



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** FREDERICK DOUGLASS ACADEMY VII HIGH SCHOOL  
**DBN (i.e. 01M001):** 23K514  
**Principal:** PRINCIPAL  
**Principal Email:** JENDLICH@SCHOOLS.NYC.GOV  
**Superintendent:** TAMIKA MATHESON  
**Network Leader:** ROBERTO HERNANDEZ

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jessica Endlich	*Principal or Designee	
Bijoun Eric Jordan	*UFT Chapter Leader or Designee	
Rhotaunda Hanson	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Ashley St. Furcy Jody Ann Blanchard	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Shellon Hawker	Member/ Parent	
Andrea Blanchard	Member/ Parent	
Verone Franklyn	Member/ Parent	
Rachel Tinsley	Member/ UFT	
Keith Burns	Member/ CSA	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

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

On our 2013-2014 Progress Report, we will increase the percent of students earning 10+ credits in Years 1, 2, and 3 to at least 72%.

### 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.

- In 2012-2013, our Progress Report showed credit accumulation of 10+ credits at 67.9% for Year 1, 72.5% for Year 2, and 64.5% for Year 3. We earned a C in Student Progress.
- 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.
- *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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers are members of an Inquiry Team, which looks at student work focused on our Instructional Vision around nonfiction reading and writing. Teachers collaborate to plan instructional adjustments, use the adjustments in class, and look at follow up 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. Students in grades 9 & 10 have a seminar advisory class utilizing the Overcoming Obstacles Curriculum and use this space to align current performance, graduation requirements, and future goals. They review transcripts, high school graduation requirements, college readiness metrics, and Regents exams. Progress to Graduation tracking sheet is utilized.
5. Jupiter Grades online grade book is utilized so students and parents can monitor daily progress in courses.
6. Administrators are engaging all teachers in Danielson-aligned 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. Summer school coursework will be utilized to supplement credits for students who have come close to meeting this 10+ goal, with particular focus on core courses to assure students have met the requirement of 6 credits in core subject areas.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Teachers engage in Inquiry Teams; administrators and network achievement coach (when available) facilitate meetings.
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. 4 teachers are seminar teachers and utilize the Overcoming Obstacles curriculum to teach their course. .
5. Jupiter Grades is maintained by all general education and special education teachers; administrators, parent coordinator, and counselor have access to view all student data.
6. Principal Endlich and AP Burns are conducting all observations, with support from Emily Hurst, CFN 611 and Nicole Fitch, talent coach.
7. Special education services are provided by licensed teachers, counselor, paraprofessionals, and other service providers; they are supervised by on- and offsite administrators.
8. Summer school budget, pooled with other schools housed in our same building, with strategic hiring to meet all schools' credit accumulation needs. Preference in

hiring will be given to highly effective and effective teachers from our home schools, who are familiar with local student needs.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Effectiveness of inquiry work is measured jointly by administrator and teacher teams – instructional leads and UFT consultation committee.
2. Data is collected via survey at the start, middle, and toward the end of the third marking period. Passing rates are calculated at each of these intervals to determine effectiveness of credit intervention. . By the close of the first term, 80% of Year 1, 2, and 3 students will have earned 5 or more credits.
3. Attendance is taken daily and assessed weekly for morning tutoring. Regents progress letters are mailed quarterly to inform parents of student progress toward Regents and to encourage participation in tutoring.
4. Seminar classes meet four times per week and are assessed 6 times per year at each marking period's end.
5. Jupiter Grades provides automated reports of usage by students and parents. Administrators monitor teacher diligence regarding the entering of assignments and grades randomly throughout the school year and address staff members who are not using Jupiter Grades satisfactorily.
6. Administrators adhere to a yearlong monthly calendar for observation completion. At cabinet meetings we assess areas of staff weakness and align upcoming PD to meet those teacher needs.
7. Administrators utilize compliance reports to monitor students receiving service.
8. Check-in points, every two weeks of the summer (every 8 days), will be utilized to monitor student progress and attendance in classes. Parent coordinator will conduct repeat phone calls and other parent outreach.

**D. Timeline for implementation and completion including start and end dates**

1. Inquiry teams meet weekly on Tuesday mornings for 50 minutes per session. They began September 10 and will end June 10.
2. Credit intervention occurs school wide on Wednesday and Thursday mornings for 50 minutes per session. They begin on December 11 and end on January 23 for the fall term, and begin on May 7 and end on June 12 for the spring term.
3. Morning tutoring occurs yearlong on Wednesday and Thursday mornings for 50 minutes per session. It begins on September 11 and end on June 12. Regents score tracking begins after fall midterms on November 18 and ends on June 16.
4. Freshman and sophomore seminars meet for 180 minutes per week, beginning September 9 and ending on June 16.
5. The use of Jupiter Grades begins on the first day of class, September 9, and ends on the last day, June 16.
6. Danielson aligned observation began on October 29 and will conclude by the June 6 citywide deadline.
7. Special education services are started according to each child's IEP and are updated as new referrals or service recommendations are made.
8. Summer school runs Monday through Thursday according to DOE summer school calendar, for 45 hours per credit.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. SBO vote conducted during spring 2012-2013 secured inquiry time.
2. Contractual mandated tutoring time provides morning space; use of Title I SWP per session funds additional credit intervention sessions for students.
3. Contractual mandated tutoring time.
4. Seminars meet during the contractual school day and are part of the teachers' program. Overcoming Obstacles curriculum is provided through gifting initiative of the organization.
5. Jupiter Grades online software subscription is purchased for each teacher; administrative licenses come free with the subscriptions.
6. Support from network and central DOE, the use of ARIS learn, and teacher/administrator contracts.
7. Utilize SESIS for IEP management. Central funding provides support for OT, PT, speech, etc. Salaried teachers offer instructional support during school day.
8. When available, blended learning using online resources through iLearn will be utilized to maximize student learning and credit accumulation in summer school.

**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).

- o Parent notices, for signature, are sent home for students who are enrolled in credit intervention or who are not on-track to pass Regents exams based on midterm and final scores.
- o Academic expectations, across a variety of topics, are discussed and shared at monthly PA meetings.
- o Morning tutoring appears on student report cards, with no grade attached, to alert parents to attendance and participation; comments are used.
- o All parents have access to Jupiter Grades, actively using login information and passively by entering email address to receive alerts. PA and parent coordinator provide training opportunities for parents to learn how to utilize Jupiter Grades effectively.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
n/a							

### **Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
On our 2013-2014 Progress Report, we will increase our 4 Year Graduation Rate to at least 70%.

#### **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.
<ul style="list-style-type: none"> <li>• In 2012-2013, our Progress Report showed a 4 Year graduation rate of 59.3%. We earned a C for Student Performance.</li> <li>• In 2011-2013, our Progress Report showed a 4 Year graduation rate of 63.3%. We earned a B for Student Performance.</li> <li>• Last year, students did not graduate in four years for the following reasons: <ul style="list-style-type: none"> <li>○ 5 students need a combination of less than 8 credits and 1-2 Regents exams</li> <li>○ 5 students needed between 1 and 3 remaining Regents exams but had met all credit requirements</li> <li>○ 2 students needed 5+ credits but had finished Regents exams.</li> <li>○ 8 students started the year woefully far behind in credits and Regents, including students who came to FDA VII for the first time during the 2012-2013 school year.</li> <li>○ 16 students who had dropped out or were attending alternative programs (GED, district 79, Job Corps) prior to the start of the school year or during the course of the school year; none of these students were close to a 4 year graduation, and numerous students were incarcerated during this year or prior years.</li> </ul> </li> </ul>

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Promotion-in-doubt meetings will be held in the fall and spring terms, with both morning and evening appointments available for all students and their parents in the graduation cohort. 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.</li> <li>2. Regents prep is offered during Saturday academy and is open and recommended to all students.</li> <li>3. Senior specific graduation-in-doubt meetings, with itemized lists of which graduation requirements have not been met, for parents and students.</li> <li>4. Jupiter Grades online grade book is utilized so students and parents can monitor daily progress in courses.</li> <li>5. School administrators engage all teachers in Danielson-aligned observation cycles to assure lessons are aligned to state standards needed for graduation.</li> <li>6. 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.</li> <li>7. Summer school coursework will be utilized to supplement credits and meet Regents needs for targeted students who have a limited number of requirements remaining for August 2014 graduation.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Guidance counselor, school administrators, parent coordinator, and senior advisor will staff events and will be paid with Title I funding for after-school hours.</li> <li>2. Teachers teach Regents prep using per session funded through Title I and TL.</li> <li>3. As part of professional responsibilities, principal conducts thorough review of transcripts to determine graduation needs in relation to current schedule. Guidance counselor, administrators, and senior advisor are paid per session using Title I funding. Parent coordinator does comp time for evening hours.</li> <li>4. Jupiter Grades is used school-wide by all teachers as part of their professional responsibilities and is funded through NYSTL.</li> </ol>

5. Observations are conducted as part of normal school day. Professional development (outside the contractual time) around expectations is funded through TL citywide instructional expectations funding.
6. Credit intervention is run by all teachers as part of the contractual school day in mandated tutoring. Other credit intervention time is paid through per session using Title I and Tax Levy money.
7. Summer school budget, pooled with other schools housed in our same building, with strategic hiring to meet all schools' August graduation needs. Preference to highly effective and effective teachers from our home schools, who are familiar with local student needs.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Ultimately, at the end of the semester, we'll be able to measure the effectiveness of our promotion-in-doubt meetings, credit intervention, and Regents prep by comparing the number of students who participated and found success with the number of students who did not participate or who were not successful. In the interim, we use scholarship reports, failure reports, midterm/final exam scores, report cards, etc., to gauge success levels and see who is on track and who needs more support.
2. We use weekly Saturday prep attendance to measure participation in the program and low-stakes assignments aligned to Regents exam material to measure their projected success.
3. Senior progress is tracked by the principal during each marking period and individual conferences are held with students, parents, and teachers.
4. Jupiter Grades provides automated reports of usage by students and parents. Administrators monitor teacher diligence regarding the entering of assignments and grades randomly throughout the school year and address staff members who are not using Jupiter Grades satisfactorily.
5. Administrators adhere to a yearlong monthly calendar for observation completion. At cabinet meetings we assess areas of staff weakness and align upcoming PD to meet those teacher needs.
6. Data is collected via survey at the start, middle, and toward the end of the third marking period. Passing rates are calculated at each of these intervals to determine effectiveness of credit intervention.
7. Check-in points, every 8 days of summer school, will be utilized to monitor student progress and attendance in classes. Parent coordinator will conduct phone calls and other outreach to parents of students with a chance for August 2014 graduation.

**D. Timeline for implementation and completion including start and end dates**

1. First meeting will be held during early January in the fall term. Spring meeting will be held in after midterms and before spring break in April.
2. Regents prep is held on four Saturdays in January, beginning January 4, and 6 Saturdays in the spring, beginning May 3.
3. First meeting will be held during early January in the fall term. Spring meeting will be held in after midterms and before spring break in April. Individual conferences will occur throughout both terms as necessary beginning September 9 and ending June 25.
4. The use of Jupiter Grades begins on the first day of class, September 9, and ends on the last day, June 16.
5. Danielson aligned observation began on October 29 and will conclude by the June 6 citywide deadline.
6. Credit intervention occurs school wide on Wednesday and Thursday mornings for 50 minutes per session. They begin on December 11 and end on January 23 for the fall term, and begin on May 7 and end on June 12 for the spring term.
7. Summer school runs Monday through Thursday according to DOE summer school calendar.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Title I funds will be utilized for payment, while communication from Parent Association, parent coordinator, and SLT will support the success of the event.
2. Title I and Tax Levy money will pay per session. Global Connect, Principals newsletter, parent coordinator, fliers and display boards will promote Regents prep attendance. Two fare metro cards from MTA will support transportation to/from the Saturday program.
3. Title I funds will be utilized for payment, while communication from Parent Association, parent coordinator, and SLT will support the success of the event.
4. Jupiter Grades online software subscription is purchased for each teacher; administrative licenses come free with the subscriptions.
5. Support from network and central DOE, the use of ARIS learn, and teacher/administrator contracts.
6. Contractual mandated tutoring time provides morning space; use of Title I SWP per session funds additional credit intervention sessions for students.
7. When available, blended learning using online resources through iLearn will be utilized to maximize learning aligned to Regents exams as well as credit accumulation.

**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).

- Parent notices, for signature, are sent home for students who are enrolled in credit intervention or who are not on-track to pass Regents exams based on midterm and final scores.
- Academic expectations, across a variety of topics, are discussed and shared at monthly PA meetings.

- Morning tutoring appears on student report cards, with no grade attached, to alert parents to attendance and participation; comments are used.
- All parents have access to Jupiter Grades, actively using login information and passively by entering email address to receive alerts. PA and parent coordinator provide training opportunities for parents to learn how to utilize Jupiter Grades effectively.
- Bulletin board with progress to graduation, Regents schedule, individual Regents assignments, college ready levels, etc. are posted right at the elevator and are changed monthly to update parents with new information.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

**Goal and Action Plan #3**

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**

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

By June 2014, we will achieve a yearly attendance rate of 88% according to our ATS reports.

**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.

- At the end of June 2013 our attendance rate according to ATS reports was 87%.
- Poor attendance makes it more difficult for students to pass their classes, accumulate credits (goal #1), pass Regents exams, and graduate on time (goal #2).
- While roughly 150 students are on the perfect attendance list for a given month, others have chronic absenteeism (less than 80% attendance).

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Monthly attendance meeting 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. Conduct specialized and targeted outreach to students with marginal attendance, between 80 and 85%, to encourage improved attendance.
3. Utilize strategies and incentives to increase attendance on typical low-attendance days such as the day preceding a holiday, short weeks, etc.
4. Fully utilize CAASS system, automated wake-up calls, and Global Connect to target not only absences but also lateness to school and to class. Communicate attendance goals and suggestions to parents in a variety of ways.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, attendance teacher, guidance counselor, and school aide attendance coordinator will be present at meetings, with support from the network to secure proper placements and services for students.
2. School aide attendance coordinator will use 407 reports, other ATS reports, and heads-up conversations with teachers to monitor and support student attendance. Parent coordinator will schedule meetings with families as needed and conduct additional outreach.
3. Proper calendar planning through principal, student government, Council for Unity, Gentleman Scholars, and other student groups who plan spirit and extracurricular events.
4. Joint efforts of Assistant Principal Burns (who does morning arrival), attendance coordinator, and parent coordinator using CAASS, ATS, and Global Connect.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Network weekly emails give attendance updates. Weekly check-ins with attendance teacher. Daily RDAL sheets. By the start of the second term, decrease 407 cases to 15 or fewer each week.
2. Each teacher receives a daily RDAL sheet to cross check period and daily attendance. Updates are done, as needed, daily. Phone calls are done on a daily basis, as needed.
3. Comparing attendance rates for typical low-attendance days with average school days.

4. Attendance rates are monitored weekly using the network emails, and week-to-week decreases of more than 0.5% are analyzed so specific students or student groups can be targeted.
- D. Timeline for implementation and completion including start and end dates**
1. Monthly meetings on Thursdays beginning in September 2013 and ending in June 2014.
  2. On a daily basis beginning September 9 and ending June 16.
  3. Basic calendar was created during summer 2013 with dress down days and other events added and announced from September to June, as necessary.
  4. On a daily basis beginning September 9 and ending June 16.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All staff member time is paid using TL fair student funding, except for attendance teacher who is centrally funded. No non-personnel resources required.
  2. School aide and parent coordinator salaries fund targeted outreach.
  3. Partnerships with Council for Unity and the Expanded Success Initiative help create a positive school environment; funds from each pay for outside resources of personnel and supplies.
  4. Salaried positions and the technology provided by the CAASS system and Global Connect, funded using Tax Levy and Title I resources, respectively.

**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).

We send a monthly principal's newsletter in English and Spanish to all parents via mail. In the newsletters we stress the importance of good attendance and promote the use of wake-up calls. We also encourage parents to provide documentation or verbal confirmation of excused absences. In the monthly newsletter we also provide a calendar of all school events including days off and return days from vacations. Parent Association and SLT meetings also put focus on attendance.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Partnership, free of charge, with Brooklyn District Attorney's office for Council for Unity.							
Grant money provided through participation in the Expanded Success Initiative.							

**Goal and Action Plan #4**

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**

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

By June 2014, 80% of all teachers will plan and teach lessons rated effective or better, as measured through classroom observation using the Danielson framework.

**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.
- Alignment to the Common Core Learning Standards is one of the citywide instructional expectations as well as alignment to the shifts in ELA and mathematics.
  - CCLS aligned assessments are now given as part of the Advance system (Performance Series, NYC Performance Assessments, changing ELA and math Regents exams for this year, with other exams changing in coming years).
  - On the 2012-2013 Progress Report, Student Regents exam scores were lower last year than in most previous years, with the most trouble coming in US history, ELA, and Global studies, which all require sustained independent reading and writing.

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. All teachers meet weekly with their inquiry teams to review student work, look for error patterns, make instructional adjustments, and reflect on the success of their grade-level adjustments.
  2. A comprehensive, yearlong professional development plan was created but is continuously adapted to meet the needs of teachers and students, based on observations and assessments of learning. For example, because US history exams were so low in 2012-2013, we're analyzing DBQ and thematic work on those

students who failed to make adjustments for January Regents prep and ongoing coursework.

- Utilize ARIS learn, network/cluster/citywide professional development opportunities, and Danielson rubrics to assess current practice, adapt lesson planning and unit maps to reflect CCLS, and change course of instruction for students.

**B. Key personnel and other resources used to implement each strategy/activity**

- Teachers engage in Inquiry Teams; administrators and network achievement coach (when available) facilitate meetings.
- PD plan was developed by Principal Endlich and AP Burns with significant input throughout the course of the academic year from the instructional leads, the Digital Ready lever leaders, and the UFT consultation committee, as well as support from network achievement coach, Emily Hurst.
- Professional development opportunities from a variety of resources; extensive use of the Advance website, Danielson rubrics, and ARIS learn web resources, including PD plans, instructional units, and videos; modules developed on Engage NY, Common Core, Inc., and others.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teachers complete logs in their inquiry teams of the error patterns, instructional adjustments, and outcomes; online logs are reviewed by AP Burns and Principal Endlich.
- Effectiveness of PD is measured through classroom observations and student progress on assessments, including short- and long-term tracking of scores. Teacher feedback on professional development is secured during instructional leads, Digital Ready, and UFT consultation committee meetings.
- Same as item 2.

**D. Timeline for implementation and completion including start and end dates**

- Inquiry teams meet weekly on Tuesday mornings for 50 minutes per session; the meetings began on September 10 and end on June 10.
- Professional development occurs in Tuesday inquiry team meetings (50 minutes per session), on first and third Mondays of the month (45 minutes per session), and on Chancellor’s conference days. Early release happens three times per term to extend the Monday meetings by 30 additional minutes, giving a total of 1 hour and 15 minutes six times over the course of the year.
- Professional development opportunities are available throughout the course of the school year, beginning September 3 and ending June 26.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- SBO allowed one 50-minute session of mandated tutoring to be utilized for inquiry work and professional development around Advance instead of tutoring time. Google drive is used extensively for inquiry work.
- Strategies that Work literacy text; Danielson rubrics; looking at student work protocols; ARIS learn; online resources from the city, state, and CCLS; network/cluster/citywide PD opportunities.
- Same as item 2.

**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).

- Principal Endlich presented at October PA meeting the difference between old and new ELA and math Regents exams. Parents were interested in learning more about the tests and possible resources.
- Parent Coordinator Armstrong attends district 23 PC meetings and learned strategies in close reading that she will present to parents in upcoming workshops.
- Teachers communicate with parents about academic expectations, the importance of completing homework and projects at home in a timely fashion, and the use of Jupiter Grades and Google drive in your child’s academic career at FDA VII.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

**Goal and Action Plan #5**

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.

By June 2014, 80% of teachers will enhance their practice in an identified competency needing improvement as evidenced by supervisory feedback aligned to the

Danielson Framework for Teaching.

### **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.

- This is the first year that Danielson rubrics are being used to evaluate teachers. Despite low-stakes exposure to Danielson last year, teachers are apprehensive about succeeding in this new supervisory context.
- Short frequent cycle results from last year show initial needs in areas of lesson planning, student engagement, and questioning/discussion techniques.
- With highly developed level of rubric difficult to sustain across all lessons every day, there will always be room for substantive, objective recommendations for improvement amongst all teachers.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Short, frequent cycles of observation performed by Principal Endlich and AP Burns, always aligned to the Danielson rubrics, with opportunity for follow-up conversations, written reports, and rubric scores.
2. Use of the online Advance system, as it becomes available, to track areas of deficiency at whole-staff level, department and/or grade teams, and individual teachers, which will allow for targeted professional development.
3. Optional, extended professional development opportunities after school to meet PD needs in a greater block of time, allowing for more in-depth work and reflection.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. School administrators with support from the network achievement coach and cluster talent coach as well as other members of network leadership.
2. Citywide Advance system, as available, with school-level analysis conducted by principal and AP.
3. PD offered by school-based supervisors as well as CFN members with per session funding for teachers provided by TL citywide instructional expectation funding. ARIS learn resources are utilized for useful video and other components.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administrators adhere to a yearlong monthly calendar for observation completion. At cabinet meetings we assess areas of staff weakness and align upcoming PD to meet those teacher needs.
2. Once the functionality is available on Advance, we will use the tracking feature at the end of each month to evaluate our data and next steps. Teachers will be informed of their progress at post-observation conferences.
3. Based on observation feedback, it will be straightforward to compare results for teachers who do and do not attend optional extended length professional development.

#### **D. Timeline for implementation and completion including start and end dates**

1. Danielson aligned observation began on October 29 and will conclude by the June 6 citywide deadline. Competency needing improvement, for each individual teacher, will be identified by the end of term 1, with focus and follow-up taking place throughout all of the second term.
2. Advance is utilized at least on a weekly basis, and additional features are utilized as their functionality is released.
3. Extended professional development opportunities will begin the week of January 6 and will continue throughout the spring term, ending June 25.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Support from network and central DOE, the use of ARIS learn, and teacher/administrator contracts.
2. Supervisors utilize Advance, developed by the city, as part of their professional responsibilities.
3. ARIS learn, as well as materials we've received from CFN 611 Principal and AP Institutes, will be utilized; per session is funded through citywide instructional expectations tax levy money.

### **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).

Parents have limited involvement with the development of teacher pedagogical competency levels. With that said, we value the feedback our parents provide at PA and SLT meetings, as well as in informal conversations, regarding teacher quality. We encourage all parents to complete their Learning Environment Surveys and use the feedback from the previous year's survey.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

n/a

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Literacy strategies; increased use of online and computer technology for benchmarks/goal setting, extended writing, communication workshops; writing workshops; peer editing; Achieve 3000; mastery based grading	Tutoring, small group, instructional technology used across school for targeted students. Achieve 3000 is used in self-contained ELA class. Mastery based grading is used in senior English in college-prep environment.	During contractual tutoring time, during the school day, before/after school, Saturday.
<b>Mathematics</b>	Differentiated instruction; calculator skills; mathematical modeling; online skill building; online course content in blended learning setting.	Tutoring, small group, instructional technology. Online content is offered in Alg2/Trig term 3 through iLearn.	During contractual tutoring time, during the school day, before/after school, Saturday.
<b>Science</b>	Differentiated instruction; literacy strategies focused on non-fiction, scientific reading; lab write-ups using google drive/computers; mastery based grading.	Tutoring, small group, instructional technology. Mastery based grading is used in physics courses.	During contractual tutoring time, during the school day, before/after school, Saturday.
<b>Social Studies</b>	Differentiated instruction; literacy strategies focused on primary source documents and nonfiction writing; online journal writing; essay writing workshops.	Tutoring, small group, instructional technology.	During contractual tutoring time, during the school day, before/after school, Saturday.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling, referrals, mediation, academic counseling	Small group and one-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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 for the second year in a row, hosting 3 teaching residents, who will work with 3 veteran teachers, throughout the entire school year. Residents learn to become proficient in a host of teaching strategies while working toward a master's degree. Our two recent hires for the 2013-2014 school year came from the NYC Teaching Residency program (2012-2013) and the NYC Teaching Fellows (2011-2012).
- Retention: FDA VII offers a supportive, professionally fulfilling, collegial atmosphere in order to retain its best teachers. Though we lost some teachers from last year, only two left to teach at other NYC DOE schools. The remainder retired, moved out of state, or advanced in their careers beyond teaching.
- 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 9<sup>th</sup> grade teacher team to ease students' transition to high school.
- Support: Contractual faculty meeting time is used for whole school professional development, provided primarily in-house and with support from our network and cluster. Teachers have freedom to pursue outside professional development opportunities, which can be financially funded by the school as budget permits. Danielson-aligned short, frequent cycles of observation, including formal and unannounced observations, are used by supervisory team to monitor daily instruction and provide individualized support and attention, including plans of action, for struggling teachers.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- All PD participants below are expected to turn-key learning at school-wide staff PD as well as with their Inquiry Teams (grade level, except math department).
  - Principal participation in Network 611 Principals' Institute sessions monthly, as well as yearlong meetings with Achievement Coach Emily Hurst at least twice per month.
  - Assistant Principal participation in Network 611 AP Institutes monthly, as well as collaborative meetings with Principal and Achievement Coach.
  - Shinair Francis, ELA teacher, participation in monthly Literacy Institutes.
  - Khaliah Augustin, math teacher, participation in monthly math institutes as well as cluster professional development with Common Core, Inc. and Pearson.
  - Catherine Taylor, math teacher, participation in Common Core Math & Science for English Language Learners PD series.
  - Sabine Albert, special education and social studies teacher, participation in citywide CCLS PD series for social studies teachers.
  - Toni Todd, ELA teacher, and Patrick Hurley, special education teacher, participation in citywide CCLS PD series for literacy instruction.
- ELA norming professional development around the NYC Performance Assessment rubrics.
- School-wide instructional focus around reading nonfiction texts and writing argumentatively (CCLS aligned) is supported with the following:
  - Inquiry meetings focused on looking at student work, making instructional adjustments, and reviewing work again to see student progress.

- In-house professional development on teaching literacy skills using *Strategies that Work* as a common text.
- Instructional leads and digital ready team set a calendar of school-wide skills by month with accompanying rubrics around writing; they are aligned to the CCLS and NYC performance assessment rubrics.
- Professional development around the Danielson competencies in areas of staff-wide struggle as well as small group need for improvement.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Title I 1% set-aside for parent involvement is managed completely in conjunction with the Parent Association president and her board to support parent participation in PA meetings, Family Game Night, potluck event, Open School Night/Afternoon, etc.
- Title I 5% set-aside is not utilized for highly effective teachers because all teachers either already meet the standard or are not interested or able, due to personal commitments, to engage in additional schooling and certification. Instead, this money is put toward professional development resources.
- Title I 10% professional development set-aside is used toward in-house professional development in support of citywide instructional expectations, instructional shifts, and Advance work. The same is true for the TL CIE money.
- Title I funds set aside for students in temporary housing goes primarily toward the purchase of uniform pieces (shirt, shoes, pants) for students whose parents cannot supply the required uniform independently. As needed this money is used to a lesser extent for school supplies, backpacks, phys ed shoes, etc.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

n/a

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Full teacher participation and collaboration in the Measures of Student Learning committee process beginning in spring 2013 and continuing to September 2013.
- Instructional leads representing each grade level team, special education, and the math department meet with administrators and network representatives to design instructional initiatives around common skills and rubrics for use with all students.
- Digital Ready team (4 lever leaders – instruction, curriculum, assessment, and external learning opportunities) take the lead on mastery-based assessment and conduct initial trials in limited classes this year for expansion to other teachers and classes next year. DR team members attend ongoing professional development throughout the course of the school year with the 10 other DR schools.
- Teachers design midterm and final exams, aligned to Regents exams (old and new versions) to administer at designated times in school year.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

n/a

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

n/a

## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>514</b>
School Name <b>Frederick Douglass Academy VII HS</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jessica Endlich</b>	Assistant Principal <b>Keith Burns</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Olivia Fundi</b>	Guidance Counselor <b>Valerie Bouffard</b>
Teacher/Subject Area <b>Shinair Francis</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Michelle Armstrong</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>317</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.21%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										4	2	1		7
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	2	1	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	1	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	1	0	2			1			6
Total	3	1	0	2	0	0	1	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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			1	4

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra				
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As we are working with high school students we do not have a tool that we use to determine literacy; however, for the new arrivals to the state, we use the Lab-R scores to determine their level of literacy and use that data to inform instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are no real correlations between proficiency levels and grades according to our data on both the NYSEASLAT and Lab-R because some students in the 9th grade have higher proficiency levels than those in the higher grades. According to our data, the correlations in proficiency can be found in the number of years that the student has been in a school in the US (barring for students with special educational needs).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The RNMR modality analysis report is not available for the 2013 Spring NYSESLAT.

Instructional decisions are very influenced by patterns identified across the NYSESLAT modalities data. Knowing that reading and writing are the areas of highest needs, we therefore focus on differentiated instruction infusing scaffolds in activities to provide students with multiple entry points into the curriculum. In reading we use ESL reading smart, which enables access to all proficiencies after a baseline assessment that assesses their lexile levels. L iteracy with an emphasis on guided reading to help the ELL students increase their reading levels and reading comprehension skills.

### NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

- Speaking and listening scores are reflective of the current level of the students and tend to be higher than the reading and writing scores.
- Reading and Writing scores show the least amount of improvement for our students opportunities for active meaningful engagement.
- Utilization of extended day to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher.

All activities and additional support offered to our ELL population is focused on their acquisition of academic vocabulary, proficiency in the L2 and academic progress.

### Implications for LAP in All Content Areas

In order to assist our students in both academic achievement and assessments, there are a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL and to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations using inquiry skills explored in school-wide PD.
- Provide opportunities for staff to follow correlations between teaching reading comprehension skills and comprehension improvement with the ELL population.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Encourage teachers to participate on professional development opportunities outside of the school focusing in instructional strategies for ELLs outside of the school.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

4. For each program, answer the following:

- a. 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?

4a. The trends show that in the first couple of years beginner ELLs, with a solid academic background in their L1, perform better in assessments in their L1. This seems to change in our school perhaps because we do have a bilingual program therefore there is minimal support of the home language or perhaps because the students' start activating the L2 far more than the L1 in academic settings. After the second year most ELLs opt to take the exams in English even though they have both access to both exams.

4b. Presently we give ELLs periodic assessments and the Performance Series Computer Adaptive Assessments twice a year. These assessments allow us to measure student growth and inform our curriculum modifications to meet the academic needs of our students. Performance data for ELLs is regularly reviewed by content teachers and our ESL teacher. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language

4c. The data shows that reading comprehension in the ELLs population of students in the country for 2 years or less is lower than compared to their counterparts. However, ELL students with more than 3 years in the country perform at par with their peers.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The students' second language is our target language, and key to the students' academic success here in NYC. So across curriculum, we have language objectives to ensure that the student is explicitly learning new academic words. In addition, students are provided opportunities to use their L1 in content areas because studies have shown that as target language develops students are able to transfer acquired knowledge. Work is differentiated to facilitate different entry points as students are usually at different levels of second language development. Students are given glossaries for all content areas and taught how to use them. Laptops are also available to our learners so that they can have easy access to interpretation. In considering instruction for ELLs, we realize that content needs to be delivered slowly and in multiple ways using realia and visuals wherever possible.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program by analyzing the number of students who gain proficiency per the NYSESLAT each year and how ELLs fare in their ESL classes and mainstream classes. In addition we analyze small growths in each modality.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). This is carried out by our ESL certified teacher. 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 the ESL teacher conducts an informal oral interview in English and in the native language (sometimes with the assistance of an interpreter. 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). The LAB-R results reveal to us 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. Students, whose first language is Spanish, and must take the Spanish Lab, if their LAB-R score is below the cut off. Once we have the LAB-R results, the parent is contacted and informed of the student's score and invited for the orientation. At the orientation, the parent is shown the video in his/her language and also given the choice letter, to select the preferred program for the child. 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 (fully certified as an ESL teacher by New York State) 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. 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.  
Once the student's Lab-R results reveal that the student is an ELL, the ESL teacher contacts the parent and invites the parent to an orientation. Our time scale is within 10 days of the registration of the student. A letter is also sent home both by post and through the student, in the home language, informing the parents of the program choices available – and requesting them to select a program as soon as possible. When the parents come for the orientation, they are given leaflets in their home language giving them information about their rights as parents of ELLs and also what is available in NY state for the ELLs. They also watch the video in their language, select the program and leave a signed selection sheet with the ESL teacher. The video clearly explains the 3 programs available for ESL students in the state of New York. The ESL teacher carries out this process with the assistance of the parent coordinator. Our ESL teacher - Ms Fundi is fully certified ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
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 7 ELLs therefore we have a free standing ESL program. I 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 handout entitlement letters and sent 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. 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.  
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, bilingual, ESL. These letters are posted to our students home, and our students also get a copy. Because of the time constraints a follow up phone call is made to the parents to explain the importance of responding with their program choice. As soon as the parent returns the letter, Our ESL teacher and our programer enter the details in the ELPC. The continued placement letter are sent out in September, on the 1st day that the students return to school, with a copy of their NYSESLAT results. The ESL teacher also keeps a spreadsheet with this information. The parents also get the opportunity to view the video.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
First letters are sent home informing the parents of the scheduling of the NYSESLAT exam. A list of all eligible students is run on the ATS - RLER. We also use RLAB, RLAT to ensure that our current list is up to date.  
Then the training of all the teachers who participate in the proctoring, administering and grading the NYSESLAT. The teachers administering the speaking part of the exam are given a workshop using the exam manuals and DVDs provided. The speaking exam is administered first as it is delivered first. Two teachers administer this test. One asks the questions and the other notes down the score. The students are given the time they need although while planning for the exam we estimate 15 minutes for each student.

The reading exam is usually the second one to be administered. Two teachers proctor the exam. All exam accommodations for special education students are considered in all the four exams. The listening exams are administered after the reading exam. One teacher administers the exam as we use a CD player. Finally we administer the writing exam. Two teachers are present during this exam. All the exams are administered in our school library, which is big and airy and comfortable as well as a very quiet space. Students who are absent during any of the tests are given the opportunity to take the test before the deadlines. So our testing coordinator calls home to inform the parents.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Over the past several years, we have had an increase in ELLs new admits from different countries. The majority of parents have chosen a bi-lingual program (approximately 70%). As such the trend is a preference for a bilingual education, where the students learn content in both their L1 the target language. At the moment we have free-standing ESL because we do not have enough ELLs with same L1.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    1. a. We have a free standing ESL class and in addition the ESL teacher pushes into some classes with our ELLs with special educational needs.
    - b. The program model is heterogeneous, student have different proficiency levels and are also in different grades.
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)?

Our program is Free standing ESL therefore our students receive ESL hours according to their proficiency levels. Beginning level students are mandated for 540 minutes, intermediate students for 360 minutes, and advanced for 180 minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. In addition, wherever possible, materials and text in theThe focus in these classes is to develop academic reading, writing, listening and speaking skills as our school goal is evidence based writing. Our ESL teacher uses a wide variety of authentic materials in English to develop English language skills. Our ESL teacher regularly confers with content-area teachers to align course materials with content classes. All course curriculum is aligned with New York State Standards. As a whole, our staff is modifying curriculum to reflect the Common Core State Standards and this is also reflected in ESL curriculum. L1 are provided to students in the content areas. Students are also availed laptops to enable them easy access to interpretation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

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 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 weather or not our ELLs are SIFE students or not, which then further informs instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure that our ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, we use teacher created tests, both in the ELL class and their content area classes. For writing and reading, students are given Regents-aligned midterms, finals, and unit exams in their core four subjects. They exercise their listening and speaking skills in ELL class as well as core four subjects and electives. These lessons are also In the ELL class, we also utilize Achieve 3000 and mock NYSESLAT exams and exercises throughout the school year in preparation for the spring exam.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

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 the 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.

e. Former ELLs continue to receive academic support for ESL teacher for at least 2 years. This takes the form of extended day assistance, collaboration with content teachers to continue differentiating instructions for these students and a continuation of academic vocabulary development plan. If the student is struggling in a certain content area, push in and tutoring is considered immediately.

Our ESL students receive all mandated testing accommodations. In all exams and tests they receive time and a half, a content glossary and a bilingual dictionary. We endeavor to translate all tests where possible and also utilize interpretation services to assist our students. Our students also take their exams in separate location, and where an article is to be read, the ESL students get a third reading.

**7. 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?**

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, contextulized 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. ELL -SWDs receive ESL program according to their proficiency level and the NYSESLAT results informs programing for these students. In terms of materials, we utilize dual-language dictionaries, English dictionaries, Achieve 3000, laptops, sample NYSESLAT-aligned assessments, the NY State ELL workbooks, an ELL newspaper, and English informational texts in the content areas, amongst other resources.

**8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?**

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 wthin 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. ELL\_SWDs are placed in our ICT program depending on their academic and behavioral plan. Our goal is to ensure that they continue to thrive in the least restrictive environment.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

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

9. 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.

English proficient students receive targeted daily instruction provided by our teachers, our in-house intervention system, and our afterschool intervention programs in English, Mathematics, Social Studies, and Science. Intensive instruction in reading and writing, problem solving and critical thinking skills were reinforced along with essential test taking strategies. These interventions are used for all core and elective subjects.

1. We ensure that our ELLs receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build

decoding skills this intervention is done by the ESL teacher.

2. We make sure that all our classes increase opportunities for ELLs to develop functional vocabulary, in ELA students do a variety of scaffolded activities to aid the acquisition of academic vocabulary using graphic organizers.

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 therefore in social studies and science, the teachers chunk text, and use questions to guide reading. For intermediate and beginner students we cloze text and hands on experiments are done with the students. Including as many visuals as possible to enhance comprehension.

6. ELLs receive early, explicit, and intensive instruction and intervention in basic mathematics concepts and skill the content teacher incorporates home language worksheets with English worksheets to aid comprehension.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers of ELLs are aware that they have ELLs and modify their instruction to accommodate the needs of our ELLs.

Assessments are differentiated taking into the account the English proficiency of our ELLs. In content interpreters are made available to assist our students wherever possible. Assessments in the content area are given in both the L1 and L2 wherever possible. Data is collected twice within the unit and adjustments are made according to the data.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. Presently all the ELLs are mandated to stay for extended day. Saturday academy and PM school are also offered in our school and ELLs are given priority to enlist given their needs. We also have an early morning tutoring program which affords our ELLs with opportunities for further intervention.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

In the content areas student have access to laptops which provide them with access to interpreting for themselves easily. Teachers also use the smartboard frequently to show visuals which aid learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content

comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend Q-TEL trainings. Many of the outside PDs are organized by CFN 611. In house we dedicate 1 professional development for each semester, unless teachers make special requests. Our ESL teacher also liaises with content area teachers, to discuss ways in which they can make their content area more accessible to ELLs. Our current focus is evidence based writing, a requisite of the Common Core Learning Standards. Our teachers in content have had in house professional development to enable them to participate in a dialogue on how to ensure that ELLs are getting appropriate scaffolds.

2. We hold a school-wide orientation for all entering students in the beginning of the year. Freshman teachers regularly meet to discuss student progress and develop specific lesson designed to facilitate a student's adjustment to high school. These professional developments act as platforms for exchanging best practices, where teachers are armed with strategies to scaffold learning for ELLs.

3. All staff will receive the mandated 7.5 hours of ELL training throughout the school year through targeted professional development on addressing the needs of ELLs in content classes.

4. Our records are maintained by the ESL teacher and the Parent coordinator. We have a filing system where the returned letters are held, and records of P/Ds or meeting pertaining to developing staff in matters of ESL are kept. We also have a living spread sheet which is updated whenever new information is received.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 without 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. We use in house translators, and DOE provided translation services for letters, surveys and calls to our parents.

Our school does not partner with other agencies to provide workshops for our parents.

## E. 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.

## 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)
Ms. Jessica Endlich	Principal		11/14/13
Mr. Burns	Assistant Principal		11/14/13
Ms. Michelle Armstrong	Parent Coordinator		11/14/13
Ms. Fundi	ESL Teacher		11/14/13
	Parent		11/14/13
Ms Francis	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

**Cluster:** 6      **Network:** CFN611

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

**Part A: Needs Assessment Findings**

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

Using the Home Language Identification Survey, and the ELL Parent Orientation we may determine the translation services needed to meet our students' needs. In addition to using staff members to serve as interpreters, we will use Translation Services through the DOE to contact parents. We will use DOE-approved vendors to translate important documents and notices to inform parents of important school events.

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.

Our school must translate documents and parent notices into Spanish, Haitian Creole and Arabic. The Parent Coordinator and ESL teacher will use DOE-approved vendors, such as Lingualinx.com, to translate documents electronically. We also need to provide interpreters for parent meetings with our ELL Counselor and for Open House and Parent Teacher meetings. For these meetings, staff members will serve as interpreters, or we may use Translation Services.

## Part B: Strategies and Activities

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

Written translation services will be provided through Lingualinx.com, a DOE-approved vendor. Parents will receive documents during Parent Orientation, and will be provided translated versions of all school-wide initiatives. These documents will be translated electronically through DOE-approved vendors, such as Lingualinx.com, and distributed through the Parent Coordinator's office

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 interpretations for parent meetings (Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers or DOE translation services.

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>.

Parents are notified of the Bill of Rights and interpretation services in Parent Orientation and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. These documents are also available in our ELL Counselor's office.