



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FREDERICK DOUGLASS ACADEMY VII HIGH SCHOOL

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

PRINCIPAL: JESSICA ENDLICH

EMAIL: JENDLICH@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TAMIKA MATHESON**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jessica Endlich	*Principal or Designee	
Bijoun Jordan	*UFT Chapter Leader or Designee	
Rhotaunda Hanson	*PA/PTA President or Designated Co-President	
Rachel Mitchell	DC 37 Representative, if applicable	
Christal Dewberry Elizabeth Hanson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keith Burns	Member/CSA	
Marion Dewberry	Member/Parent	
Freddie Bailey	Member/Parent	
Terri Collins	Member/Parent	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

- On our 2012-2013 Progress Report, we will increase the percent of students earning 10+ credits in Years 1, 2, and 3 to at least 70%.

Comprehensive needs assessment

- In 2011-2012, our Progress Report showed credit accumulation of 10+ credits at 63.3% for Year 1, 57.3% for Year 2, and 50% for Year 3. We earned a D for Student Progress.
- In 2010-2011, our Progress Report showed credit accumulation of 10+ credits at 80% for Year 1, 60% for Year 2, and 63.8% for Year 3. We earned a B for Student Progress.
- Credit accumulation is directly related to promotion and on-time graduation. Passing scores in classes also sets students up for greater chances of Regents success.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups
1. All teachers are members of an Inquiry Team, which looks at student work to look for areas of strength and deficiency. Teachers collaborate to plan instructional adjustments, use the adjustments in class, and look at a second set of student work to measure progress and effectiveness of their strategies.
 2. Credit intervention is held in the third marking period of each term, with students enrolled in morning tutoring and also engaged in after school credit intervention sessions to achieve passing scores for the marking period.
 3. Morning tutoring is put onto student schedules and utilized for students who fail term 1 and/or who failed their fall final in Regents-terminating classes. Teachers utilize alternative teaching strategies, one-on-one intervention, and use of technology to help address gaps in student understanding.
 4. Child study team is convened for students who have not been receptive to lesser interventions. Students and parents meet with Child Study Team to determine root of difficulties and to brainstorm plans to help child succeed going forward.
 5. All students in Grades 9 through 11 attended Grade Level Assemblies in January 2013 to talk about transcripts, high school graduation requirements, college readiness metrics, and Regents exams. Class-level meetings with guidance will offer step-by-step instruction on reading transcripts and understanding graduation requirements. Progress to Graduation tracking sheet will be utilized.
 6. Jupiter Grades online grade book is utilized so students and parents can monitor daily progress in courses.
 7. Administrators are engaging all teachers in short, frequent cycles of observation to assure that teacher instruction is aligned to NY State standards and to support teachers as necessary in meeting these goals.
 8. All students with disabilities are receiving instructional support, in the form of team teaching, resource room, reduced class size, support services, or paraprofessional assistance to help them meet NY State requirements.
- b) key personnel and other resources used to implement these strategies/activities,
1. Teachers engage in Inquiry Teams; administrators facilitate meetings and advise when necessary.
 2. All teachers engage in morning Credit Intervention. Teachers self-select to hold afterschool credit intervention sessions as well (for per session).
 3. Teachers determine lists of students to attend morning tutoring and use final exam score tracker to track Regents-level success. Programmer puts morning sessions onto schedules.
 4. Child Study Team is led by AP Damon and consists of guidance counselors, dean, Mr. Mensah, and referring classroom teachers. Additional service providers are included on a child-by-child basis.
 5. Guidance counselors run Grade Level Assemblies and classroom transcript visits. Event coordinated by administrative team.

- 6. Jupiter Grades is maintained by all general education and special education teachers; administrators and counselors have access to view all student data.
 - 7. Principal Endlich and AP Burns are conducting all short, frequent cycles of observation, with support from Emily Hurst, CFN 611.
 - 8. Special education services are provided by licensed teachers, counselors, paraprofessionals, and other service providers; they are supervised (informally) by Special Education Coordinator and formally by administrators.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Teachers have been involved in each step of this process. As indicated above, they use data to select their own students for morning tutoring, credit intervention, etc. They were part of a Town Hall regarding the Progress Report grade and our troubles with credit accumulation; through this meeting came numerous intervention strategies they're utilizing in their classrooms. Teachers are engaged in Inquiry Work and lead their own team meetings, using templates provided by Network 611.
- d) timeline for implementation.
- 1. Inquiry Teams meet every Monday morning for 50 minutes.
 - 2. Credit Intervention is held in the third marking period of the semester.
 - 3. Morning tutoring is held twice per week throughout the entire school year. Updates to the list are done in the fall and spring terms, with changes occurring during the third marking period of each term for credit intervention.
 - 4. Child study team meets twice per month for 1+ hour.
 - 5. Grade Level Assemblies occur in January. Classroom visits will occur after Term 1 ends for transcript review.
 - 6. Jupiter Grades online grade book allows parents and students 24/7 access to current grades for every course.
 - 7. Short frequent cycles of observation occur at least 4 times per year for each teacher.
 - 8. Students with disabilities receive services based on their Individualized Educational Plans.

Strategies to increase parental involvement

- Welcome Back Curriculum Night held in September; all parents given a FDA VII Handbook.
- Monthly Principal's Newsletter is mailed at the start of each month and provides information such as credit accumulation, college readiness standards, Regents exams, etc.
- Transcript Review Nights held in fall and spring for parents to sit one-on-one with administrator or counselor to review child's transcript and progress to graduation.
- Information sessions from principal at monthly PA meetings.
- Full staff participation on Open School Night and Afternoon during both terms.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - Select the fund source(s) that your school is using to support the instructional goal.
- Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Jupiter Grades online grade book is purchased with Title 1 funding, as are supplemental textbooks and/or workbooks that aid in student understanding of course content.
- NYSTL Hardware is used for technology upgrades utilized by some teachers during intervention strategies, while NYSTL Textbooks are used to update class resources.
- Title I Parent Involvement 1% funds and supports our PA meetings, Curriculum Night, and other academic parent events after school and on weekends.
- Title I SWP funding is used to pay per session for teachers running Credit Intervention in non-contractual time.
- Contractual morning tutoring and inquiry team time is funding as part of teacher salaries, which are primarily Tax Levy funded.
- AP guidance is funded centrally through ATR pool.
- Additional instructional support is provided in 5 teachers' classrooms through centrally funded teaching residents (8 total).

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

- On our 2012-2013 Progress Report, we will increase our 4 Year Graduation Rate to at least 70%.

Comprehensive needs assessment

- In 2011-2012, our Progress Report showed a 4 Year Graduation Rate of 63.3%. We earned a B for Student Performance.
- In 2010-2011, our Progress Report showed a 4 Year Graduation Rate of 76.9%. We earned an A for Student Performance.
- A 4 Year Graduation Rate of 70% would be midway between last year's and the previous year's graduation rate. Given that credit accumulation for Year 3 students was low last year, it would be unrealistic to bring graduation rate up to its previous year's higher level.
- During the 2011-2012 school year, students did not graduate in four years based on the following reasons:
 - 8 entered the school year woefully far behind, with 9th or 10th grade status, and were unable to accumulate the additional 20+ credits needed for graduation and/or had numerous missing Regents exams
 - 2 had all required credits but were missing required Regents exams
 - 7 had credit deficiencies
 - 4 had a combination of credit deficiencies and Regents exams that could have been completed during senior year but were not
 - 6 dropped out prior to June 2012

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
1. All students and parents are invited to a transcript review evening in fall and spring.
 2. Graduation-in-doubt meetings will be held in the fall and spring, with both morning and evening appointments available for all students and their parents in the graduation cohort.
 3. Students in jeopardy of not graduating on time were assigned a mentor (teacher, counselor, or administrator) who checks in on their progress throughout the school year.
 4. Morning tutoring is put onto student schedules and utilized for students who fail term 1 and/or who failed their fall final in Regents-terminating classes. All teachers offer tutoring before school, twice per week, to address areas of student weakness. Some teachers voluntarily offer tutoring after school, during lunch, and on non-mandatory mornings as well. Teachers utilize alternative teaching strategies, one-on-one intervention, and use of technology to help address gaps in student understanding.
 5. Jupiter Grades online grade book is utilized so students and parents can monitor daily progress in courses.
 6. School administrators are engaging all teachers in short, frequent cycles of observation to assure that teacher instruction is aligned to NY State standards and to support teachers as necessary in meeting these goals.
 7. All students with disabilities are receiving instructional support, in the form of team teaching, resource room, reduced class size, support services, or paraprofessional assistance to help them meet NY State requirements.
 8. Credit intervention is held in the third marking period of each term, with students enrolled in morning tutoring and also engaged in after school credit intervention sessions to achieve passing scores for the marking period.
- b) key personnel and other resources used to implement these strategies/activities,
1. Transcript review night is staffed by counselors and administrators.
 2. Graduation-in-doubt meetings are held with the College Advisor, Senior Guidance Counselor, and Principal.

3. Mentoring program is run by AP guidance and staffed with volunteer faculty mentors, including college advisor, administrators, teachers, and counselors.
 4. Teachers determine lists of students to attend morning tutoring and use final exam score tracker to track Regents-level success. Programmer puts morning sessions onto schedules.
 5. Jupiter Grades is maintained by all general education and special education teachers; administrators and counselors have access to view all student data.
 6. Principal Endlich and AP Burns are conducting all short, frequent cycles of observation with support from Emily Hurst, CFN 611.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Teachers serve as volunteer mentors to senior students in jeopardy of not graduating on time. They interact with their students daily and have direct impact on the quality of instruction students receive toward credit accumulation and Regents exam passing. Through informal relationships, teachers play a role in helping students through hard academic times and inspiring them to do well.
- d) timeline for implementation.
1. Transcript Review nights are held twice per year, once each term.
 2. Graduation-in-doubt meetings are held in fall and spring.
 3. Student mentoring takes place at the teacher's discretion, with the goal of meeting with your mentees at least once every two weeks throughout the year.
 4. Morning tutoring is held twice per week throughout the entire school year. Updates to the list are done in the fall and spring terms, with changes occurring during the third marking period of each term for credit intervention.
 5. Jupiter Grades online grade book allows parents and students 24/7 access to current grades for every course.
 6. Short frequent cycles of observation occur at least 4 times per year for each teacher.
 7. Students with disabilities receive services based on their Individualized Educational Plans.
 8. Credit intervention is held in the third marking period of each of the two terms.

Strategies to increase parental involvement

- College Advisor is in regular contact with all graduating seniors' parents, providing support in the college application process as well as academic updates, as needed.
- Transcript Review Nights held in fall and spring, as well as Graduation-in-Doubt meetings; each of these conferences is held with parent and student both.
- Financial aid meeting to support parents in preparing for students to attend college.
- Information sessions from principal at monthly PA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Jupiter Grades online grade book is purchased with Title 1 funding, as are supplemental textbooks and/or workbooks that aid in student understanding of course content.
- NYSTL Hardware is used for technology upgrades utilized by some teachers during intervention strategies, while NYSTL Textbooks are used to update class resources.
- Title I Parent Involvement 1% funds and supports our PA meetings, Curriculum Night, and other academic parent events after school and on weekends.
- Title I SWP funding is used to pay per session for teachers running Credit Intervention in non-contractual time.
- Contractual morning tutoring and inquiry team time is funding as part of teacher salaries, which are primarily Tax Levy funded.
- AP guidance is funded centrally through ATR pool.
- Additional instructional support is provided in all senior English classes and college essay writing course through centrally funded teaching residents (2) partnered with senior English teacher.

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, we will achieve a yearly attendance rate of 87.7% according to our ATS reports.

Comprehensive needs assessment

- According to last year's ATS reports, provided by the network, we achieved an attendance rate of 87.3%.
- Poor attendance makes it harder for students to pass their classes (as noted on scholarship reports after each marking period), accumulate credit (as noted in Goal 1, above), and graduate on-time in 4 years (as noted in Goal 2, above).
- Lingering 407 cases for long-term absences (~15, weekly) brings down daily attendance rate and rate for the year.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 1. Weekly meeting between principal, attendance teacher, and attendance coordinator will address 407 concerns. 407 cases will be handled using attendance postcards; phone outreach; home visits; planning interviews; and facilitation of transfer to alternative schools, DOE GED programs, schools with LYFE centers, or schools closer to home in case of travel hardship.
 2. Recognize not only students with perfect attendance, but also those with the most improved attendance on a monthly basis. Both distinctions will be recognized on bulletin boards near the main office and certificates at award ceremonies.
 3. Conduct specialized and targeted outreach to students with marginal attendance, between 70 and 80%, to encourage improved attendance.
 4. Utilize strategies and incentives to increase attendance on typical low-attendance days such as the day preceding a holiday, short weeks with only one or two school days, former February break holidays reduced by Hurricane Sandy, etc.
 5. Schedule wake-up calls for students who arrive late to school.
 6. Fully utilize CAASS system and Phone Messenger to target not only absences but also lateness to school and to class.
 7. Publicizing attendance goals to parents, PA, and SLT.
- b) key personnel and other resources used to implement these strategies/activities,
 1. Principal, attendance teacher, attendance coordinator, and guidance counselors will address 407 and other transfer concerns on a weekly basis.
 2. Student recognition boards are maintained by Attendance Coordinator and Librarian. Award ceremonies are coordinated as part of a C6 assignment by a teacher.
 3. AP guidance, attendance coordinator, counselors
 4. Principal in conjunction with Coordinator of Student Activities
 5. Principal, counselors, attendance coordinator
 6. Administrative team
 7. Principal at meetings and via newsletter
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers pushed for extending the use of CAASS and Phone Messenger to increase attendance in school and in individual classes. Teachers are also responsible for creating a sense of urgency in addressing ongoing attendance concerns.
- d) timeline for implementation.
 1. Weekly meetings regarding 407s. Planning interviews and transfers scheduled as needed.
 2. Bulletin boards are changed monthly; awards assemblies occur after each marking period.

3. Outreach as needed throughout the course of the school year.
4. Special occasions on the yearlong calendar.
5. When lateness is pinpointed as a problem for specific students and at parent or student request.
6. Targeted deadline is end of February to have technology issues straightened out.
7. Monthly meetings and newsletters, mailed to all parents.

Strategies to increase parental involvement

- Welcome Back Curriculum Night held in September; all parents given a FDA VII Handbook, including yearlong calendar of major dates.
- Monthly Principal's Newsletter is mailed at the start of each month and includes a monthly calendar with all activities and days off noted.
- Phone calls, automated and individual, to parents' homes, work place, and cell phones according to their preferences.
- Emails regarding attendance.
- Information sessions from principal at monthly PA meetings. .

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- TL Translation Services and Title I SWP Translation Services provide funding for communication of attendance policies and concerns for individual students.
- Title I Parent Involvement 1% funds and supports our PA meetings, Curriculum Night, and other academic parent events after school and on weekends.
- AP Guidance is funded centrally through the ATR pool.
- Supplies used in promoting attendance are funded through Title I and Tax Levy money.
- School aide salaries are funded through Tax Levy money.

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 26, 2013, each teacher will design two units aligned to the citywide instructional expectations regarding Common Core Learning Standards and will engage in at least two full cycles of Inquiry Work within their department, utilizing student work from the CCLS units.

Comprehensive needs assessment

- The Common Core Learning Standards are designed to sequentially prepare students for college and career readiness by exposing students to more complex mathematical thinking and an increased proficiency in reading and responding to non-fiction texts.
- In 2011-2012, our Progress Report showed a 4-Year College Readiness Index of 10.1% and a 6-Year Index of 13.0%.
- In 2010-2011, our Progress Report showed a 4 Year College Readiness Index of 5.5%.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 1. 50 minutes every Monday morning devoted to Inquiry Work in departments.
 2. 1st and 3rd Mondays, after school faculty meetings devoted to professional development around literacy and nonfiction strategies.
 3. professional development on task design, text complexity, depth of knowledge, and literacy strategies for all reading levels
 4. use of network templates for unit design and looking at student work Inquiry Cycles.
 5. Four staff members participating in the Office of English Language Learners' Leadership in Literacy Institute to support ELLs (Cojuangco, Endlich, Fundi, Grimsgaard)
 6. 6 Instructional Leads (Adams, Albert, Francis, Grimsgaard, Livingston, Mensah), 2 Curriculum Points (Adams, Francis), 1 Common Core Fellow (Mensah), 2 Special Ed Points (Grimsgaard, Mensah) , 1 AP (Burns), and 1 Principal (Endlich) attending CFN 611 professional development institutes.
 7. All teachers engaged in instructional shifts as a result of Inquiry Work; peer visits to support instructional shifts.
 8. Summer 2012 professional development clinics on curriculum mapping
 9. Use of Regents exam item analysis to guide instruction.
- b) key personnel and other resources used to implement these strategies/activities,
 1. CFN 611 for professional development institutes; additional onsite guidance from CFN Instructional Specialist Emily Hurst
 2. Office of English Language Learners
 3. Administrators, Instructional Leads, and teachers at FDA VII
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Instructional Leads meetings provide a forum for feedback on the Inquiry Process and professional development offerings.
 - Teachers voluntarily lead some Spring 2013 professional development sessions.
- d) timeline for implementation.
 1. Monday morning meetings are weekly for 50 minutes, all school year long.
 2. 1st and 3rd Mondays, September through May, for 45 minutes per session
 3. Unit design templates used twice per year toward the beginning of each term on Chancellor's Professional Development days. Inquiry Work cycle sheet used at weekly meetings.
 4. Leadership in Literacy Institute occurs monthly on Fridays or Saturdays
 5. Most network Institutes occur monthly.
 6. Instructional shifts occur yearlong as a result of Inquiry Work. Peer visits occur during Spring 2013 at least once per month.
 7. August 2012 for curriculum mapping institutes
 8. Regents Item Analysis begins Spring 2013 following January Regents.

Strategies to increase parental involvement

- CCLS and College Readiness Metrics are introduced and discussed at various PA meetings, Open School Night/Afternoon, and School Leadership Team Meetings throughout the school year.
- Common Core Learning Standards units are highlighted in the December 2012 Principal's Newsletter.
- Distribution of the Expect Success DOE publication, which addresses Common Core Learning Standards and College Readiness.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- SBO allows 50 minutes of Inquiry Work to occur weekly using teachers' contractually obligated tutoring time.
- Faculty meetings are also contractually obligated, which does not expend monetary resources for professional development 1-2 times per month.
- ATR coverage (funded centrally), when available, is used to cover classes of teachers attending offsite network PD. When ATR coverage is not available, we use TL Fair Student Funding to provide coverage.
- Summer Curriculum Mapping Institutes were funded using Title I SINI Summer PD, Rollover Title I funds, and TL Fair student funding, in limited amounts.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Additional hour of instruction/week; differentiated instruction; literacy strategies; writing workshops; peer editing	Tutoring, small group, instructional technology	During contractual tutoring time, during the school day, before/after school, Saturday
Mathematics	Additional 2 hours of instruction/week; differentiated instruction; calculator skills; mathematical modeling; online skill building	Tutoring, small group, instructional technology	During contractual tutoring time, during the school day, before/after school, Saturday
Science	Additional 1 hour of instruction/week; differentiated instruction; literacy strategies; lab make-up and report writing	Tutoring, small group, instructional technology	During contractual tutoring time, during the school day, before/after school, Saturday
Social Studies	Additional 2 hours of instruction/week; differentiated instruction; literacy strategies; essay	Tutoring, small group, instructional technology	During contractual tutoring time, during the school day, before/after school, Saturday

	writing workshops		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, referrals, child study team, mediation, academic counseling	Small group and one-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Recruitment: FDA VII is participating in the NYC Teaching Residency program, hosting 8 teaching residents, who are working with 5 veteran teachers, throughout the entire school year. Residents are learning to become proficient in a host of teaching strategies while working toward a master's degree. Our 8 residents, as well as our connection to the Teaching Residency program, helps to ensure we have potential candidates for hire should vacancies arise. We also utilize all centrally provided channels for teacher recruitment, including hiring fairs, the New Teacher Finder, etc.
- Retention: FDA VII offers a supportive, professionally fulfilling, collegial atmosphere in order to retain its best teachers. We had 100% retention of all staff members during the 2011-2012 school year.
- Assignment: Individual teacher strengths are considered when assigning course schedules to teachers. We pride ourselves on finding the best teachers for each individual class, with emphasis on a strong 9th grade teacher team to ease students' transition to high school.
- Support: Contractual faculty meeting time is used for whole school professional development, provided in-house. Teachers have freedom to pursue outside professional development opportunities, which can be financially funded by the school as budget permits. Short, frequent cycles of observation, snapshots, whole-school walk-throughs, and formal and informal observations are used by supervisory team to monitor daily instruction and provide individualized support and attention, including plans of action, for struggling teachers.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- providing light refreshments for parents attending school events;
- 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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/Roberto Hernandez	District 23	Borough Brooklyn	School Number 514
School Name Fredrick Douglass Academy VII			

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

Principal Jessica Endlich	Assistant Principal Keith Burns
Coach None	Coach None
ESL Teacher Olivia Fundi	Guidance Counselor Valerie Bouffard
Teacher/Subject Area Christine Salm/Spanish	Parent Denise Walker
Teacher/Subject Area Kristin Grimsgaard/Special Ed	Parent Coordinator None
Related Service Provider type here	Other
Network Leader Roberto Hernandez	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	1
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	379	Total Number of ELLs	5	ELLs as share of total student population (%)	1.32%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	1			5
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	1	0	0	5

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English *i*

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

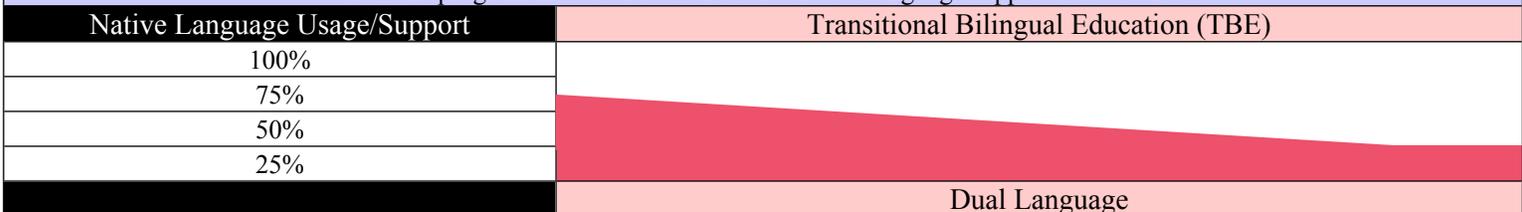
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

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

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

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. The ESL teacher supports colleagues' needs including: finding and recommending professional development, best practices and strategies for ELLs. We will have 2 in-school professional developments discussing how class teachers can make Language accessible to ELLs, and also strategies that can and should be used in the classroom that benefit ELLs. The PD will be made available to all ELL staff, including all staff dealing with ELLs including Assistant Principal, Guidance Counselor, Parent Coordinator, Secretary needs to receive ELL training.
2. Regular ESL teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff development will include training for all teachers in ESL methodologies. A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.
- Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing- dependent and specific strategies which have been successful with ELLs and gain insight into the complexities and importance of cross-cultural awareness.
3. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Majority of the teachers in our school have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher. Participant will be awarded a certificate of completion upon completion of the training series. The record of the 7.5 hours of Ell training is kept and maintained as a spreadsheet by our ESL Coordinator.

E. Parental Involvement

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

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

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

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

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

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

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	1			3
Intermediate(I)										1				1

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

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.

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

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

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

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

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 ad

ditional information here

Part VI: LAP Assurances

School Name:

Frederick Douglass Academy VII

School DBN: 23K514

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

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

School Name:

Frederick Douglass Academy VII

School DBN: 23K514

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 611

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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