachers to refer other effective teachers to join our faculty
- Advertise in various media to recruit effective teachers

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

Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:

- Discuss ways of engaging all students in learning
- Reflect on their teaching practice and actively engage in planning their professional development
- Looking at students work
- Assess student learning
- Create and maintain effective learning environments
- Organize curriculum to facilitate students' understanding
- Presentations by Inquiry Teams
- Learning walk
- Training in Differentiated Instruction and practices
- Peer observation and constructive peer feedback
- Provide teachers with resources/professional development in areas that have been collaboratively identified as in need of improvement

- Learn how to utilize Acuity to analyze diagnostic and predictive results
- Learn how to customize exams to address academic deficiencies
- Train on looking at specific questions that refer to strands of the ELA and Math standards
- Based on the curriculum needs per grade, there will be three separate department meeting to maximize the ability to plan.
- Each teacher will be given a calendar for the start and end date for each unit and the ELA and Math test dates.
- Discuss needs for upcoming units and the set skills that will be taught. Data used will be the diagnostics to select data.
- Divide work load among the teachers according to strengths
- Train to create uniform tests as a group. Utilize state test.
- Discuss quizzes and how students have been performing in the unit. Changes to be made on the unit are addressed.
- Reflect on various units and what needs to be changed for the following year

Service and program coordination

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furttherrmore

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities

Budget and resources alignment

- Substitutes or coverage teachers funded through Tax Levy
- Teacher release time funded through Tax Levy
- Inquiry Teams funded through Tax Levy, ARRA RTTT
- Extended day funded through Tax Levy, Title III
- CFN funded through Tax Levy

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, percentage of high school students in the lowest third citywide who are scoring 75% or higher on the NYS ELA and Math Regents examinations will increase by 4% as evidenced on the 2011-12 NYC Progress Report.

Comprehensive needs assessment

Our high school Progress Report for 2011 indicates that 15.8% of our high school students scored 75% or higher on the NYS ELA Regents exam and 4.1% on the Math Regents exam. By June 2012, we expect this numbers to increase by 4% for a total of 19.8% in ELA and 8.2% in Math.

Instructional strategies/activities

Teacher teams will prepare rigorous learning goals, tasks and analyze student work leading to increase students achievement.

To effect growth in this area, we have been/will:

- align student work and diagnostic tasks to the common core learning standards
- broaden the standards of practice in mathematics to include modeling with mathematics, constructing viable arguments and critiquing the reasoning of others
- broaden the standards of practice in literacy to include reading and comprehension of literary non-fiction in grade text complexity and with scaffolding as needed at the high end of the range
- embed tasks in common core-aligned curricula that include multiple entry points for all students
- look closely at current student work to continue the cycle of inquiry
- adjust curriculum and instruction to help all students move toward higher expectations
- work on rigorous instruction, frequent cycle of observation and feedback
- revise the rubric to reflect the common core learning standards
- analyze assessment results
- using common text
- administer uniform benchmark exams in Algebra 1 and Geometry from the Prentice Hall Curriculum every four-six weeks. These exams are included with the teaching resources provided with by the Curriculum.
- administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design appropriate professional development and to focus instruction on the needs of the students.
- after-school tutorial sessions will be available so that teachers can provide more individualized instruction to meet the needs of targeted students.

To effect further growth, we will:

Teachers will hold PM and Saturday tutorial to strengthen students' reading, writing, and computational proficiency. We will focus on increasing our students' stamina and exposure to the various components on the NYS ELA and Math exams.

- Utilize Acuity to analyze diagnostic and predictive results
- Customize exams to address academic deficiencies
- Extend their knowledge and understanding of differentiated practices
- Look at specific questions that refer to strands of the ELA and Math standards
- Utilize student data to set individual and group goals

Writing -

- Weekly writing aligned with NYS ELA Regents standard and testing time and conditions
- Use of NYS ELA Regents rubric to assess weekly writing and measure students' progress
- Three opportunities during the week to revise and improve on weekly writing
- Daily editing of sample writings (poor, week, etc.)
- Weekly writing activities (i.e. Thursdays grammar, Fridays writing)
- Focus on different type of essay every month
- External resources will be utilized: Teachers and Writers
- Collaborative team members will work with students on essay writing.

Reading –

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

Math –

- broaden the standards of practice in mathematics to include modeling with mathematics, constructing viable arguments and critiquing the reasoning of others
- Administer uniform benchmark exams in Algebra 1 and Geometry from the Prentice Hall Curriculum every four-six weeks. These exams are included with the teaching resources provided with by the Curriculum.
- Administer Diagnostic and periodic Predictive tests from ACUITY. The data received from these assessments will be analyzed by the instructional development team (teachers, coaches and administrators) to design appropriate professional development and to focus instruction on the needs of the students.
- After-school tutorial sessions to provide more individualized instruction to meet the needs of targeted students.

Teachers will use various assessments:

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

Strategies to increase parental involvement

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.

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

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- Advertise in various media to recruit effective teachers
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- Participate in Marilyn Burns Workshops

Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:

- Discuss ways of engaging all students in learning
- Reflect on their teaching practice and actively engage in planning their professional development
- Looking at students work

- Assess student learning
- Create and maintain effective learning environments
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Service and program coordination

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ANNUAL GOAL #4 AND ACTION PLAN

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Annual Goal #4

By June 2012, supervisor will conduct a minimum of 6 observations per teacher using a research based framework in order to support teachers development.

Comprehensive needs assessment

One of the recommendations in our Quality Review (09-10) is the need to differentiate instruction more consistently across grades and subjects to enable all students to have their individual learning needs met more effectively. While some teachers use differentiated approaches whereby they flexibly group students based upon data, or provide multiple entry points through choices in class, these practices are not yet consistent. To ensure consistency, supervisors need to norm their feedbacks and in alignment with citywide instructional expectations.

Instructional strategies/activities

- use a research-based teaching framework, preferably sections of Charlotte Danielson's Framework for teaching, to articulate clear expectations for teacher practice and serve as the focus for teacher development
- supervisors engage in short, frequent cycles of classroom observation
- teacher teams collaboratively exam student work
- supervisors provide timely and specific evidence-based feedbacks that teachers can act on
- Close study of the Danielson framework, possibly in form of a book study on Danielson, by teachers
- Supervisors periodically conduct walk through to norm the feedbacks to teachers based on common language and expectations
- Effective use of common planning period

Strategies to increase parental involvement

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.

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

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- Reflection on various units and what needs to be changed for the following year

Service and program coordination

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Furthermore

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Budget and resources alignment

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- CFN funded through Tax Levy

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				

4								
5								
6	60	46	33	18	100	1	1	100
7	61	56	62	26	187	26	15	187
8	108	37	57	23	173	21	15	173
9	110	110	110	110	333	15	8	333
10	12	12	77	163	232	18	6	232
11	16	16	99	70	299	13	10	299
12	17	17	66	66	201	4	3	201

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
ELA	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One or more 50 minute period of AIS instruction per week; • Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays; • Differentiate instruction in all ELA classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students.
Mathematics	<p>AIS in Math is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One or more 50 minute period of AIS instruction per week; • Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays; • Differentiate instruction in all Math classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique

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

<p>At-risk Services provided by the Social Worker</p>	<p>Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, African-American, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services</p>	<p>Health related services are offered during the school day to all students especially SWD, LEP, African-American, Hispanic and Economically Disadvantaged students in grades 6-12. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>

**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.

PARENT INVOLVEMENT POLICY (PIP)

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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.

**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 Lawrence Block	District 05	Borough Manhattan	School Number 499
School Name Fredrederick Douglass Academy I			

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

Principal Joseph Gates	Assistant Principal Thomas Ajibola
Coach Lea Brown	Coach Jenifer Hodge
ESL Teacher Papa Tall	Guidance Counselor Chris Middleton
Teacher/Subject Area Micheal Oyedele / Math	Parent Papa Tall
Teacher/Subject Area Markland Walker /ELA	Parent Coordinator Yvette McKenzie
Related Service Provider Valcruse Delma	Other Nancy Cruz-Martinez / FL
Network Leader Lawrence Block	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	6
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1547	Total Number of ELLs	36	ELLs as share of total student population (%)	2.33%
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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. 

Paste response to questions 1-6 here

Paste response to questions 1-6 here

1. Since FDA is a grade 6-12 school, most of the ELLs enrolled were already identified as such at their arrival. If the student being considered for admission is not new to the NYC public school, particular attention is paid to the HOME LANGUAGE code on the ATS “BIOD” file. For this student, the home language code is already on the BIOD. If the student is already identified as an English Language Learner (ELL), the student is continued to be served as per the last NYSESLAT result. If possible, the GS will ask for a copy of the Home Language Identification Survey (HLIS) to be faxed while waiting for the record to arrive from the last NYC public school and other school(s) attended by the student.

If this student is new to the NYC public school, the HLIS must be administered in collaboration with an ELL Pedagogue (EP). The “school use” portion, except program placement, of the form must be completed/signed by the EP.

- a. If the only language indicated is English, the student is not an ELL;
 - b. If a language other than English is indicated, an informal oral interview in English and, if possible, in the native language is conducted by the admission counselor. Then, the counselor arranges for the formal initial assessment which includes the ESL coordinator administering the LAB-R test to the student while the family is completing the admission packet. (LAB-R must be administered within 10 days of the date of admission in ATS). The test will be scored first in-house manually to determine the students eligibility or non-eligibility for ELL services.
 - c. If the student passes (proficient) the LAB-R, the student is not considered an ELL;
 - d. If the student failed the LAB-R and the Home language is Spanish, the student is administered the Spanish LAB-R and manually scored. The data from the English LAB-R is still used for service placement.
 - e. Data from the manual scoring must be recorded, e.g. on excel, to show the student’s score for each component of the test.
 - f. Both English and Spanish LAB-Rs scan are sent for scanning as scheduled.
- In addition to periodic formal and informal assessments administered by certified ESL teacher, the ELLs are also evaluated annually using the NYS English as a Second Language Achievement Test (NYSESLAT) in order to determine the gains made by the ELLs and identified areas of opportunity.

2. We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). An overview of the three program choices was presented to parents during the new students’ orientation in June; during open houses in the months of October through March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. When available, parent brochures are disseminated in the native language to enrich an understanding of each available program. Other approaches to informing parents

include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents.

g. Once the LAB-R is completed and the student is determined an ELL through the LAB-R score, the family will be given an orientation. During the orientation, the ELL pedagogogue will introduce program options from which the parent/guardian can choose. In addition, the family must watch the Parent ELL Orientation video while being attended to by a pedagogogue. Once the video is viewed, the parent/guardian will complete the "Parent Survey and Program Selection Form"; i.e. Transitional bilingual, Dual Language, or Freestanding English as a Second Language (ESL).

4. or h. If the family chose a program that is not available at the school, the family will be supported through discussion with the EP and the PC to find a preferred ELL program. In addition, the family will be informed that if 20 or more students with the same language determination in the same grade are to choose a program that is not currently available, the school will accommodate the needs of the families.

3. or i. Once the program is selected, the EP will check/complete the program placement on the HLIS (in the "school use" portion) and an entitlement letter is provided to parents to inform them about the student's identification. The student is enrolled in the appropriate program within 10 days. Every effort is made to CHECK AND MAKE SURE THE HLIS FORM IS COMPLETELY AND CORRECTLY FILLED OUT AND SIGNED. The completed HLIS is then filed in the student's record.

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

6. Hence, the program offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained								2	2	16	7	5	4	36
Push-In														0
Total	0	0	0	0	0	0	0	2	2	16	7	5	4	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language						0	0		0	0
ESL	22	1	1	7		3	7		6	36
Total	22	1	1	7	0	3	7	0	6	36

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	1	7	3		1	13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										4				4
Haitian								1		1	1		1	4
French										3	2	3		8
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other									1	1	1	2	2	7
TOTAL	0	2	2	16	7	5	4	36						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Paste response to questions 1-7 here

1. Our school currently offers a Freestanding ESL program. a) The organizational model is mainly departmentalized, with some Push-In components. b) The program model is largely Heterogeneous. This model allows students at different levels to be a resource to each other. ELLs at the beginner level are also in homogeneous grouping for their skills building activities.

2. ELLs are programmed for the mandated numbers of instructional minutes as required under CR Part 154. In addition to ESL instruction, ELLs receive in English the same instruction in content areas as non-ELLs. Particularly, they receive at least 10 fifty minutes of ELA instruction per week. ELLs that have performed at advance level on the NYSESLAT receive 4 fifty minutes of ESL instruction per week. Those that performed at intermediate level receive 8 fifty minutes of ESL instruction per week. Beginner ELL is provided with 11 fifty minutes of ESL instruction per week. a) Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises using using ESL methodologies. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

A. Programming and Scheduling Information

3. All of our ELLs receive instruction in English in all content areas. This reduces the need for pull out or push in. Students reaching proficiency on the NYSESLAT are provided with ELA instruction with continuous ESL support. As with non-ELLs, they receive instruction in English in all content areas.
4. Whenever possible, we ensure that our ELLs are appropriately evaluated in their native languages through assessments by our ESL teacher who is proficient in many of the language groups of our ELLs. Furthermore, if the a student failed the LAB-R and the home language is Spanish, the student is administered the Spanish LAB-R to assess the student's level of proficiency in his/her native language.
5. a)SIFE students and /or newly enrolled LEP are provide to the extent possible with individualized and differentiated instruction until minimum proficiency can be ascertained. We would provide literacy classes and, where possible, use native language to assist our ELLs in the acquisition of English proficiency. b) The goal is to identify areas of weakness of the newly arrived ELLs and address those needs in order to ensure an improvement in their understanding and performance in meeting the standards. They will be provided with mandated ESL services. In addition, there would be before/after school program that allows these students to work with higher level ELLs who have been in the country for a longer period of time. This program would help them to adapt to the new culture. c) & d) Every effort will be made to transition long-term ELLs into mainstream English instruction with continuous ESL support. Since this group is often more proficient in speaking and listening, instructional program is designed to focus on their reading and writing skills.
6. Teachers of ELL-SWDs use instructional strategies and grade-level materials such as appropriate textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, DVD/CD/tape player/recorder, CD ROMS, computer softwares, internet access, field trips, etc that both provide access to academic content areas and accelerate English language development.
7. Since our ELLs are mainstreamed in all content areas and extra-curricular activities, they are fully immersed in the use of the English language. This approach uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

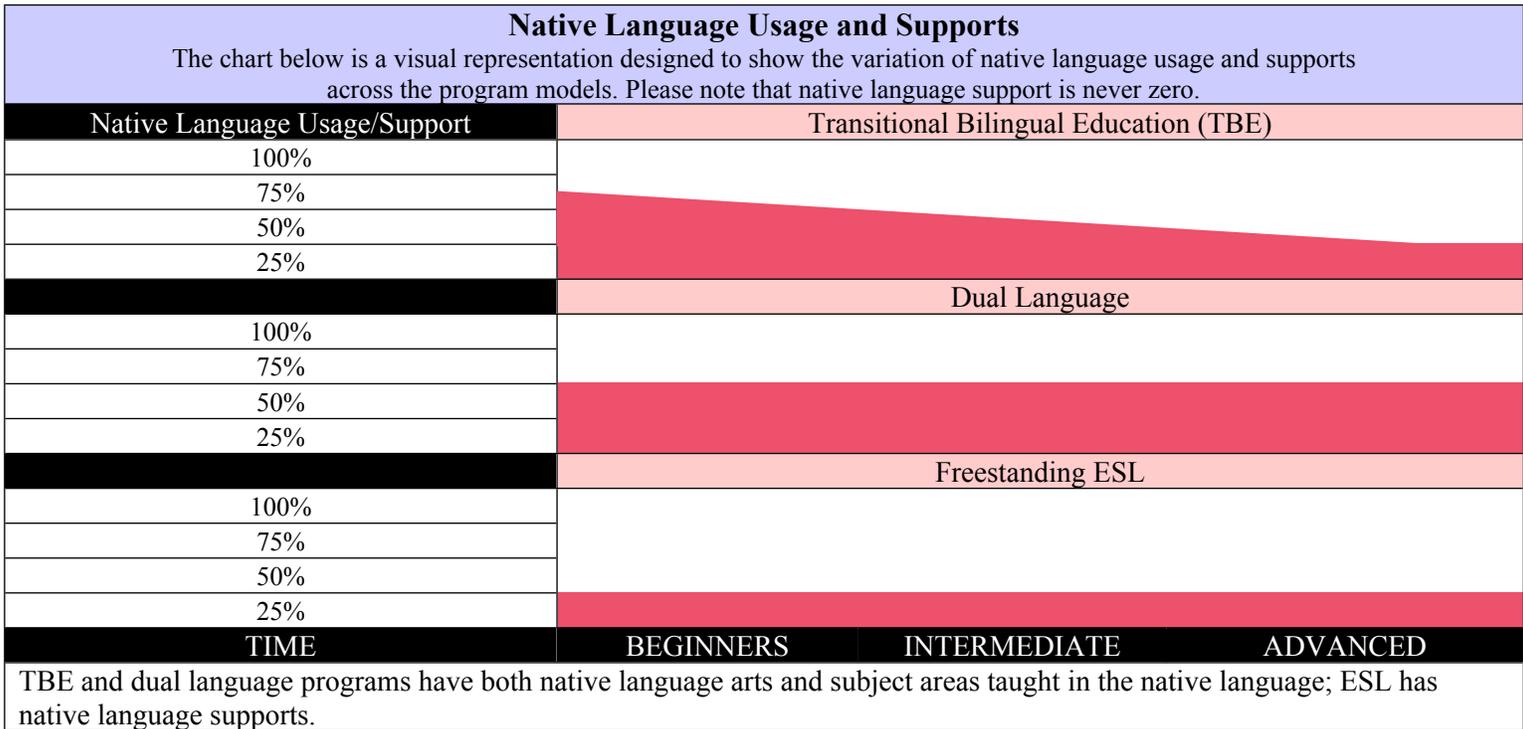
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				
ESL	Spanish/French/Wolof			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- 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.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 - What new programs or improvements will be considered for the upcoming school year?
 - What programs/services for ELLs will be discontinued and why?
 - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 - Do required services support, and resources correspond to ELLs' ages and grade levels?

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?

Paste response to questions 8-17 here

8. Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises using ESL methodologies. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.
9. Every effort will be made to transition long-term ELLs into mainstream English instruction with continuous ESL support. Since this group is often more proficient in speaking and listening, instructional program is designed to focus on their reading and writing skills.
10. We will intensively use data to better understand students' work, progress and plans for improvement.
11. We will continue the current programs/services for our ELLs.
12. ELLs have equal access to all our school programs. In addition to supplementary services, ELLs are afforded participation in all academic and extra-curricula extended day, weekend and holiday programs.
13. The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.
14. If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.
15. While taking into account the ELLs' grade levels, required services support and resources correspond mostly to their proficiency levels.
16. Newly enrolled ELLs are mandated to participate in our income students Summer Academy. This orientation assist incoming students with their basic skills and plan for improvement.
17. Language electives offered to ELLs include Latin, French, Spanish, and Japanese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards. Furthermore, professional development plan for all ELL personnel at our school will include ESL program framework, student identification process, data collection and analysis, and key to effective communication with ELLs. We will look at instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Academic Language Scaffolding (ACL), etc. SIOP is a program model for teaching grade level content through adaptation and integration of content, activities and concepts through demonstrations, use of visuals and vocabulary study. CALLA is program model based on cognitive learning theory that links instructional strategies to appropriate language acquisition stages Acad. It integrates content area instruction with language development activities and explicit instruction in learning strategies that increase thinking/study skills. ACL involves a step-by-step process of building students' ability to complete tasks on their own. It consists of several linked strategies, including modeling academic language, contextualizing academic language using visuals, gestures, demonstrations, and hand-on learning activities that involve academic language.

2. In order to assist ELLs as they transition from elementary and/or middle to high school, the ELLs are introduced to our staff who are encourage to take the time out be a resource. Staff may consult with ESL teachers for clarification and assistance on how to assist the ELLs.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. will include ESL methodologies and strategies, establishing active learning projects, using portfolios to assess performance, modifying assignments, providing opportunities for discussion, repeat, check for understanding, interactive word/phrase boards, engaging in teacher reflections, curriculum mapping. Teachers will learn how to use ESL methodologies and techniques in ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book. The training will be led by certified ESL teachers and/or specialists and all staff 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 will be trained in methodologies and strategies that can be incorporated into the balance literacy program that will enhance the language acquisition of our ELLs. Collaborative approach where teachers focus on instructional approaches that articulate 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 presentations. These include providing many nonverbal clues such as pictures, objects, gestures, and intonation cues. As competency develops, other strategies include building from language that is understood, using graphic organizers, 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 testing accommodation and alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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2. Our school partner with CBOs such as the YMCA to provide workshops or services to ELL parents.
3. Needs of the parents are evaluated through information provided by the PTA, Parent Coordinator, one-on-one conversations with guidance and ESL staff, etc.
4. Since parent involvement activities are generated and implemented by parents at our school, the level of parents participation could be considered as an indication that these activities address the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								2		2				4
Intermediate(I)									2	10	4	4	1	21
Advanced (A)										4	3	1	3	11
Total	0	0	0	0	0	0	0	2	2	16	7	5	4	36

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	1				1
8	1	1			2
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	1		1						2
8	1		1						2
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	7		2	
Integrated Algebra	10		8	
Geometry	5		2	
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	7		4	
Physics				
Global History and Geography	9		4	
US History and Government	10		3	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. FDA I is a grade 6 - 12 school.
2. The data patterns across proficiency levels and grades reveal that 11% of our ELLs is at NYSESLAT beginner proficient level, 58% at intermediate and 31% at advance level. The area of opportunity for our ELLs is reading and writing. Most of the students in this NYSESLAT modality are at intermediate (63%) and advance (29%) levels and none reaching proficiency. The ELLs at the beginner (8%) level are new to FDA I.
3. While particular attention needs to be paid to these ELLs at the beginner level, the need to move the other ELLs to proficiency level has impacted our instructional decisions.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Frederick Douglass Academy I		School DBN: <u>05M499</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Gates	Principal		1/1/01
Thomas Ajibola	Assistant Principal		1/1/01
Yvette McKenzie	Parent Coordinator		1/1/01
Papa Tall	ESL Teacher		1/1/01
Papa Tall	Parent		1/1/01
Michael Oyedele / Math	Teacher/Subject Area		1/1/01
Markland Walker / ELA	Teacher/Subject Area		1/1/01
Lea Brown	Coach		1/1/01
Jenifer Hodge	Coach		1/1/01
Chris Middleton	Guidance Counselor		1/1/01
Lawrence Block	Network Leader		1/1/01
Valcruse Delma	Other <u>Related Service</u> <u>Prov</u>		1/1/01
Nancy Cruz-Martinez / FL	Other <u>Teacher / Subject Ar</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M499 School Name: Frederick Douglass Academy I

Cluster: 601 Network: 6

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

Part A: Needs Assessment Findings

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

At the Frederick Douglass Academy I (FDA I) we believe that the success of our students is largely dependent on the school, the students, and families working together in a close partnership to monitor academic progress, help build social and emotional strengths and maintain a focus on the holistic growth of the student. School-home communication is paramount. Hence, we endeavor to establish strong relationships through methods that are efficient, effective and convenient for all parties. In an effort to develop the necessary lines of communication with families who have limited or no oral and/or written English language skills, we have structured various mechanisms to bridge the communication gap.

When entering the NYC DOE school system, students are given the Home Language Identification Survey (HLIS). The HLIS is an instrument that determines the student's status as language minority and identifies preferred home language translation needs. The results of the survey are recorded and maintained in ATS and referred to when communicating with families verbally or in writing and in order to determine the necessary translation supports for documents and events. Students that arrive at our school from other schools in the NYC DOE system have generally been pre-identified through this ATS mechanism (utilizing Authority Coding). Per Chancellor's Regulation A-663, we enter and maintain the preferred language preference for written and oral communication for every parent/guardian new to the NYC DOE system when they enroll at our school in ATS. Also, this information is derived from the Emergency Contact Cards ("blue card") that were supplied to families as a hardcopy at the beginning of each school year and requested that families complete and return to our school for further in-house and ATS processing.

Furthermore, we consistently direct families to the NYC DOE web support services. In the current school year, we will continue to do so. This includes notifying families who may require English Language Translation support, but have not supplied preferred language information via the previously described channels, of the existence of the Translation Request Form available on the NYC DOE Translation and Interpretation Unit Web site by means of our guidance and Parent Coordinator offices.

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 order to assess FDA I's written translation and oral interpretation needs for our students' families and strategize to meet them, we collect and view the preferred languages of families by regularly running an updated RAPL report in ATS when we are creating mass mailings/messages and inviting families in to meet with us. Additionally, we utilize our guidance services to follow up with students regarding the support services necessary to assist all of them and their families with the consistent and ongoing communication between school and home. In 2011- 2012, FDA I has a limited number of parents/guardians that have self-identified as non-English language preferred individuals: Spanish: 13; French: 8; French-Haitian Creole: 4; Arabic: 4; Akan: 2; Wolof: 2; Hausa: 1; Malinke: 1; Italian: 1. Continuing follow up with these families through our personal connections with families via our guidance services have resulted in none of these families requesting written and oral translation services that cannot be supplied through our in-house support system of foreign language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services. These demographics regarding the low number of parents/guardians at our school who self-identify as preferred non-English language individuals has been the case historically. Therefore, we have traditionally been successfully able to supply the requested written and oral translation services primarily through the above described in-house mechanism with no outreach to the Department of Education's Translation and Interpretation Unit. Whenever, the need for further support may arise, we will outreach to the Department of Education's available services as described below.

Students with mono-lingual parents/guardians who are not fluent in English and who self-identify (or are guided by our staff to self-identify) as requiring additional translation supports beyond what we are able to provide in-house are directed through our guidance services or Parent Coordinator office to complete a Continued Entitlement Form which activates the necessary translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone interpretation and/or document translation whenever the school is not able to provide the necessary translation support.

Through the above described procedures, information regarding the specific interpretation and/or translation needs of our students' families is collected and maintained by our guidance staff in anecdotal and procedural documentation so that it may be easily referred to when communication with families takes place. Additionally, guidance staff, who generally serve as the key point person in communication with families, share critical language support needs information to the rest of the faculty and staff whenever necessary and appropriate. These policies ensure that our commitment to student success through open and ongoing communication with our entire school community is maintained.

Part B: Strategies and Activities

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

Ongoing communication with our non-English language preferred parents/guardians through the guidance staff has resulted in a heightened awareness of families who request and require written and/or oral translation services. Generally, we have successfully supplied all requested written and oral translation services through use of our in-house foreign language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services.

Whenever necessary, the guidance staff work in a timely fashion to supply families with translation services that are not met by our in-house support system. The guidance staff and Parent Coordinator are actively involved in all mailings to families and as such monitor the needs of non-English language preferred families simultaneous with those of our English language families, enabling the provision of all essential school documents to all families in the necessary target language.

The Translation and Interpretation Unit of the DOE will be contacted using a Translation Request Form when the translation and/or interpretation need could be handled in-house at the school level. In the event that we cannot translate in any particular language, we will set up instantaneous translated meetings for parents. We will continue to survey parent needs in terms of written translations.

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.

All oral translation needs for the purposes of communicating on and off-site with non-English language preferred parents/guardians (as identified above in Part A Section 1) are also met through a coordinated effort by our in-house foreign language proficient faculty and staff, parent volunteers, and any necessary outreach by the guidance staff for additional support from the DOE's Translation and Interpretation Unit. Through these efforts, timely provision of interpretation services at group and one-on-one meetings between the school and parents/guardians are supplied upon request when such services are necessary for parents/guardians to communicate with the school and Department of Education regarding critical information about the child's education.

Parent may choose to rely on an adult (older than 18 years) friend/companion or relative for language and interpretation services.

Alternatives to Translation:

When the Translation and Interpretation Unit or the school is temporarily unable to provide required translation into one or more covered languages, FDA I provides, in addition to any other assistance, a cover letter or notice on the face of relevant English language documents shared with the school community in the appropriate covered language(s), indicating how best parents/guardians can request free translation or interpretation of such documents.

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>.

Per Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, FDA I families requiring translation and/or interpretation support (as identified through the processes outlined in Part A, section 1, above) are notified of their rights to translation and interpretation services in target languages (available from <http://schools.nyc.gov/Parents/guardians/NewsInformation/BillofRights.htm>). Additionally, signage in the guidance and Parents Coordinator offices further inform parents/guardians of their right to translation services and delineate the steps to be taken to receive those services should they desire them. Signs for all covered languages were printed from the DOE site located at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

The building safety plan contains procedures for ensuring that parents/guardians in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

Since student population at FDA I does not include more than 10% of children who speak a primary language that is neither English nor a covered language, Section VII (sub-section D) of the Notification Requirements of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services are not applicable. Should this demographic data shift in our school, the Regulations will be revisited by school leadership and adhered to.

If parents/guardians are identified by school staff as requiring further translation and/or interpretation support, or request same, than that which we are able to provide in-house, these families are directed to communicate with the guidance staff to receive further information or pursue inquiries regarding the services offered by the Department of Education through the Translation and Interpretation Unit.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Frederick Douglass Academy Sec	DBN: 05M499
Cluster Leader: 6	Network Leader: Lawrence Block
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 37 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> 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 type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: This direct instruction supplemental program will serve ELLs in grades 6 through 12 who are struggling in their content areas and need additional support to make gains and be college and career ready. The language of instruction will be English and the delivery will take place for about 1 hour (x 4 a week) and ESL appropriate. Using mainly Rosetta Stone material, the 1 ESL certified teacher will be providing the direct instruction and teamteaching when applicable.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers and staff that support the ELLs must be skilled in the delivery of instruction and services to these students. These activities will be provided internally and it is expected to take place weekly for about 1 hour. The topics will include strategies for supporting ELLs in their content areas, collection and analysis of actionable data, intervention design, assessments, etc.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,120	142.45 hours of per session for for ESL and General Ed. teachers to support ELL students: 142.45 hours X \$49.98 (current per session rate with fringe) = \$7,120
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	\$4,080	20 English (US) levels 1-5 Floating Rosetta Stone Classroom Edition Version 3 @ \$204 each
Travel		
Other		
TOTAL	\$11,200	