



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FREDERICK DOUGLASS ACADEMY III

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X517

PRINCIPAL: RAHESHA AMON

EMAIL: RAMON@SCHOOLS.NYC.GOV

SUPERINTENDENT: DONALD CONYERS

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
Rahesha Amon	*Principal or Designee	
William Newman	*UFT Chapter Leader or Designee	
Katherine Figueroa	*PA/PTA President or Designated Co-President	
Fatima Anderson	DC 37 Representative	
Abimbola Akintayo	Student Representative	
Abibatu Sadiq	Student Representative	
Jason Baker	Member/ SLT Chairperson	
	Member/	

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, teachers will design, modify and align curriculum (two units per semester, four for the year) to the Common Core State Standards for ELA and Math.

Comprehensive needs assessment

Improving teacher quality and effectiveness and to improve student achievement in ELA and Math

Instructional strategies/activities

- Four CORE area Department Chairpersons will serve as the experts with this work attending network trainings and outside professional development pertaining to curriculum mapping and unit planning. They will then turnkey the information to their departments.
- Our unit revision process, which consist of strategic stages.
 1. Actual writing of the unit.
 2. Peer revision
 3. Modifications as needed during the implementation process
 4. Revisions made once unit is taught based on student outcomes and teacher reflection.

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- 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;
- Conduct parent workshops with topics that include: meetings that help parents understand the educational accountability, grade-level curriculum and assessment expectations; and technology training to build parents' capacity to help their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development for teachers. This will support the goal because it will allow teachers the time and give them the resources to effectively create these curriculums. Some of these professional development opportunities (e.g. Curriculum 21) focus primarily on helping teachers become highly qualified in ELA and Math by creating units, maps and assessments that are aligned to their curriculum
- Weekly after school Inquiry Team meetings used to create CCSS aligned prompts and rubrics and to monitor students mastery in the standards for grades 7-12

Service and program coordination

- Our network, Network Plus provides a "Think Tank" where teachers throughout the network meet, discuss educational theory and collaborate on

the creation of units aligned to the Common Core State Standards

- Heidi Hayes Jacobs, an affiliate of Curriculum 21 has provided workshops for faculty and school leaders to help in the creation, modification and alignment of units to the Common Core State Standards
- “Teaching Matters” program is implemented over the course of two years that is geared specifically towards aligning curriculum and assisting students to show progress across disciplines.

Budget and resources alignment

- After school per session funds allocated through Title I where additional inquiry meetings that focus on creating measurable rubrics and rigorous lessons and assessments that will help show progress.
- Inquiry kick-off "Great Start for New Beginnings" funded by Title I. “Great Start for New Beginnings” is an after school inquiry that is conducted once a year to start the inquiry process in our school for the year.
- With the use of Title I funding, “Teaching Matters” will be purchased and teachers will have access for two years. This program is designed to help teachers create more effective and rigorous curriculum, units and assessments.

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.

<p>Annual Goal #2 By June 2012, the school community will develop and implement a shared characteristic of instruction and Charlotte Danielson’s Framework for Effective Teaching.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Improving teacher quality and effectiveness• Improve student achievement and outcomes across disciplines
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Principal, Assistant Principals, and Department Chairpersons will provide feedback to teachers following formal observations, informal observations and walkthroughs using the research based rubric• Teachers will participate in a goal setting process focused on the research-based rubric as a measure of growth.• The supervisory process will include standard based pre-observation questions provided to teachers in advance and standard based post-observation conference questions used at both conferences in order to focus the conversation and provide the best support.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Conduct parent workshops with topics that include: understanding educational accountability grade-level curriculum and assessment expectations that align to the framework of Charlotte Danielson• Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• Various opportunities will be provided for new teachers, veteran teachers and potential candidates to be instructed on the implementation of characteristics of instruction and Danielson’s Framework for Teaching• Professional development will center on the framework and models of the framework will be modeled so teachers can see the meaningful purpose of the framework and how it is integrated and benefits our belief system.• External professional development that focus on the development of teaching through the framework and the implementation as well
<p>Service and program coordination</p> <ul style="list-style-type: none">• Our network, Network Plus provides professional development opportunities that focus specifically on shared characteristics of instruction and Charlotte Danielson’s <i>Framework for Teaching</i>. This service allows educators to identify and apply key characteristics of instruction into the school culture with the outcome of improving teacher quality and effectiveness. .

Budget and resources alignment

- The Instructional Team that is involved in a book study using *Enhancing Professional Practice, A Framework for Teaching* by Charlotte Danielson. The purchase of the text and any Professional Development is funded by Title I.
 - Purchased copies of Danielson's *Framework for Teaching* for Lead Teachers, department chairs and highly qualified teachers in order to turn key strategies to the rest of the faculty

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, students will show progress in using evidence to support arguments in ELA as evidenced in the Common Core State Standards for grades 7-12

Comprehensive needs assessment

Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

- Teachers will develop and study a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and supporting evidence Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to supporting arguments
- Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim

Strategies to increase parental involvement

- Provide materials to help parents understand the CCSS
- 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 in regards to the CCSS.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development for teachers. This will support the goal because it will allow teachers the time and give them the resources to effectively create these curriculums
- Weekly department meetings that help to strengthen the curriculum and further align the units with the Common Core State Standards
- Weekly after school Inquiry Team meetings used to create CCSS aligned prompts and rubrics and to monitor students mastery in the standards for grades 7-12
- NCTE (National Council for Teachers of English) conference available for teachers in the specific content area in an effort to continuously refine their teaching so that it impacts student learning.

Service and program coordination

- Network training for teachers and parents at after school, weekly and weekend meetings to discuss Common CORE Standards based assessments to develop solutions for increasing student achievement.
- Bi-weekly "Think Tank" meetings are offered through the network focusing on the application of the Common Core State Standards and argumentative writing to the units and curriculum.

Budget and resources alignment

- After school per session inquiry meetings funded by Title I, that focus on creating measurable rubrics and rigorous lessons and assessments that will help show progress.
- Inquiry kick-off "Great Start for New Beginnings" allocated by Title I funding. "Great Start for New Beginnings" is an after school inquiry that is conducted once a year to start the inquiry process in our school for the year.
- Consumable workbooks that will assist students in gaining mastery of the skills that are tested of the state exam and the Regents.
- Mentoring and professional development for ELA teachers that help implement strategies to improve student achievement

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, staff's ability to prevent disciplinary problems by establishing a culture for learning and creating an environment of respect and rapport will be developed.

Comprehensive needs assessment

- The needs assessment is overall improvement in school culture and environment. According to the recent survey and quality review, this is a need in which we look to become stronger.

Instructional strategies/activities

- Key stakeholders will establish a student Intervention Team to identify students whose behavior problems stem from academic differences.
- Key stakeholders will establish an Instructional Support Team who will be trained by psychologists on how to identify triggers, address and refer student's families to partner agencies for assistance.
- Weekly meeting with the discipline team to discuss and address obstacles, pitfalls as they occur.
- Daily planning and afternoon debriefing to discuss incidences/occurrences and develop a plan of action.

Strategies to increase parental involvement

- Provide 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
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- COMP training provided by the program *Turn Around for Children* instructs teachers on behavioral triggers and how to prevent various discipline problems both in the classroom and the school community in order to help teachers become highly qualified

Service and program coordination

- Morningside, a local service trains student leaders to be effective school leaders, in an attempt to curtail discipline issues. This program along with the help with the Discipline Associates and faculty helps to create a culture of community in the school.

Budget and resources alignment

- Budgetary decision to hire Community and Discipline Associates hired to help regulate discipline. This is allocated through TL FSF.
- *Turn Around for Children* collaboration assisting in preventing disciplinary problems and creating an environment of respect and rapport is

funded by Title I.

- The *File Maker* data gathering system and the *Jupiter Grades* online grading software already employed by the school will build our capacity to share student performance data with parents to facilitate reciprocal discussions regarding student achievement which are both funded by TL FSF.

ANNUAL GOAL #5 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 #5

By June 2012, students will show progress in writing a thorough explanation of their work in mathematics.

Comprehensive needs assessment

Improving student performance in order to meet the rising effective AMO

Instructional strategies/activities

Teachers meet weekly in department teams to develop tasks, grade student work according to the rubric, and analyze the data collectively. Teacher teams use the data to inform instruction and come up with writing strategies in math.

Strategies to increase parental involvement

- Conduct parent workshops with that address the understanding educational accountability for curriculum and assessment expectations in mathematics
- Facilitating parent/student activities such as “Family Math Night” that fosters an appreciation in mathematics for both student and parent.

Strategies for attracting Highly Qualified Teachers (HQT)

- Monthly content specific professional development is offered to highly qualified math teachers in an attempt to retain them. The teachers in these PD’s focus on Depth of Knowledge, Danielson’s framework and higher order thinking in order to help students understand and show growth and progress in the content area.
- Weekly after school Inquiry Team meetings used to create CCSS aligned prompts and rubrics and to monitor students mastery in the standards for grades 7-12
- NCTM (National Council for Teachers of Mathematics) conference available for teachers in the specific content area in an effort to continuously refine their teaching so that it impacts student learning.

Service and program coordination

- Network training at after school, weekly and weekend meetings to discuss Common CORE Standards based assessments and protocols that will develop solutions for increasing student achievement.
- Monthly after school inquiry meetings that focus on creating measurable rubrics and rigorous lessons and assessments that will help show progress in addition to creating CCSS aligned prompts and rubrics and to monitor students mastery in the standards for grades 7-12.

Budget and resources alignment

- Consumable workbooks for Geometry and Algebra and for Regents Prep are allocated through TL FSF.
- Mentoring and professional development for math teachers that help implement strategies to improve student achievement which is funded by Title I and TL FSF.

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								
7	12	20					15	
8	27	20	17					
9	6	5	12	4				
10	5	7	8	7	51			
11	5	10	10	8	49			
12					38			

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>Frederick Douglass Academy III English Language Arts Academic Intervention Services are offered during and after school during extended time one day per week 6-8. Students are placed in groups of 10 or less based on their ELA scores from the previous school year and baseline assessments upon entering in September 2011. The interventions that the students receive vary based on their scores and baseline assessment. Students that scored in the 1's and the lower level 2's receive more individualized instruction and students that scored in the higher-level 2's receive small group instruction. FDA III utilizes the various NYS Coach ELA Books that meet the individual student need on their instructional level. FDA III has also implemented the use of the Wilson Reading Program for our Special Education population that has learning disabilities.</p> <p>At the high school level (9-12) students receive AIS in English two times per week after school during extended day. AIS in English are determined by Graduation requirements/most recent Regents grade, performance during the previous academic year and/or by teacher recommendation.</p>
Mathematics	<p>Frederick Douglass Academy III Mathematics Academic Intervention Services are offered during and after school during extended time three days per week for grades 7 and 8. The Math department has analyzed the Math State Exam scores from 2011, with an Item Analysis. After finding trends and identifying students that are level 2s in the middle school exams, students are placed in assigned groups of 10 students and these groups focus primarily on areas in which students struggle the most.</p> <p>At the high school level (9-12) students receive AIS in Mathematics three times per week after school during extended day. Upperclassmen with no passing Regents scores, especially those who scored in the 55-64% receive programs for Extended Day tutoring. The students also have the opportunity to receive tutoring from their teachers during their lunch, if they feel they need extra help. The Integrated Algebra Regents Prep class,</p>

	follows a curriculum based on the most commonly tested and missed concepts according to our item analysis.
Science	<p>Frederick Douglass Academy III Science Academic Intervention Services are offered after school during extended time three days per week for grade 8. Students are placed in groups of 10 or less based on their baseline assessment upon entering in September 2011 and they receive test prep for the Grade 8 Intermediate Science Exam.</p> <p>At the high school level (9-12) students receive Academic Intervention Services in Science three times per week after school during extended day. AIS in Science are determined by graduation requirements, most recent Regents grade, and performance during the previous academic school year. During this time students have an opportunity to earn additional science credits and make up labs to fulfill the state mandated 1,200-minute lab requirement to ensure their success on Science Regents Exams.</p>
Social Studies	Frederick Douglass Academy III Science Academic Intervention Services are offered after school during extended time three days per week. At the high school level (9-12) students receive AIS services in Global or US History two times per week during after school during extended day. AIS services in Global or US History are determined by their Graduation requirements/most recent Regents grade, by their performance during the previous academic year and/or by teacher recommendation.
At-risk Services provided by the Guidance Counselor	At the high school level there is a full time Guidance Counselor who is readily available for all relevant guidance services on an as needed basis.
At-risk Services provided by the School Psychologist	There is a full-time school based support team on staff that provides psychological services on an as needed basis.
At-risk Services provided by the Social Worker	The social worker ensures that the students are receiving the appropriate services; provides individual and group counseling regarding academic readiness, study and test taking skills, goal setting, and make referrals when needed.
At-risk Health-related Services	There is a full-time nurse in the building and she provides health related service on an as needed basis. She also has all 504 accommodations on file.

FREDERICK DOUGLASS ACADEMY III (09x517)
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 along with Common Core Learning Standards and aligned curricula;
- 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;

FREDERICK DOUGLASS ACADEMY III (09X517)
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.

School DBN: 09X517 School Name: Frederick Douglass Academy III

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

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

Category: Basic Focused Comprehensive

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

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

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

Math (High School): The high school Math Performance Index did not meet the AMO for our African American population. We have identified those scholars and have established academic support groups. The school has established various assessments to identify individual issues. The assessments are an initial benchmark assessment of the course as well as unit assessments that identify the learning goals that need additional support for the scholar.

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

Math (High School): The academic improvements for our identified scholars are, extended day intensive. Our extended day schedule reflects those low scoring scholars on these assessments. Academic Interventions also include small group intensives during the lunch period (lunch and learn). We have started an after school program designed to provide more small group instruction to those identified scholars and their deficient learning goals.

Part B: For Title I SINI Schools Only

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

Some of the funds are being utilized to pay for the Department Chairs that are Lead Teachers to work with their departments (Math) to improve their quality of instruction to be more highly effective. We have an F-Status Mentor to mentor new teachers in Math and their delivery of instruction.

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

The Math Department meets twice a week to work on curriculum and our current Math Goals.
The Math Department also meets during their Inquiry time to develop HOT (higher order thinking) tasks for all of the Math classes/courses

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

We will be sending out the notification of our SINI status to all of our parents in the home language identified for their household. We will send the notice home via the scholar and in the mail.

**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 Jose Ruiz	District 9	Borough Bronx	School Number 517
School Name Frederick Douglass Academy III			

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

Principal Rahesha Amon	Assistant Principal Francis G. Cassidy, Jr.
Coach N/A	Coach N/A
ESL Teacher Sheridan Francis Honore	Guidance Counselor Tioly Capellan
Teacher/Subject Area Jason Baker/ELA	Parent Katherine Figueroa

Teacher/Subject Area Amanda Janulis/Math	Parent Coordinator Jean Hill
Related Service Provider Isabel Scher/Guidance	Other N/A
Network Leader Larry Block	Other N/A

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	2
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	30
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	547	Total Number of ELLs	34	ELLs as share of total student population (%)	6.22%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.
- 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.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

When a parent or guardian enrolls a new student, they are given a form called the Home Language Identification Survey (HLIS). The Home Language Identification Survey is one of the tools used to determine the child's eligibility for ELL services. The answers provided on the HLIS let us know what language the child is most comfortable speaking at home with family members. It also assists the school in establishing ongoing communication with the parent or guardian. We ask the parent what language they would prefer to communicate with the school staff in. Once a licensed pedagogue completes the HLIS with the assistance of the parent, and it is determined that the child's home language is not English, an informal interview is conducted in English by our licensed ESL teacher/ESL coordinator,

Sheridan Francis Honore. Mr. Honore has ten years experience working as an ESL teacher with the New York City Department of Education. An interview is also conducted by a licensed pedagogue in the student's native language. We have several licensed pedagogues currently on staff at Frederick Douglass Academy III who speak Spanish, French and several tribal languages currently in use in sub-Saharan Africa.

If the student speaks little or no English, they're administered a test called the Language Assessment Battery Revised (LAB-R) within ten (10) days of attendance. The LAB-R is used by the New York City Department of Education to determine a new student's placement for ELL services. The test measures their current level of proficiency in the following areas: listening comprehension, reading, writing and speaking. If the student qualifies for ELL services, the parents are informed of all programs available to ELLs.

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

Every spring, ESL students are administered the New York State English as a Second Language Assessment Test (NYSESLAT). This test is used to determine the amount of progress students have made in their ability to read, write, speak and understand the English language. The test is administered by Sheridan Francis Honore, a pedagogue licensed in ESL at Frederick Douglass Academy III. ATS reports including the RLAT and the RNMR are used to gauge individual ESL students' progress from last year. These reports contain the students' NYSESLAT scores from previous years. The NYSESLAT score is broken down into four categories: listening, speaking, reading and writing. The NYSESLAT is administered over a one month period. This year, the NYSESLAT administration will begin in mid-April. The listening comprehension portion of the assessment is given first with the other parts to follow. The NYSESLAT is scored according to a rubric provided by New York State. Students who score beginning, intermediate, or advanced levels will continue to receive ESL services. However, if a student scores proficient, he or she is placed in the general education program. The performance data on this exam is used by the ESL and English teachers to drive instruction.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained								4	6	13	11			34
Push-In														0
Total	0	0	0	0	0	0	0	4	6	13	11	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	16

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	0	1	10	0		16	0	1	34
Total	8	0	1	10	0	0	16	0	1	34

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
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	
	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																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
TOTAL	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								3	6	9	9			27
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French										1	2			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	4	6	11	13	0	0	34						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction is delivered according to the mandated number of units stated in the NYS CR Part 154. We currently have one (1) beginner in middle school and two (2) in high school. The middle school student will receive 360 minutes of service per week, while the high school students will receive 540 minutes of service per week. Our school has four (4) intermediate students in middle school and thirteen (13) in the high school. Both groups will receive 360 minutes of services per week. In addition, we have four (4) advanced students in the middle school and six (6) in the high school. These students are required to receive 180 minutes of services per week. In order to meet the needs of our ELL population, Frederick Douglass Academy III is implementing both a push-in and self-contained models. The self-contained classes are ungraded classes providing services to grades 7-12. This class is heterogeneous; however, the students are grouped in homogenous groups within the class based on their NYSESLAT modalities. The push-in sessions are delivered to students in grades 7-8 instruction differentiated according to content and language ability, as the sub-groups are divided by grade level. Beginning and intermediate students will have a combination of push in and self contained class services in order to meet the required service hours. Each student is scheduled a class period of ESL per day that is designated advanced. Similarly, the intermediate and beginning students receive 2-3 classes of ESL respectively. This is aligned with the states Language Allocation Policy for Free Standing ELL Programs.

The Assistant Principal, Mr. Francis G. Cassidy oversees programming and scheduling for our school. He works closely with the programming team and the special needs departments to ensure that all students with special needs are serviced. This year the ELLs will be serviced by Sheridan Francis Honore, a licensed ESL teacher.

We use strategies such as activating schema through the use of word association, KWL and anticipation guides. We use charts and visuals that will allow the student to understand unfamiliar concepts. In addition, we expose students to new vocabulary through challenging text. Our ESL population use similar strategies since their data shows their deficiencies are with reading and writing as well. The students also receive umbrella curriculum encompassing ELL and ELA standards in their curriculum. Some of the strategies used to provide scaffolding into the content classes are the use of comprehensive input so that the student's content is made relevant. Strategies that develop out of QTEL (Quality Teaching for English Learners) drive the curriculum for the ELL Program. Additionally, the ELL coordinator provides the English department with updates for the progress of the students in the content classes.

For ELLs identified as having special needs, conferences are organized with the Special Education instructors to discuss and implement support for students until they reach proficiency on the NYSESLAT. ELLs are monitored by interim assessments that mirror the State and

A. Programming and Scheduling Information

Regent exams, quizzes, running records, etc. Based on the data from these assessments individual plans are created for students.

Courses Taught in Languages Other than English

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

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

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

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

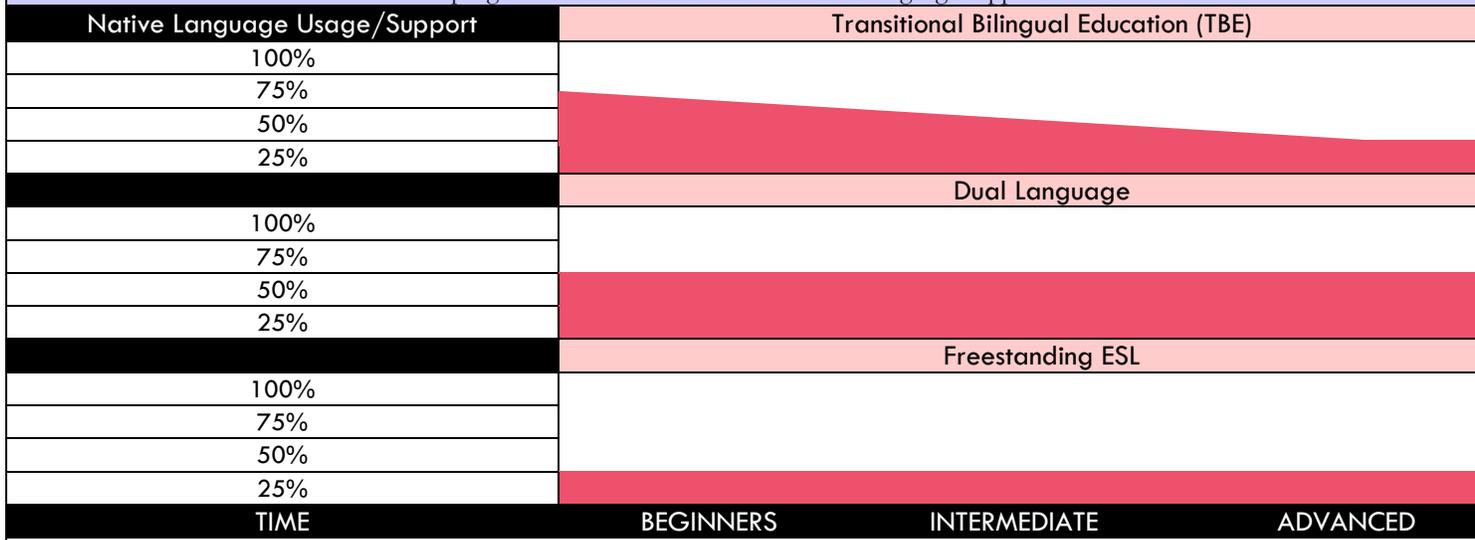
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

This year, with the increase in scale scores per level, we are focusing on strategies that will help students increase their performance and progress on state ELA and Math exams. Since reading and writing are the modalities that ELL students struggle with, these are the areas that we are focusing on. Based on ELA and Math baselines given this year it is evident that reading comprehension and writing are issues in grades 7 – 12.

Students who have reached proficiency on the NYSESLAT exam will be supported by their ELA teacher. In addition, former ELLs will be provided with enrichment classes during the extended day session. ELLs who feel the need are more than welcome to consult with the ESL teacher if they feel the need for extra help with assignments in their ELA class.

All ELL's in our school are afforded equal access to all school programs. There are numerous extra-curricular activities that ELLs have the opportunity to participate in. These include soccer, knitting, chess, track, art, band and student government. All students know about the existence of these clubs through bulletin board postings. All students, ELLs and mainstream, are only allowed to participate in extra-curricular activities if they have a grade average of 75 or higher.

The ESL program uses the core subject area texts to reinforce and supplement instruction in these areas. Required services are provided to our ELL scholars based on their grade level and proficiency in their native language and English.

FDA III offers several targeted interventions to our ELL scholars such as AIS/Extended Day.

The language elective offered to the ELLs is Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our ESL teacher/coordinator conducts professional development for General Education teachers who are servicing our ELL population. These professional development sessions are designed to provide strategies that core subject teachers can incorporate in their lessons that will help ELL students with comprehension. These sessions are held during division meetings once per month. The ESL teacher attends the English department meetings weekly where he provides input on ELL scholars (improvements, weaknesses, strengths, etc). Our ESL teacher also drops in on ELL students in their ELA classes on a regular weekly basis. This is an opportunity for the ESL teacher to see first hand how the students are performing in the ELA class and to hear what teachers have to say about the student's performance in the class. Teachers are also encouraged to take advantage of BETAC trainings/workshops which address the needs of ELLs, best practices and NYSESLAT trainings. At the beginning of the school year on September 2, all staff received 7.5 hours of ELL training. The agendas and attendance records for this meeting are on file.

E. Parental Involvement

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

With the assistance of our tireless parent coordinator, Ms. Jean Hill, we have made several attempts to reach out to parents.

A number of methods are used to reach them. Flyers are sent home on a regular basis. Frederick Douglass Academy III also uses digital age technology as a part of its outreach efforts: we're on Facebook and we also use mass messaging. Monthly parent association meetings are also part of our ongoing outreach efforts. This year, we have a new program called Turn Around. Turn Around is a program that offers health and social services to the parents of our students.

In early September we hosted a Back to School Night. This was an opportunity for parents to meet our teachers. The department heads introduced themselves to the parents over dinner. Later on that evening, teachers provided parents with specific details of what their children will learn this year.

Our school evaluates the parents' needs by using the Parent Survey. The administrative team reviews the survey results carefully and puts protocols in place to address these needs. Unfortunately, we do not receive the support we would like from the parents. It is a struggle to get parents to come in because many of them work and their weekends are utilized to prepare for the next week. However, our efforts to reach out to parents continue.

We understand that many of the parents of our ELLs are not fluent in English. We have several staff members who are able to provide translation services for the parents who need them. Also, as a result of the Home Language Identification Survey (HLIS) which was written about earlier, we make sure that letters are sent home to parents in the language of their choice. Our parental involvement activities are designed with one primary goal in mind: to make parents feel that we partners in educating their children. We recognize that some parents, due to a lack of fluency in the English language, may feel somewhat intimidated about taking an active role in their child's education. We hope that our parental involvement activities make it clear that we are here to serve them and that we are equal partners in the task of educating their children.

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	4				6
Intermediate(I)								2	2	7	4			15
Advanced (A)								2	2	2	7			13
Total	0	0	0	0	0	0	0	4	6	13	11	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	2	2			4
8	2	4			6
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		3						4

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	3		3	
Physics				
Global History and Geography				
US History and Government				
Foreign Language		2		2
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor’s Regulations – for all schools

DBN: 09X517 **School Name:** Frederick Douglass Academy III

Cluster: 601 **Network:** 601

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.

When a parent or guardian enrolls a new student, they are given a form called the Home Language Identification Survey (HLIS). The Home Language Identification Survey is one of the tools used to determine the child's eligibility for ELL services. The answers provided on the HLIS let us know what language the child is most comfortable speaking at home with family members. It also assists the school in establishing ongoing communication with the parent or guardian. We ask the parent what language they would prefer to communicate with the school staff in. Once a licensed pedagogue completes the HLIS with the assistance of the parent, and it is determined that the child's home language is not English, an informal interview is conducted in English by our licensed ESL teacher/ESL coordinator, Sheridan Francis Honore. Mr. Honore has ten years experience working as an ESL teacher with the New York City Department of Education. An interview is also conducted by a licensed pedagogue in the student's native language. We have several licensed pedagogues currently on staff at Frederick Douglass Academy III who speak Spanish, French and several tribal languages currently in use in sub-Saharan Africa. We have 34 parents of ELLs at Frederick Douglass Academy III. Twenty-seven of our parents are Spanish speaking, 3 speak French, 2 are Arabic speakers, 1 parent speaks Chinese and one parent speaks Tri, a language found in Ghana in West Africa. Most of our parents do not need written translation. However, as a general rule, when correspondence such as a continuation letter is sent out, we generally send out these letters in the family's first language. Information about families and their first languages is shared with other staff at department meetings.

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.

One of the things that we found is that the majority of our parents fall into two language groups: Spanish and French. We also have parents with Arabic as a first language.

Part B: Strategies and Activities

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

The section of the New York City Department of Education website dealing with English Language Learners is very helpful when it comes to providing parents with documents in their first language. For example, the ELL section of the website contain copies of placement, eligibility and continued eligibility letters in several foreign languages. Also, the Department of Education has an office that offers translation services for schools.

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

Oral interpretation services are provided by people on staff here at Frederick Douglass Academy III. We have people on faculty and staff here who speak Spanish, French and a few tribal languages currently in use in Sub-Saharan Africa.

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>.

When we first meet with parents, they are made aware that there are translation services available. The Translation and interpretation unit will translate documents as necessary. However, in the event the Translation and Interpretation unit is unable to translate a document, the document is given to the parents in English with a cover letter in the appropriate language.

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 III	DBN: 09X517
Cluster Leader: Jose Ruiz	Network Leader: Larry Block
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):

Before school After school Saturday academy Other: _____

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 30

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: Frederick Douglass Academy III has a student population of 547 students out of which 34 are ELLs. The Title III program will focus on the Intermediate and Advanced ELLs since they make up the largest percentage of our ELL population. In an effort to provide additional support for our ELLs, we are implementing an ELL After School Program. These programs will be taught by a certified ESL teacher and English Language Arts teacher. Our Program will focus on developing language by using SIOP and QTEL strategies to increase listening, speaking, reading and writing skills. Our After School Program will be from 3:15pm-5:15pm Tuesday - Wednesday. The teachers will use NYSESLAT test prep workbooks as well as progressive coach books to develop reading and writing skills. This program will run until June 14, 2012. We also have a Saturday enrichment program for ELLs. The Saturday program will run until June 16, 2012.

The school's English Language Learner population is comprised of 34 ELLs where parents opted for the Freestanding ELL program. As a result, Frederick Douglass Academy III does not have a Transitional Bilingual Education program or Dual Language program. The Freestanding ELL program is designed around the needs of the students. Throughout the day the ELL students receive both push-in and pull-out services. The ESL teacher is a licensed and certified TESOL instructor and provides academic English specifically designed for the ELL population.

Part C: Professional Development

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: The school provides ELL teachers with the opportunities for professional development in order to service ELL scholars. Teachers can take advantage of BETAC trainings/workshops which address the needs of ELLs, best practices and NYSESLAT trainings using data.

Also, professional development workshops are done monthly at Frederick Douglass Academy for the English Language Arts teachers who work closely with ELLs. The following is a list of recent professional development topics: Literacy and Decoding Skills for ELLs; Using Double Entry Journals with ELL's; The Family Tree: An Oral History Project for ELLs.

Mr. Sheridan Francis Honore is the pedagogue licensed to teach ESL in grades K-12. He will be sent to numerous PD's throughout the year.

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: We have made several attempts to reach out to parents.

A number of methods are used to reach them. Flyers are sent home on a regular basis. Frederick Douglass Academy III also uses digital age technology as a part of its outreach efforts: we're on Facebook and we also use mass messaging. Monthly parent association meetings are also part of our ongoing outreach efforts. This year, we have a new program called Turn Around. Turn Around is a program that offers health and social services to the parents of our students. In early September we hosted a Back to School Night. This was an opportunity for parents to meet our teachers. The department heads introduced themselves to the parents over dinner. Later on that evening, teachers provided parents with specific details of what their children will learn this year.

Our school evaluates the parents' needs by using the Parent Survey. The administrative team reviews the survey results carefully and puts protocols in place to address these needs. Unfortunately, we do not receive the support we would like from the parents. It is a struggle to get parents to come in because many of them work and their weekends are utilized to prepare for the next week. However, our efforts to reach out to parents continue.

We understand that many of the parents of our ELLs are not fluent in English. We have several staff members who are able to provide translation services for the parents who need them. Also, as a result of the Home Language Identification Survey (HLIS) which was written about earlier, we make sure that letters are sent home to parents in the language of their choice.

Part D: Parental Engagement Activities

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
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)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____