



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FREDERICK DOUGLASS ACADEMY V

DBN : 12X273

PRINCIPAL: DEBORAH L. CIMINI

EMAIL: DCIMINI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Deborah Cimini	*Principal or Designee	
Amanda Black	*UFT Chapter Leader or Designee	
Ms. Jones	*PA/PTA President or Designated Co-President	
Mararita Ramos	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ryanna Hooks	Member/	
Ms. Rodriguez	Member/Parent	
Ms. Gutierrez	Member/Parent	
Ms. Washington	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.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, the average daily student attendance will increase by 3% to from 90% to 93% as measured by the Annual Attendance Report.

Comprehensive needs assessment

- After conducting our needs assessments, the staff and SLT determined that we should increase our average yearly student attendance goal to 93%. We are going to refine strategies that we used last year, and increase our home visits by our attendance teacher to insure that all of our 8th graders attend school daily.

Instructional strategies/activities

- Student attendance results will be calculated and reviewed by students/staff on a monthly basis.
- Analysis of attendance by students, classes and grades.
- Attendance will be reviewed daily at lunchtime by Principal
- Update blue contact cards twice yearly.
- Honor Roll Policy will reinforce positive attendance and participation practice
- School Aide and Parent Coordinator will call homes of students that are absent
- The school will utilize school messenger to call students' homes in the evening.
- Corrections will be made for students initially recorded as absent, but are actually late.
- Administration will use monthly attendance reports to issue recognitions and incentives for students.
- Students with long term absences will be referred to the attendance teacher who will then conduct home visits.
- Principal and administration will meet daily with a targeted group of students to encourage positive attitude towards school and attendance.
- Guidance Counselor will provide in-class workshops to students about positive behaviors, conflict resolution and school success.

Strategies to increase parental involvement

- Parent Coordinator will provide workshops to parents on the importance of excellent school attendance, homework and grading policies to increase overall student success.
- Attendance teacher will provide training to Parents and Parent Coordinator on interpreting monthly class attendance reports
- Attendance teacher will make outreach and home visits to students who have problematic attendance patterns.

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

- School Messenger, student and parent incentives and awards will be paid for with Title I funding along with other DOE funding sources. A School Aide assigned to do attendance reports, and updates will be paid for with Title I funding along with other DOE funding sources.

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

- All ELA Teachers will plan and implement at least three Units of study using the Common Core Curriculum to meet the Citywide Instructional Expectations by May 31, 2013.

Comprehensive needs assessment

- In an effort to close the achievement gap, FDA V will raise proficiency rates in ELA. Based on our progress report, FDA V received a B rating in the area of Student Performance in ELA, scoring 7.81 out of 15 points. Student Performance is a measure of student results on the state exams in ELA and Math.

Instructional strategies/activities

- Teachers will be trained and will utilize I Ready, which is a system that will assess the student's reading level and provide non-fiction materials based on the child's reading level. This system will be used specifically with the Special Education students and English Language Learners. It will enable the teachers to differentiate in the classroom with the use of technology. Teachers will be able to meet each student's needs at their level.
- Teachers will conduct tutoring before-school, after-school, and on Saturdays to increase their reading levels so they can be successful on the New York State ELA exam.
- ELA Teachers will increase the amount of non-fiction materials used in the classroom, by 40%.
- Teachers will administer three complete New York State ELA exam simulations.
- Teachers will collect, analyze, and utilize data to target instruction to meet learning needs of students.
Teachers will meet with the Data Specialist on a monthly basis to guide data analysis and co-construct instructional plans.

Strategies to increase parental involvement

In order to increase proficiency rates on the ELA exam, FDA V will increase parent involvement 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
- Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher's Circular Six period.
- 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 facilitated by the Parent Coordinator. (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, via Parent Workshops lead by Learning Leaders.
- Supporting parental involvement activities as requested by parents
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Issuing a Parent/Student Handbook and Calendar for each family that contains the Outlook e-mail of every staff member.

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

- Teacher training sessions will be paid for through Title I and other funding sources allocated in the school's DOE budget. I Ready and the professional development associated with I Ready will be paid for through Title I funding. An Assistant Principal will also be funded with Title I Funds to assist with Teacher Observations and teacher Feedback.

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 2013, 100% of math content area teachers will align their curriculum maps fully to the CCLS.**

Comprehensive needs assessment

- In order to prepare for the upcoming changes in the instructional standards that will improve the career and college readiness of students, FDA V will begin to align curriculum maps with the citywide focus of argumentative writing and modeling in mathematics.

Instructional strategies/activities

- Teachers will be required to develop a Personal Professional Development Plans (PDP) with the citywide instructional focus in argumentative writing and modeling in mathematics.
- Teachers will participate in lesson studies at grade team meetings where a minimum of 1 out of 2 lesson studies that are presented should be aligned to the citywide instructional focus.
- Teachers will complete 8-10 hours of professional development on argumentative writing.
- Teachers will complete 8-10 hours of professional development on modeling in mathematics.
- Teachers are required to present student samples of argumentative writing as well as samples of math performance tasks in their professional development sessions. A protocol will be used to get teachers to critically reflect on the quality of tasks and the means of implementation.

Teaching units will be collected from each teacher.

Strategies to increase parental involvement

In order to implement the city-wide focus of the Common Core State Learning Standards, FDA V will increase parent involvement 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

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

Teacher training sessions with an AUSSIE will be paid for through Title I and other funding sources allocated in the school's DOE budget. I Ready and the professional development associated with I Ready will be paid for through Title I funding. An Assistant Principal will also be funded with Title I Funds to assist with Teacher Observations and teacher Feedback.

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

- Increase the percentage of special education students who score a Level 3 or higher on the New York State Math Exam by 3%. Therefore we will increase from 14% to 17%.

Comprehensive needs assessment

- On the Progress Report, FDA V scored 2.9 out of 17 points in the area of closing the achievement gap, we will increase the % of Self Contained students scoring a Level 3 or 4 on the NYS Math exam by 3% to further close the gap.

Instructional strategies/activities

- Teachers will use materials that will help them to back-fill basic skills that students need to access in order to complete grade-level math work.
- Teachers will be trained and will utilize I Ready, which is a system that will assess the student's math level and provides math lessons materials based on the child's ability level. This system will be used specifically with the Special Education students and English Language Learners. It will enable the teachers to differentiate in the classroom with the use of technology. Teachers will be able to meet each student's needs at their level.
- Teachers will conduct tutoring before-school, after-school, and on Saturdays to improve math skills so students can be successful on the New York State Math exam.
- Teachers will administer three complete New York State Math exam simulations.
- Teachers will collect, analyze, and utilize data to target instruction to meet learning needs of students.
- Teachers will meet with the Data Specialist on a monthly basis to guide data analysis and co-construct instructional plans.

Strategies to increase parental involvement

In order to increase proficiency rates on the New York State Math exam, FDA V will increase parent involvement 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
- Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher's Circular Six period.
- 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 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
- Issuing a Parent/Student Handbook and Calendar for each family that contains the Outlook e-mail of every staff member

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

Teacher training sessions with an AUSSIE will be paid for through Title I and other funding sources allocated in the school's DOE budget. I Ready and the professional development associated with I Ready will be paid for through Title I funding. An Assistant Principal will also be funded with Title I Funds to assist with Teacher Observations and teacher Feedback.

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

- To increase annual parent attendance at PTA Meetings and PC lead workshops by 25% from last year's attendance rate of 27% by June 2013.

Comprehensive needs assessment

- 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.

Instructional strategies/activities

- Parents will be able to track student progress with the use of Progress Reports generated by teachers using the E- Z Grade Pro software.
- Parents will be able to view data through ARIS, and communicate high expectations and support the growth of their children.
Parents will be able to communicate with students' guidance counselors, who act as liaisons between the school and parents.

Strategies to increase parental involvement

In order to increase parent involvement:

- Provide written and verbal progress reports using E-Z Grade Pro Software that are periodically given to keep parents informed of their children's progress
- Provide a comprehensive Parent/Student Handbook which explains the DOE and the school's academic expectations, policies and discipline code.
- Provide school Homework Assignment Planners (HAP's) for regular written communication between the teacher and the parents or guardians
- 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 a Case Conference with their child's teacher or other school staff member

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

Parent training sessions with outside agencies and the School Messenger system will be paid for through Title I and other funding sources allocated in the school's DOE budget. Family Fun Nights and School Dances scheduled in connection to PTA Meetings to attract parent attendance, will be paid for through Title I funding.

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	Guided Reading Groups	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	For the months of November to January all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.
Mathematics	Accelerated Math program	During these blocks the students are grouped based by their levels, and teacher observations. The ratio is 10:1 and/or 5:1 and the materials are created by the math department	For the months of February to March January all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.
Science	Schwartz Science program	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	For the months of May to June all of our students are mandated to stay after school during our 50 minute blocks, which are the 37 1/2 minutes extended day programs combined
Social Studies	Explorers program	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	For the months of March and April all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>When necessary school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not meeting the needs of student.</p>	<p>Referrals to At-Risk Counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with peers and adults, anger management).</p>	<p>Based on individual needs; students are provided with individual or group counseling with aged peers.</p>
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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.

- FDA V participates in various DOE sponsored job fairs as well as job fairs conducted by The Teaching Fellows and Teach for America. In addition, FDA V works collaboratively with Colleges, such as Manhattanville, which has the Jump Start Program for professionals who want to; transition to teaching to screen highly qualified candidates throughout the country to fill positions with the most effective teachers.
- FDA V conducts a minimum of 20 hours of professional development for tenured and non-tenured teachers. In 2010-2011, FDA V will hold a minimum of 8-10 hours of professional development on the CCLS standards in both writing and mathematics with an emphasis on the citywide focus of argumentative writing and modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers create instructional units that culminate in the completion of a math performance task. During the professional development teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met.
- Teachers will develop a Personal Professional Development Plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP. Teachers will be asked to make four inter-visitations each year. During the inter-visitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will conference with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and inter-visitations are collected, reviewed, and archived by the principal.
- The data specialist will conduct professional development sessions throughout the year for teachers as well as meet with teachers on an as-needed basis to train teachers on ARIS. This system interfaces with ATS and SESIS to provide relevant information about students such as attendance, regents scores, New York State ELA and Math scores. Teachers will learn how to run reports, analyze data, and track student progress through ARIS. The Parent Coordinator will then train parents to access the system. An increase of parent involvement in the education of their children will in turn support teachers' work in the classroom.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 Christopher Groll	District 12	Borough Bronx	School Number 273
School Name Frederick Douglass Academy V			

B. Language Allocation Policy Team Composition

Principal Deborah Cimini	Assistant Principal Dennis Otten
Coach Kelley Herrmann	Coach Gary Beister
ESL Teacher Michelle Walsh	Guidance Counselor Eduardo Rivera
Teacher/Subject Area Janine Meyer	Parent Alex Peacock
Teacher/Subject Area type here	Parent Coordinator Mercedes Reyes
Related Service Provider Ryanna Hooks	Other type here
Network Leader Michael Alcott	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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	21
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	256	Total Number of ELLs	18	ELLs as share of total student population (%)	7.03%
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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. 

All newly admitted students are provided with a registration package which describes and details the academics of our school. In addition, each parent/guardian is administered a Home Language survey to determine if their home language is something other than English. In collaboration with this survey, the ELL provider also conducts an oral interview (in native language whenever possible) with each new admit to determine the dominant language. If it is determined that the student's home language is that other than English, the LAB (LAB-R) exam is administered within 10 days of admission in order to determine ELL status. Once ESL status is determined and a student is deemed eligible for ESL services, the ESL provider along with the parent coordinator meets with the parent/guardian to explain program choices available within the school system.

This type of meeting can take place in either a group or individual setting. Along with the parent coordinator, the ELL provider sets up a meeting at the school and an agenda is provided so parents/guardians are fully informed about the session. Through the use of the NYC DOE's ELL program choice video and ELL research, all three choices available to the ELL student (Transitional Bilingual, Dual Language and Freestanding ESL) are explained in detail. Together, the ELL provider and parent coordinator work to assist the parents/guardians in making the best possible choices for their child. This type of parent outreach is also performed during the school's beginning of the year registration and orientation to ensure all parents are informed about the services provided by our school. If a parent is unable to make such sessions, the school ensures that numerous attempts are made (through calls, letters and informal meetings), to ensure the parents/guardians are made aware of these choices and can make an informed decision. (Whenever possible, the parent can be informed using their native language).

While research shows that the default program for newly identified ELLs is Transitional Bilingual, over the past few years, our school has not had parent requests for such a program. The trend within our school for ELL students has clearly been the Freestanding ELL program where students take their classes in English and receive ELL instruction according to their NYESLAT scores. Our school does however have in place the necessary plans and resources to provide additional programs if so requested.

In addition to the initial identification of ELLs, our school continually evaluates the progress of all ELLs through formal and informal assessments. All identified ELLs participate in the NYESLAT each year (until tested out) and all teachers on staff are provided with data on these ELLs for use in their classrooms. Through an in-depth analysis of the RNMR, the ELL provider presents workshops to advise those teachers on how to best support and enhance the academic levels of their ELL students.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	4	2	1	8	1	3	6	0	1		18
Total	4	2	1	8	1	3	6	0	1		18

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							8	5	3					16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other							1							1
TOTAL	0	0	0	0	0	0	9	5	4	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

To ensure that the mandated number of instructional minutes is provided for all proficiency levels, ELL instruction is delivered in our school through a combination of services. ELL students are heterogeneously grouped by grade and classes travel as a group. ELLs receive servicing five days a week between 45 to 90 minutes a day during their scheduled class periods. Whenever possible, our ELL Special Ed students are mainstreamed into the General Ed ELA classrooms where they receive a large portion of their ELL services. In addition, a portion of our ELL students are in Co-Teaching classrooms and experience both push-in and pull-out servicing. A large portion of the units of support are delivered during the ELLs ELA class period with the remainder of the servicing being provided throughout the day in other content areas. In addition, ELLs received additional support across all content areas during the school's extended time at the end of the school day. Content area teachers use ELL strategy guidelines to meet the linguistic needs of ELL students. In addition, along with the ELL provider, teachers analysis the data from the NYSESLAT as well as the state ELA and Math exams to determine the individual academic needs of each ELL student.

All students are scheduled through an alternating schedule where each day includes their mandated hours as per their proficiency ratings as measured by the NYSESLAT and their years as an ELL as identified in ATS.

For the short term ELLs there are also extensive appropriate interventions. The ELL English courses are essential for the short term ELL because they provide the necessary second language acquisition curriculum. Additional support is provided from classroom content area teachers trained in ELL techniques. Some ELLs require more extensive Support. ELL Mainstream Support provides ELLs with extended time in a teacher supported environment. The level of acceptable additional support at beginning level is more extensive for the Short Term ELLs because the natural progress of second language acquisition is extensive and often unique to the strengths and weaknesses of the individual students. Short Term ELLs are not considered for moving to the next level of the intervention process until there is adequate evidence that the student is not academically successful due to reasons beyond the normal struggles of second language acquisition (using measurable evidence).

The interventions for Long Term ELLs and Special Needs ELLs are more individualized for two reasons. First, issues other than second language acquisition may be the source of academic difficulties for students who are still significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that are best provided by general education interventions.

Support for Long Term ELLs and those with Special Needs is provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted literacy. There might also be an underlying disability that has not been identified. In order to best find the appropriate interventions at any

A. Programming and Scheduling Information

level the most appropriate type of support for the student must be determined.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			
Spanish Grade 8	Spanish		
Latin Grade 6	Latin		

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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
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?

Each of our targeted intervention programs focus on supporting ELL students and ensuring their growth in literacy as well as across the content areas. All intervention programs are offered to our ELL students in the English language.

1) 9th period - During our schools 9th period, students are involved in our D.E.A.R. (Drop Everything and Read) program. For our ELL students, this period is used as an additional support period to assist in their academic reading and content area skills -i.e. math, science, social studies, etc. The ELL service provider works with grades 6-8 to provide this support based on recommendations from content area teachers and data taken throughout the year. This program runs all year long, Tuesdays - Thursdays for a 45 minute period. This intervention was created to address the literacy needs of our ELLs and to provide additional support for them in their content area subjects.

2) After School Tutoring - Each day of the school week, ELLs are able to attend after school tutoring program that is offered by specific teachers in all subject areas on particular days. These tutoring sessions are opened to the entire school but can provide the ELL student with additional support from their classroom teacher and peers.

For those students who reach proficiency on the NYSESLAT but are still in need of language support, we offer the above mentioned interventions along with the mandated testing modifications. In addition, if necessary, these students receive services and supports within their classroom environments through constant communication between the ELL provider and classroom teachers and ongoing assessment and data analysis.

For this upcoming year, ELLs are offered a Spanish Language course. In order to strongly support our large population of Spanish speaking students, we will provide them with a Spanish class which will not only reinforce their native language (and culture) but work to improve their literacy in English.

All students, including ELLs, have access to all programs that are offered by our school.

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.

All staff members are involved with the development of ELL servicing as it is part of differentiation instruction. The majority of ELL professional development outside of the school is attended by the ELL provider and then brought back to the school and turn keyed at the school to the remainder of the staff. The ELL provider is present at all internal staff meetings included specific grade and content area meetings to answer any questions or assist in further development of the academic needs of the ELL student population.

All teachers attend daily professional development where ELL related issues are continually discussed and developed as a team. Mondays are afterschool whole school staff development days. Staff meetings are held by the principal and assistant principal and the entire staff attend. The focus of school wide PD's changes based on the needs of the school. Such topics of interest include but are not limited to: ELL language strategies, differentiation, CTT models, curriculum planning, etc. PDs are can be run by in house staff or by an outside agency/network leader. On Tuesdays there are content area meetings, this is when the teachers within a specified content area (i.e. Science) meet across the grades to discuss and develop the standards for instruction. On Wednesdays there are Special Education Meetings that are open to all staff to attend but all Special Education teachers and coaches are mandated to attend. These meetings review current Special Education practices and mandates, IEP requirements and upcoming dates, pressing issues regarding a specific Special Education student or a General Education student that may need observing. Thursdays are grade level meetings that are attending by all content area teachers by grade (i.e. 6th grade meeting, 7th grade, etc.). These meetings discuss grade specific agendas and concerns. Fridays are Discipline Committee and open forum meetings. These meetings are specific to the individual members of the discipline committee to review the current plan and make adjustments based on the need of the school and its' population. This meeting is open to all staff members to discuss concerns or add on ideas and thoughts to the current policies. All of the above mentioned meetings are used to provide staff members with a forum for educational discussions and to work as a team to strengthen instruction and pedagogical practices.

In addition, we have several staff members attending professional development courses outside of the school building. These meetings are ongoing throughout the year and are divided between a number of our teachers across all grades and content areas. We also are supported by our network liaison who works with our staff to outline strategies for our ELL students to get support in areas other than ELA (specifically in content area classrooms).

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?

Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the on goings of school events through mailings and phone contact. We have a parent coordinator who is the first line of communication between our parents and our school. We offer PDs and resources for all parents of all students. We are continually re-evaluated the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment.

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)							3	0	0					3
Intermediate(I)							3	1	1					5
Advanced (A)							3	2	3					8
Total	0	0	0	0	0	0	9	3	4	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	5	3	0	0	8
6	1	2	0	0	3
7	1	3	0	0	4
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	3	1	3		2		0		9
6	0		2		1		0		3
7	1		2		2		0		5
8	0								0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		6		1		16
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				

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.

In addition to the mandated ELL assessments (LAB-R and NYSESLAT) as well as the state mandated ELA and MATH assessments, our school utilizes many different tools to measure the literacy skills of ELL students. Initially, along with the mandated ELL provider, all teachers collaborate on analyzing the previous year's NYSESLAT data to determine what language interventions need to be put in place to ensure success within the classroom. In addition, ELL students are continually assessed by content teachers as well as the ELL provider to determine language proficiency through running records (reading assessment), vocabulary acquisition (academic and social), writing level assessments (ELA and content areas). Additionally, ELLs take part in all periodic and predictive assessments throughout the year for ELA and Math.

Something new in our school this year is our involvement in the NYC Talent Management Pilot. As part of this pilot, our students are taking part in a variety of student measures including Computer Adaptive Tests in Math and ELA and Performance Tasks in ELA, Social Studies and Science. This new measures are directly aligned with the new Common Core Standards and the data from these measures will help our teachers further develop an instructional plan to meet the specific needs of our ELLS.

Another new addition to our school's curriculum is a program called iREADY. This program involves in class instruction as well as online student access which is individually targeted for each student. This program will be very effective for analyzing the specific needs of our ELL population and aid the teacher in creating targeted skill groups as well as targeted individual instruction.

One pattern determined by our school's data analysis is that for a large percentage of ELLs, the second year in their middle school experience (7th grade) shows to be the pivotal grade for passing and scoring proficient on all modalities of the NYSESLAT. To the adverse of that data, their first year of middle school experience (6th grade) shows the biggest struggle in both the state ELA and NYSESLAT performance. However, an important measurable data has shown that when provided with a freestanding ELL class period, a large percentage of ELL students had a 5-10 point raw score increase on their state ELA exam. This pattern will be tested this academic year and watched closely for changes as this year as some ELL students will not receive this period of instruction.

The data has also shown a pattern that those ELL students identified as a beginner or low intermediate ELL have scored a level 1 or low level 2 on the state ELA exam. On average, growth in the NYSESLAT modalities correlates to growth on the state ELA exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x273 **School Name:** Frederick Douglass Academy V

Cluster: 14 **Network:** Children's First

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.

Upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. This document provides the school with data to further assist parents and students in our school community. The data taken from the HLIS is reviewed by the ESL coordinator to determine if the student is eligible for LAB-R testing and if they are entitled to receive support services. Within the child's first ten days of school parents are notified (through DOE standardized letters in their home language) whether their child has been identified as a student who is eligible for support services. From this point, ESL coordinator along with the parent coordinator follows the DOE mandated process of holding an orientation meeting and describing entitled services. From that point, parents/guardians make choices regarding programming on the Program Selection Form. After a student is placed into the program, parents/guardians receive reports throughout the year (in home languages) informing them about testing-out/continuation of services and their child's proficiency level. Any language not supported their DOE is translated using the DOE Translation & Interpretation Unit. This method is also used for translation of state assessments not supported under the DOE's current language interpretation. Continued collection of data informs the school of those parents/guardians who are in need of written translation and oral interpretation.

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.

Data collected has resulted in the following trends:

When Parent Survey and Program Selection forms were available in home languages parents/ guardians of ELLs were able to choose which language program they wanted for their child. The ESL teacher concluded that all parents/guardians who attended Orientation selected Freestanding ESL program as their first choice. One parent inquired about a dual language program but chose to select ESL as their first choice because they felt very satisfied with the programming at FDA V and did not want to transfer their child. Data collection allows us to determine which choices our families are selecting to determine whether the needs of alternative programming are necessary. Translation and Interpretation services are vital because it allows access to educational opportunities for all students.

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.

Our school has several teachers on staff as well as our parent coordinator and counselor who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population). Whenever possible, they are utilized as translators for any written documents. For other languages (as well as Spanish if necessary) our school utilizes the DOE Translation and Interpretation Unit. The ESL teacher submits documents requesting to be translated for the ELL/ESL program and provide classroom teachers with information on how to use the T&I Unit for their own classroom resources and communication.

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.

Our school has several teachers on staff as well as our parent coordinator and counselor who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population). If necessary, our school provides parents/guardians and teachers the information for using the over-the-phone DOE provided interpretation services. The ELL Coordinator is aware of the staff members who speak a language other than English and utilizes those resources during Parent-Teacher night and other school related meetings and workshops. If in-house interpretation is not available in a specific language the school will use the DOE T & I Unit to request an interpreter for a specific date such as
Conference Night or Orientation based on need. This process was utilized this year as we had our first student of Burmese decent with a

home language of Karen (not supported by the DOE identified languages). Requests were made in advance for over the phone translation for the parent conference and future meetings.

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>.

In September 2011, FDA V parents/guardians are notified of their right to translation services. Additionally, the ESL teacher notifies the families of whenever possible of the availability of translation services in our school.

According to the Regulations: FDA V will determine within 30 days of a student's enrollment, the primary language spoken by the parent/guardian of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the department. Parents/guardians may rely on adult or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the T&I Unit. (See above) Our school will be responsible for providing parents whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services Our school will post signs in the Parent Coordinator's office displaying information in most prominent covered languages indicating availability of interpretation services The schools safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching schools administrative offices due to language barriers. Our schools strategies support shared parent-school accountability, parent access to information about their children's educational options and parents' capacity to improve their children's achievement.