



**FREDERICK DOUGLASS ACADEMY IV  
SECONDARY SCHOOL  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: FREDERICK DOUGLASS IV SECONDARY SCHOOL 16K393  
ADDRESS: 1010 LAFAYETTE AVENUE, BROOKLYN NY 11221  
TELEPHONE: 718-574-2820  
FAX: 718-574-2808**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 16k393      **SCHOOL NAME:** Frederick Douglass Academy IV  
Secondary School

**SCHOOL ADDRESS:** 1010 Lafayette Avenue, Brooklyn, NY 11221

**SCHOOL TELEPHONE:** 718-574-2820      **FAX:** 718-574-2808

**SCHOOL CONTACT PERSON:** Alander Hasty/  
Claytisha Walden      **EMAIL ADDRESS:** [ahasty@schools.nyc.gov](mailto:ahasty@schools.nyc.gov)  
[cwalden3@schools.nyc.gov](mailto:cwalden3@schools.nyc.gov)

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Susan Jordan (Principal's Designee)</u>
<b>PRINCIPAL:</b>	<u>Principal of Record ---Marian Borden; Assigned Principals---Claytisha Walden, Alander Hasty</u>
<b>UFT CHAPTER LEADER:</b>	<u>Ronald Robertson</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Ms. Valerie Meyers</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Ms. Schontall Russell, Student Body Pres.</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 16      **SSO NAME:** Community Learning Support Organization

**SSO NETWORK LEADER:** Joanne Mejias

**SUPERINTENDENT:** Ainslie Cumberbatch

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Susan Jordan*	*Principal ‘s Designee/Chair	
Ronald Robertson	*UFT Chapter Chairperson or Designee	
Valerie Meyers	*PA/PTA President or Designated Co-President	
Debra Ellison	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Stephanie Stevenson	DC 37 Representative, if applicable	
Patricia Perkins	Member/ Parent	
Denise Williams	Member/ Parent	
Kawana Marshall	Member/Parent	
Coral Grant	Member/Teacher	
Maria Acedo	Member/Teacher	
Sabrina Lyons	Member/Teacher	
Doris Harrison	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

#### **School Mission Statement**

The mission of Frederick Douglass Academy IV Secondary School community of learners, community members, scholars, parents, staff, teachers and administrators is to prepare each scholar to enter prestigious college and universities with an excellent foundation and a sense of self-confidence so solid that the dream of a college degree and a professional career becomes a reality.

#### **Scholars' Creed**

The Community of Scholars at Frederick Douglass Academy IV is dedicated to personal and academic excellence. Choosing to live in the community obligates each member to a code of civilized behavior. Allegiance to these ideals requires each Frederick Douglass Academy IV scholar to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.

As a Frederick Douglass Academy scholar I will practice:

Personal and academic integrity

I will respect the rights and property of others;

I will discourage bigotry; while striving to learn from difference in people, ideas, and opinions;

I will demonstrate concern for others, their feelings, and their need for conditions that support their work and development.

-Adapted from the Morehouse College Scholar Creed

Frederick Douglass IV Secondary School is a school that has been in existence since 2004. Our mission is to provide the best education to all children in a rigorous academic setting that nurtures the whole child. This mission is accomplished through homeroom/advisories, afterschool, credit recovery/acceleration, arts integration and technology.

We are part of the Community Learning Support Network LSO and are in our sixth year in existence. The Community Learning Support Organization supports the school through professional development in mathematics, English Language Arts, and Science where consultants provide one-on-one coaching to teachers and administrative recommendations regarding data analysis and curriculum development.

Most of the staff cares about the students' success. There are activities that support students' social and emotional growth which provide extra curricula student engagement. These activities provide a great outlet for students in displaying their talent and interest. We have a caring staff that is emerging into a professional learning community through professional development, study groups, team meetings, and grade conferences. In partnership with ATLAS Learning Communities, we have developed a study group where we are focusing on looking at student work as a way of improving pedagogical practices. This collaboration will begin the Spring Semester and will extend to the end of the year

Our school is very proud of the variety of programs that support the academic and emotional growth of children:

- Partnership with City University of New York which provide professional development to the Math teachers, Science and technology teachers
- Partnership with the Violin Foundation which provides violin and instrumental instruction to select students
- Joint -Collaboration with All City Leadership Secondary School's PSAL program
- Partnership with Human Rights Commission Peer Mediation program
- Dance Team
- Wrestling Team
- Student Government at both the middle and high school levels
- Communication Team which supports positive student behavior and character development.

- Violence Prevention Program that includes chess instruction, Student Leadership instruction and the Leadership Program Parent Initiatives.
- Parent Involvement workshops
- Afterschool programs that include CHAMPS, Wrestling team, dance, STEP, music, technology lab
- Brooklyn District Attorney's program where 11<sup>th</sup> and 12<sup>th</sup> grade scholars received information about teen domestic/dating violence
- Special celebratory events that include Festival of Lights, Annual Basketball Tournaments, Game Tournaments, Movie Nights
- Student Council, Student Honor Roll, regular class trips
- Saturday Academic Program in literacy/mathematics for Grades 6-8 and Regents preparation for Grades 9-12 as well as credit recovery and acceleration for both remediation and enrichment.
- Art residencies including the Violin Foundation and BAMS Theatre Group
- Early morning and afterschool computer programs
- Smart boards and technology in many classrooms
- NYC Fitnessgram program.

We believe that parent involvement is key to a child's success. Our activities include:

- PTA meetings.
- Family participation in special events such as the Festival of lights, basketball tournaments, and all school celebrations
- Regular communication with families through school calendar and school newsletter.

Overall, The Frederick Douglass Academy IV Secondary School is a "diamond in the rough" nestled in the heart of Bedford-Stuyvesant community. We are a family of learners who seek to support all children in surpassing their potential. We believe that laying a good foundation in secondary school enables a child to succeed in life! We seek to work strategically to support our scholars.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Frederick Douglass Academy IV Secondary School								
<b>District:</b>		16	<b>DBN:</b>		16K393	<b>School BEDS Code:</b>		331600010393		
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11	√		
	K		4		8	√	12	√		
	1		5		9	√	Ungraded			
	2		6	√	10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	0	0		94.9 / 91.3	94.2/89.5	91.2/ 79.8			
Kindergarten	0	0	0							
Student Stability - % of Enrollment:										
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	0	0	0		97.6	95.9	95.0			
Grade 3	0	0	0							
Grade 4	0	0	0	Poverty Rate - % of Enrollment:						
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	72	77	67		59.2	64.9	61.0			
Grade 7	71	72	73							
Grade 8	98	71	79	Students in Temporary Housing - Total Number:						
Grade 9	104	87	69	(As of June 30)	2006-07	2007-08	2008-09			
Grade 10	79	87	73		4	2	12			
Grade 11	0	76	71	Recent Immigrants - Total Number:						
Grade 12	0	0	72	(As of October 31)	2006-07	2007-08	2008-09			
Ungraded	0	0	0		0	1	1			
Total	424	470	504							
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	0	0	0	Principal Suspensions	8	22	222			
# in Collaborative Team Teaching (CTT) Classes	24	24	44	Superintendent Suspensions	11	22	29			
Number all others	11	22	26							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2006-07	2007-08	2008-09			
				CTE Program Participants	N/A	N/A	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants						
(As of October 31)	2006-07	2007-08	2008-09		0	0	0			
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# receiving ESL services only	0	3	5	Number of Teachers	27	31	41			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	2	2	Number of Administrators and Other Professionals	6	4	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	11.1	29.0	46.3
				% more than 5 years teaching anywhere	22.2	22.6	26.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	67.0	71.0	68.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.1	85.3	91.1
American Indian or Alaska Native	0.9	0.8	1.0				
Black or African American	89.6	86.6	85.5				
Hispanic or Latino	8.2	11.3	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.3	1.0				
White	0.5	0.0	0.4				
<b>Male</b>	46.7	49.4	49.0				
<b>Female</b>	53.3	50.6	51.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White							
<b>Other Groups</b>							
Students with Disabilities		-	-	-			
Limited English Proficient							
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		3	3	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	C/D			<b>Overall Evaluation:</b>	Δ		
<b>Overall Score:</b>	48.0/ 42.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	Δ		
School Environment:	3.5/ 5.0			Quality Statement 2: Plan and Set Goals	Δ		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	Δ		
School Performance:	13.5/ 25.0			Quality Statement 4: Align Capacity Building to Goals	Δ		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	Δ		
Student Progress:	28.0/ 11.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3.0/ 1.0						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Frederick Douglass Academy IV Secondary School (16k393) has many strengths, accomplishments and challenges. Our school has received a "C" in its overall rating from 2007 as well as an "Under-developed in the Quality Review. FDA IV is a school in good in good standing, having met AYP in mathematics, English Language Arts and Science. We have a very committed faculty whose willingness for improvement has compelled us to plan strategically to impact student progress. Most students are willing to learn and are eager to come to school. However, we have set up support systems for those students that have attendance and academic concerns. (There is a discrepancy between the middle school and high school attendance). We have a number of after school programs in place for dance, music, art and theater.

We believe that our greatest accomplishments in the past year include expanding afterschool programs and student activities, the Saturday Academy, credit recovery/acceleration programs and technology integration.

Our greatest challenge is in supporting student progress academically from year to year. In the middle school, there is no student movement in ELA and Math. There is not much significant growth or change in moving students from Level 3-4. Within high school, the credit accumulation has been a problem. H.S. students are not earning the required amount of credits for each year progress.

The most significant barriers to the school's continuous improvement is providing quality teacher professional development in strategy centered, student engaged learning that builds prior knowledge, how to use data effectively to drive instruction and differentiated instruction.

Another barrier is fostering a culture of student self management of learning. Families and students need to be aware that children who learn best are children who take charge of their learning. Towards this end, teachers need additional professional development in data driven differentiation, use of student centered rubrics and goal setting. By beginning with the teachers and imbedding these practices into their instruction, this culture of learning self management can take root with students and families.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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***By June, 2010, FDA IV Grades 9-12 students will make a growth in credit accumulation as compared to the 08-09 school year on the Student Progress section on the School Report Card by a minimum of 15% by cohort.***

In order to increase student performance and progress, we have raised the bar for the 09-10 school year for high school students by analyzing each student's transcript and develop an individual success plan for students' progress to ensure students earn their credits.

- Increase the percentage of students earning 10+ credits in 1<sup>st</sup> year from 59.9% to 75%
- Increase the percentage of students earning 10+ credits in 2<sup>nd</sup> year from 40.4% to 55%
- Increase the percentage of students earning 10+ credits in 3<sup>rd</sup> year from 28.8% to 55%

***By June, 2010, the quality of student writing will improve by evidence of proficiency in 3 out of 5 competencies in a common writing rubric across curricula in at least two writing assignments.***

Writing is a literacy skill needed for success across the curricula as well as for major assessments. This is to be accomplished through the implementation of common rubrics as well as common formal writing assessments and curriculum guides to ensure data driven writing instruction and assessments. 60% of General Education and 40% of Special Education students will exhibit competencies in writing assessments.

***By June, 2010, FDA IV will provide opportunities for 95% of its teachers to take ownership of their learning by differentiating their professional development and by giving teachers opportunities to select areas for professional growth based on one of the California Standards, "Planning Instruction and Designing Learning Experiences for All Students."***

95% of teachers will engage in professional development based on the Professional Teaching Standard - "Planning Instruction and Designing Learning Experiences for All Students" and will set professional goals based on that standard and their self assessment of their present level of expertise as defined by the Teacher Continuum of the California Standards.

***By June 2010, 100% of teachers will participate in professional development centered on data-driven differentiated instruction that addresses the needs of all students in the classroom including IEP and ELL.***

Professional development will be provided to all staff regarding data driven differentiated instruction. As a result of this professional development, 100% of teachers will demonstrate differentiated instructional strategies in observed lessons, learning walks and unit/weekly/daily planning.

***By June 2010, 100% of students will participate in an improved youth development structure and support through a homeroom/advisory to ensure an improved school climate and communication***

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area:** Students Progress in High School

<p><b>Annual Goal</b></p>	<p><i>By June, 2010, FDA IV Grades 9-12 students will make a growth in credit accumulation as compared to the 08-09 school year on the Student Progress section on the School Report Card by a minimum of 15%by cohort.</i></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> <p><b>Timelines for all actions, strategies, activities implemented during the 09-10 school year are as follows:</b></p> <p><b>August – October: Student Progress Report Analysis; Review of the data</b></p> <p><b>November – January:</b></p> <p><b>Grade Conferences; Cleaning of Data; Special Education Audits; Mock Regents; Regents Prep Classes; Credit Recovery; Forming H.S. Grade Team;</b></p> <p><b>February – April: Credit Recovery; In-house “Student Progress Report”;</b></p>	<p>In order to ensure that 70% of our students including ELL and Special Education make a year’s growth in credit accumulation, we have formulated a plan that focuses on a solid and sequenced credit recovery / Regents prep courses as address student progress. In school year 2008-09, student progress for high school students were rated an ‘F’. The following actions steps were implemented:</p> <p>September – June</p> <ol style="list-style-type: none"> <li>1) Data Analysis and Cleansing</li> <li>2) Transcript Review</li> <li>3) Special Education Compliance audits involving Chapter 408 and Modifications/Accommodations</li> <li>4) Developing Credit Recovery Classes</li> <li>5) Mock Regents Simulations</li> <li>6) Provided individual counseling to create goals</li> <li>7) Implements Regents Review classes</li> <li>8) Promotion of differentiated instruction through individual goal setting, assessment, student self evaluation and tiered assignments.</li> <li>9) 1:1 Conference Analysis Notes with next steps. This initiative supports continuity of assessment and alignment.</li> <li>10) Formation of a High School Grade Team with a High School Coordinator to oversee the process.</li> <li>11) Saturday Academy: Additional support in courses for grades 9-12 .Groups are separated by course as opposed to grade thereby providing</li> </ol>

<p><b>Updating transcripts; Programming</b></p> <p><b>May – June: Mock Regents; Programming for the Fall; Looking at Credit Accumulation for each cohort – Monitor, assess, and revise as necessary with focus on student goal setting in all actions and strategies.</b></p>	<p>remediation to those who require support and enrichment to those who need an extension of their learning.</p> <p>12) Professional Development – (High school Grade conferences where student engagement, credit accumulation, ARIS, Student Inquiry were emphasized).</p> <p>12) Review of Scholarship Reports and Class/grade and individual data.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources to be aligned are the following:  Classroom Teachers – ARRA funding  Data Specialist – TL Children First Funding  Inquiry Team: TL Children First Funding Inquiry Team  Saturday Academy: C4E  Professional Development: SWP and TL</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<p><b>Indicators of Progress will show growth in credit accumulation to increase the Progress Session on the School’s Report Card.</b></p> <ul style="list-style-type: none"> <li>• September-Review the data to prepare for data cleansing.</li> <li>• October-January- Data cleansing, Mock Regent, Credit-Recovery Classes and Regent prep Classes, Individual counseling to review data.</li> <li>• February-April- In House Progress Report, Credit Accumulation</li> <li>• May-June- Mock Regents, Programming for the Fall- Revise and assess student goals and providing an action plan and strategies for student success.</li> </ul>

Subject/Area (where relevant): Writing

<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June, 2010, the quality of student writing will improve by evidence of proficiency in 3 out of 5 competencies in a common writing rubric across curricula in at least two writing assignments.</i></p>
<p><b>Action Plan</b>  <b>Timelines for all actions, strategies, activities implemented during the 09-10</b></p>	<p>In order to ensure that the quality of student writing will improve, the following actions steps were implemented:  February – June</p>

<p><b>school year are as follows:</b></p> <p><b>February – June- Professional Development (ongoing on a monthly basis)</b></p> <p><b>February – Introduction to writing across the content areas, student writing assessments (data driven instruction); ATLAS Professional development</b></p> <p><b>March– Writing assessments; Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</b></p> <p><b>April – June - Monitor, assess, revise as necessary with focus on student goal setting in all actions and strategies.</b></p> <p><b>June –Reflection and planning for 10-11 school year.</b></p>	<ol style="list-style-type: none"> <li>1)Implementation of Common Writing Assessments</li> <li>2) Implementation of writing rubrics</li> <li>3)Common planning and professional development to support the implementation of writing across the curricula</li> <li>4)Partnering with ATLAS Learning Communities to conduct professional development on “looking at student work”</li> <li>5)Using protocols of “looking at student work” in a professional learning community to support collaboration among staff in data driven instruction, differentiation of instruction and assessing student work</li> <li>6)Bulletin board Checklist with evidence of student writing</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers – ARRA funding  SETTS – ARRA funding  Professional Development – in-house –ELA Coach  ATLAS Learning Communities  Community Learning Support Organization Outreach – TL Children First Funding  Staff Retreat  Inquiry Team</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students are assessed monthly. Student unit data is analyzed for areas of strength and challenge. Teachers disaggregate data and forward it to the Inquiry Team. Inquiry Team analyzes data for trends and instructional implications.</p> <p><b><u>Instruments of Measure</u></b></p> <p><b>Monthly Benchmarking and Common Rubrics</b>  Progress and growth is measured by benchmarking of writing assessments. Students are assigned performance levels to unit numerical grades. Benchmarking is as follows:  Level 1: 0% -64%  Level 2: 65% - 79%  Level 3: 79% -94%  Level 4 94% and above</p>

	<p><b>Portfolio</b>  Progress will be measured by an increase of 5% Level 3 and 4 work on Problem of the Day in student portfolios.  <b>Projected Gains:</b> Students will grow an average of 5% points throughout the year.</p>
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<b>Professional Development – Professional Goal Setting</b>	
<p><b>Subject/Area (where relevant):</b></p>	
<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of teachers will engage in professional development based on the Professional Teaching Standard - “Planning Instruction and Designing Learning Experiences for All Students” and will set professional goals based on that standard and their self assessment of their present level of expertise as defined by the Teacher Continuum of the California Standards.</p>
<p><b>Action Plan</b>  Include:  actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Sept – January</b> – Informal Observation Process/ Composite Observation Process</li> <li>• <b>February</b>-Introduction of the California Professional Teaching standard “Planning Instruction and Designing Learning Experiences for All Students” and implications for personal goal setting to enhance one’s skills as an educator.</li> <li>• <b>February-March</b> – Initial round of formal observations to assess teacher facility with planning instruction and designing learning experiences for all students.</li> <li>• <b>February-May</b> – professional development regarding self assessment of their present level of expertise as defined by the Teacher Continuum of the California Standards and goal setting based on that self assessment.</li> <li>• <b>January-June</b> – professional development and sharing among teachers regarding personal goals and how best to meet them.</li> <li>• <b>February</b> – submission of goals to grade supervisor.</li> <li>• <b>March</b> – Benchmark 1 – work with grade supervisor in self reflection and revision of goals</li> <li>• <b>April</b> – Benchmark 2 – work with grade supervisor in self reflection and revision of goals</li> <li>• <b>June</b> – Benchmark 3 - <b>with</b> grade supervisor in self reflection and goal setting for 10-11 school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  Include reference to the use of Contracts for Excellence (C4E)</p>	<ul style="list-style-type: none"> <li>• Supervisors – Tax Levy, Title I SWP</li> <li>• Teachers – Tax Levy, ARRA</li> <li>• Professional Development – Title I SWP</li> </ul>

<p><i>allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher Survey</li> <li>• Teacher Self Assessment</li> <li>• Administrator Observations/Snapshots</li> </ul>

**Professional Development Data Driven Curriculum Differentiation and Self Management of Learning**

<p><b>Subject/Area (where relevant):</b></p>	
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2010, 100% of teachers will participate in professional development centered on data driven, differentiated instruction that addresses the needs of all students in the classroom including IEP and ELL.</i></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Sept – June</b> Introduction Data Driven Instruction initiative that includes goal setting, student assessment, use of rubrics and curriculum planning</li> <li>• <b>Oct – February</b> -Initial round of formal observations to assess teacher facility with using data to drive instruction and differentiation through content, concept and process.</li> <li>• <b>December</b>- Benchmark Assessments (ELA) and Mock Regents; Re-teaching; Test Preparation</li> <li>• <b>February</b> – professional development regarding class and student goal setting, various differentiation strategies such as tiered assignments and student use of rubrics for revision and editing in writing. Professional development on clear expectations.</li> <li>• <b>February– June</b> – professional development and sharing among teachers regarding various differentiation strategies and assessment driving instruction. Monitoring of student and teacher progress via observations, lesson plan examination, walk throughs, snapshots and sharing of best practices at grade inquiry team meetings.</li> <li>• <b>March-June</b> – review of ELA/math benchmark for student progress and revision of strategies</li> <li>• <b>March</b> - review of ELA/math benchmark for student progress and revision of strategies</li> <li>• <b>June</b> – review of ELA/math benchmark for student progress and revision of strategies</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Supervisors</b> – Tax Levy, Title I SWP</li> <li>• <b>Teachers</b> – Tax Levy, ARRA</li> <li>• <b>Professional Development</b> – C4E funding, Title I SWP, Title I ARRA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• ELA/Math Benchmarking December, March, June</li> <li>• ITAs in ELA and Math</li> <li>• Teacher Self Assessment</li> <li>• Administrator Observations/Snapshots</li> </ul>

**Youth Development Supports and School Climate**

<p><b>Subject/Area (where relevant):</b></p>	
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2010, 100% of students will participate in an improved youth development structure and support through a homeroom/advisory to ensure an improved school climate and communication</i></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>September</b> – November – Observation of student interactions, school climate, etc.</li> <li>• <b>November - December</b> – Implementation of mentoring program for students with IEPs; IEP compliance</li> <li>• <b>December</b> –March –ISC Outreach, Office of Youth Development; Student Incentives; Activities; Trips; Guest Speakers</li> <li>• <b>January</b> - Introduction of concept of homeroom/advisory to ensure support of all students which includes goal setting, interventions and student assessment</li> <li>• <b>February</b> –Implementation of homeroom/advisory; student surveys mirroring the Learning Environment Surveys</li> <li>• <b>March</b> – Analysis of student surveys, Plan of Actions</li> <li>• <b>March- June</b> - professional development regarding class and student goal setting, various differentiation strategies such as tiered assignments and student use of rubrics for revision and editing in writing. Professional development on clear expectations.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● <b>Supervisors</b> – Tax Levy, Title I SWP</li> <li>● <b>Teachers</b> – Tax Levy, ARRA</li> <li>● <b>Professional Development</b> – C4E funding, Title I SWP, Title I ARRA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>● ELA/Math Benchmarking December, March, June</li> <li>● ITAs in ELA and Math</li> <li>● Teacher Self Assessment</li> <li>● Administrator Observations/Snapshots</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
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	# of Students Receiving AIS							
6	45	45			0	0	0	0
7	35	35			6	0	0	0
8	45	45			10	0	0	0
9					1	0	0	0
10					0	0	0	0
11					1	0	0	0
12					0	0	0	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades 6-8 who are considered at-risk for not meeting State standards as determined by their performance at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments, or who have been identified as potential holdovers.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>LEVEL 1 INTERVENTIONS : Daily throughout the year</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction based on need</li> <li>• Guided Reading and 1:1 conferencing addressing individual student need</li> <li>• Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.</li> <li>• CTT</li> <li>• ELA Coach models instruction; teaches one class as a model classroom</li> </ul> <p><b>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</b></p> <ul style="list-style-type: none"> <li>• Small group phonics instruction, pull out, during the day</li> <li>• Lunch and Learn - Grades 1-6 - small group tutoring comprehension instruction, during the day</li> <li>• ELA/Reading in the Content Area Skills Work - Grades 6-8 - small group 37.5 minutes</li> <li>• ELA Skills Work/Reading in the Content Area/Test Preparation - Grades 6-8 – Saturday Academy in March</li> <li>• Circular 6R Skills instruction - Grades 1-6, 1:1 or small group instruction based on student needs</li> <li>• Summer School - Grades 3-6- Small Group Instruction, 4 days a week for six weeks</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.</li> <li>• Mandated SETSS</li> <li>• Open Lab</li> <li>• CLSO ELA Support – Laurie Harriton</li> <li>• Credit Recovery</li> <li>• Open Lab/Technology Specialist</li> <li>• Regents Preparation</li> </ul>
<b>Mathematics:</b>	<p><b>LEVEL 1 INTERVENTIONS : Daily throughout the year</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction based on need with Tiered assignments</li> <li>• Small Group and 1:1 conferencing addressing individual student need</li> <li>• Harcourt Math Differentiated Instruction</li> <li>• Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.</li> </ul> <p><b>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</b></p> <ul style="list-style-type: none"> <li>• Math Skills Work - Grades 6-8 - small group 37.5 minutes</li> <li>• Math Skills Work/Test Preparation - Grades 6-12- small group, Saturdays</li> </ul>

	<ul style="list-style-type: none"> <li>• Lunch and Learn -small group tutoring, during the day</li> <li>• Summer School - Grades 6- 12- Small Group Instruction, 4 days a week for six weeks</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.</li> <li>• After school tutoring</li> </ul>
<b>Science:</b>	<p><b>LEVEL 1 INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.</li> <li>• Reading and Writing in the Content Area instruction with a focus on strategies</li> </ul> <p><b>LEVEL 2 INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Circular 6R Skills instruction - or small group instruction based on student needs</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.</li> </ul>
<b>Social Studies:</b>	<p><b>LEVEL 1 INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis.</li> <li>• Reading and Writing in the Content Area instruction with a focus on strategies</li> </ul> <p><b>LEVEL 2 INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Circular 6R Skills instruction - or small group instruction based on student needs</li> <li>• At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.</li> <li>• After school tutoring</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor, Social Worker, Psychologist:</b>	<p><b>ATTENDANCE INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance of At Risk students (less than 90%)</li> <li>• Conducts outreach services</li> <li>• Family counseling</li> <li>• Attendance teacher</li> <li>• Referrals to Support Agencies</li> </ul> <p><b>ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM</b></p> <ul style="list-style-type: none"> <li>• Superintendent Suspension</li> <li>• Uninterrupted Academic Instructional Support</li> <li>• Frequency Based on Need</li> <li>• Counseling Provided</li> <li>• Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs.</li> </ul> <p><b>IN SCHOOL SUSPENSION (SAVE) ROOM</b></p> <ul style="list-style-type: none"> <li>• Frequency based on needs</li> <li>• Counseling</li> </ul>

	<p><b>CONFLICT RESOLUTION PROGRAM</b></p> <ul style="list-style-type: none"> <li>• Whole class and small group lessons in conflict resolution</li> <li>• 1:1 counseling in resolving conflict/anger management</li> <li>• Small group, peer mediation</li> <li>• Family outreach and problem solving</li> </ul> <p><b>GUIDANCE COUNSELOR INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling</li> <li>• Needs based</li> <li>• Students not meeting promotional/performance standards</li> <li>• Students experiencing behavioral, emotional, family issues negatively impacting on learning</li> <li>• Referral to support agencies</li> <li>• Whole class/small group guidance lessons</li> </ul> <p><b>ELL SUPPORT COUNSELING</b></p> <ul style="list-style-type: none"> <li>• Guidance Counselor Support Services</li> <li>• Additional Educational Assistants or individualized Attention</li> <li>• Frequency Based on assessed needs</li> </ul> <p><b>SOCIAL WORKER INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Small group, individual and family counseling</li> <li>• Consultation with classroom teachers for development of behavior intervention plans</li> <li>• Crisis intervention/crisis counseling as needed</li> </ul>
<b>At-risk Health-related Services:</b>	<p><b>HEALTH SERVICES</b></p> <ul style="list-style-type: none"> <li>• Supervising Nurse for Each District - Monitors Services</li> <li>• Monitor Health Needs of All Students and Provide First Aid</li> <li>• Referrals to Supportive Agencies</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**Part A: Language Allocation Policy Narrative (LAP)** – The LAP team for FDA IV Secondary School consists of the principal, assistant principal, ESL teacher, classroom teacher, special education teacher, parent coordinator and a PTA representative. The building, home to approximately 500 students in grades six to twelve, is in good physical condition and well maintained.

Out of the 500 students, nine are English Language Learners; two of which are students who have interrupted formal education. They are Spanish speaking. The students receive instruction in English during the school day. ELA instruction is provided in monolingual classes in ELA, Math, Social Studies and Science.

During the 2008-2009 school year, the trend in program choices by parents of English Language Learners was the English as a Second Language (ESL) program. In accordance with NYCDOE regulations, the focus of FDA IV Secondary School, Language Allocation Policy was the development of a plan to guide the instructional program for ELLs until they acquire academic proficiency in English.

Due to the low number of students who are English Language Learners at FDA IV Secondary School, we provided ESL services for our extended day/after school. This allows us the flexibility to schedule the students' mandated ESL instruction without interfering with all other daily academic areas.

Furthermore, parents of newcomers are invited and welcomed by the Parent Coordinator and Secretary. The guidance Counselor and the teacher provide information on the program choices. The majority of our parents select the freestanding ESL program. The numbers of students in our school do not warrant either a Transitional Bilingual Education or Dual Language Program. In our school, there are 9 students of the total population who are at the intermediate level or advanced levels. There is one at the beginner level. There are 2 students at the intermediate level and 6 at the advanced level. Data indicate that students at the beginner and intermediate proficiencies score better on the listening and speaking subtests of the LAB-R and NYSESLAT compared to their performance on the other modalities.

In general, the advanced students score highest in all of the 4 modalities. However, a weaker intermediate student, for example, may score higher in a given modality than an advanced student, because he or she might be stronger in that given area. The implications for the school's LAP and instruction are to carefully review the distribution of results of the 4 modalities. The ESL teacher, Principal, and LAP team can work together in order to strengthen the weaker areas (modalities) of the students.

The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target in on literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

FDA IV Secondary School has a pull-out program, where students are fully served. The ESL teacher is fully certified in ESL. In accordance with CR Part 154 mandates intermediate students receive ESL instruction eight times a week, (360 minutes). Advanced students receive ESL instruction four times a week, (180 minutes).

At times, the second language is used to support concepts and language learning where feasible and necessary. All students do receive ELA instruction within the balanced literacy setting. Students participate in read alouds, shared readings, and guided reading. Explicit ESL is delivered by the following methodologies and strategies: repetition, facial expressions, gestures, visuals, auditory, and tactile tasks are used. The listening, speaking, reading, and writing skills are also implemented. Instructional materials used to support ELLs include the standard curriculum guides.

The ESL classroom is housed in the language room with guided reading books, making meaning read aloud kits and professional development resources. The ESL teacher uses these materials on an ongoing basis. The ESL teacher participates in CLSO monthly professional development sessions as well as school based professional development sessions. The ESL teacher collaborates with teachers during common planning time on lesson planning. The ESL teacher confers with teachers on an ongoing basis to coordinate planning efforts to best serve ELLs in the classroom.

The professional development plan for all personnel of ELLs at the school is to collaborate and to be informed about the ELLs. Together, the ESL teacher, Principal, and school leadership team stay aware of the progress of the ELLs. Updates will be given as to how the ESL teacher as well as school personnel of ELLs can continue to work toward the ELL proficiency level. The ESL teacher mentors these students. The meetings will be held once a month where topics such as how the ELLs are scoring on standardized tests , cultural diversity in the classroom, visual tools to support instruction, how to use data to inform instruction and Total Physical Response in the classroom. The ESL teacher is responsible for providing staff development on these strategies. The ESL teacher herself attends monthly professional development sessions provided by the ELL ISC and LSO staff on both compliance and instructional issues.

## **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

### **Form TIII – A (1) (a)**

**Grade Level(s)** 6-12      **Number of Students to be Served:** 8 LEP 0 Non-LEP

**Number of Teachers:** All    **Other Staff (Specify)** one bilingual paraprofessional

### **Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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With the 09-10 school we have not received Title III funds due to the low number of students. However, our eight ELL students are entitled to receive extended day, small group tutoring program and supplemental instruction as well as Saturday Academy.

We differentiate instruction to meet the needs of all English Language Learners. The number of students to be served will be our 8 ELLs who require additional support in oral language.

The program will be available Mon – Friday 3:00 – 5:00 for extended day/after school. During the school day, teachers will support any ELL student for supplemental instruction.

The service providers for the Title III are all classroom teachers. They have been trained under CR Part 154 guidelines by our ESL teacher. Technical support for this computer assisted program will be provided our Title I Intervention Specialists.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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In addition to the professional development provided under CR Part 154 guidelines, all teachers will be trained to meet the needs of ELL's with follow up sessions as needed.

School: 16k393      BEDS Code: 31600010393

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$ 4400/wk	<b>Extended Day/ After school – ESL classes</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$0	
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>		
<b>Educational Software (Object Code 199)</b>	\$0	
<b>Travel</b>	\$0	
<b>Other</b>	\$0	
<b>TOTAL</b>	\$4400	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.

During the enrollment process of a new student, the school administers the HLIS to determine the primary language of the student and similarly, the parent. This data is maintained and recorded in ATS, the HLIS and the blue emergency card. This information is also noted on the child's cumulative folder and in ARIS. The data used to assess written translation needs includes the number of enrolled students including ELLs whose parent's primary language is a language other than English. The data used to assess the oral interpretation needs of the school includes the number of parental participants in school based events. Data is also accessible via the HLIS, the Annual School Report Card, NCLB Accountability Report and attendance records from school based 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.

The major findings of the school's written and oral interpretation needs determined that English and Spanish are the primary languages of FDA IV Secondary School parents. These findings were reported at the PTA Executive Board meeting, PTA General Membership meetings and the School Leadership Team meetings.

#### **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.

The written translation services the school will provide are the translation of all parent notifications in Spanish. Translations are completed by school based staff as well as the Translation & Interpretation Unit as needed. The English versions of lengthy parent notices are sent in advance to the Translation & Interpretation Unit in order to facilitate the timely distribution to the parents. The English version of short parent notices are provided in advance to the school based staff to facilitate the timely distribution to parents. All parent notifications including the school calendar, parent memos, Parents Bill of Rights and Responsibilities and school based

information notices are translated and sent in English and Spanish. In addition, all NYCDOE notices are accessed in English and the translated versions such as the Summer School notices are distributed in the native language. All languages are represented in our school signage at the main, security desk and in our main office. All forms are available in all languages as provided by the NYCDOE

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.

The school provides oral interpretation services at all parent workshops, meetings and events. School based staff are paid per session when appropriate to translate if the event is after school hours. During the school day, school based staff is available on an as needed basis to interpret for parents. A list of available translators and languages spoken is available in the main office. The school additionally avails itself of the Translation and Interpretation Hotline provided by the NYCDOE.

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>.
  - a. Section VII Part A: The school distributes all NYCDOE bulletins to parents whose language is a covered language. The NYCDOE bulletins include the Discipline Code, Promotion in Doubt, Accountability Reports, and NCLB Transfer etc.
  - b. Section VII Part B: The school posts in the Main Entrance and the Main Office notices in each of the covered languages where copies of such written notifications are available
  - c. Section VII Part C: School based staff are available each day to provide interpretation services during daily procedures and emergency procedures as per the Safety Plan
  - d. Section VII Part D: N/A less than 10% of our parents speak a language other than English Section VII: Part E: The Department's website is posted in the Main Entrance. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$420,125	\$420,125
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0	\$4,202	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	\$ 0	\$188	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0	\$21,006	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	\$ 0	\$21,006	
6. Enter the anticipated 10% set-aside for Professional Development:	\$0	\$30,000	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	\$0	\$30,000	

\*\*\*Note: The school is not a Title I school.

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
On-going professional development sessions are offered.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### Frederick Douglass IV Secondary School, Parent Involvement Policy

FDA IV Secondary School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **FDA IV Secondary School-Parent Compact**

#### **School Responsibilities**

FDA IV Secondary School, will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards through the standards curriculum in literacy, Mathematics, social studies, art and music, NYC Scope and Sequence for Science and Physical Education.
2. Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the Fall term and Spring term.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports monthly in all core subject areas.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents upon a mutually agreeable appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through workshops, PTA Participation and participation in our family activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I programs and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time or ask to be read to.
- Follow the Chancellors Disciplinary Code
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please refer to Page 12 of this plan**

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**Please refer to the Action Plan as outlined on Pages 14-20**

3. Instruction by highly qualified staff. **100% are Highly Qualified**

FDA IV Secondary School employs hiring practices that seek the most qualified candidates for positions in our school. In working with the NYCDOE Human Resources, we attend hiring fairs, conduct demonstration lessons by prospective candidates and high via an interview committee. Thus, our staff is highly qualified or is the process of becoming highly qualified. Teachers are programmed in the instructional program according to the all NYS regulations including teaching within license. When a teacher is in the process of becoming highly qualified, we provide first year mentoring and additionally support outside higher education coursework funding. Those teachers in need of specifics for certification work in concert with the principal to achieve highly qualified credentials.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  - School's professional development priorities are based on student and teacher identified needs, in addition to city/district mandates

- School instituted professional development often includes monitoring, modeling, coaching, inter-visitations and demonstration activities to support implementation of effective teaching and learning
- Staff has ongoing opportunities for mutual problem solving and experimentation to improve their instruction
- Based on formal and informal observations of teaching/learning, administrators provide support and feedback to staff
- As a result of participation, teaching staff often applies professional development to instruction
- Staff engages in ongoing professional development
- Professional development often introduces knowledge and techniques that promote excellence in instruction and which are based on current school improvement research findings
- Professional development in how to meet the needs of at-risk learners, special needs students and English language learners occur regularly.

**Implications for the Instructional Program:**

- Maintain and/or expand the level of staff development on a regular basis in order to meet both staff and student individual needs to include guidance from the FDA IV Secondary School; Community Learning Support Organization, Administration
  - Provide professional development for Grades 6-12 teachers regarding the implementation of the Core Curriculum and NYC Core Curriculum in literacy, mathematics, social studies and science.
  - Enhance quality of teaching by including additional modeling, coaching, inter-visitations and demonstration activities to support effective teaching and learning
  - Continue cohort model, staff grouped by grade including auxiliary personnel that provide services to that grade, to provide professional support for classroom teachers
  - Continue to use common preps, faculty/grade conferences, cohort, study groups, snapshots, observations, focus walks, committee and administrative cabinet meetings to provide ongoing opportunities for mutual problem solving and experimentation
  - Continue the professional development for untenured staff such as school based weekly New Teacher Sessions, Circular 6R menu items, grade conferences, grade leader sessions, common preps, inter-visitations, snapshots, observations, etc.
  - Decrease lecture and increase performance based learning at FDA IV Secondary School
  - Continue opportunities for staff (tenured and untenured) to participate in DOE, Region, school-wide professional development activities
  - Continue staff participation in professional development activities provided by Community Learning Support Organization /NYCDOE.
  - Continue to conduct needs assessment surveys and checklists during the school year
  - Continue to circulate current book titles for staff to read and discuss current research as adult learners
  - Continue to use research based instructional methods to facilitate study groups, discussions and skills development as adult learners.
  - Collaboration with ATLAS Learning Communities with regard to “looking at student work”
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
 FDA IV Secondary School employs a variety of strategies in order to hire the most highly qualified staff for our school. We attend hiring fairs, research the NYC HRMS system, work with Human Resources personnel, interview rigorously, conduct committee searches, reach out to local colleges and review every single resume that comes across the desk. We additionally network with the NYC Fellows and various mentors throughout the city for possible candidates that are already highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services.

In order to increase parent involvement at FDA IV Secondary School, we implement the following strategies:

- Improve scheduling of meetings and workshops to allow maximum number of parents to attend
- Provide parents greater access to meet with teachers other than at mandated times
- Continue to encourage parents to support student completion of homework assignments, projects, etc., so that parents become partners in their child's education
- Continue Student Achievement recognition sessions
- Continue to encourage parents to access the Parent Corner in the library/media center
- Continue Parent Teacher Association (PTA) general meetings, Executive Board meetings, Quarterly meetings (Chancellor's Regulation A-660)
- Distribute gift bags and other incentives at PTA general meetings to sustain participation
- Continue School Leadership Team (SLT) meetings, subcommittee sessions focused on school's Budget/CEP alignment as per the Chancellor's Regulation Plan (Office of the Chancellor, Nov. 1998)
- Continue to schedule Parent/Teacher conferences as per the NYCDOE calendar and administer the Parent Survey at this event
- Continue to schedule the school based Meet the Teacher Night
- Continue to schedule events such as Game Night, Sports Night, Movie Night, Career Day, Festival of Lights, curriculum workshops and Basketball Night
- Schedule teachers to attend PTA meetings on a regular basis

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

FDA IV Secondary School will:

- a. Continue inquiry team that will select specific assessments that will be used in classrooms for qualitative, formative assessments such as math inventories, benchmark assessments and mock NYS exams including Mock Regents.
- b. Create an environment of data driven instruction whereby curricula differentiation is part and parcel of daily business in meeting student needs.
- c. Use of the ARIS network in determining how best to meet student needs.
- d. Provide teacher access and professional development in using NYStart, and the NYC Acuity and ARIS.
- e. Disseminate all ATS data to teachers and provide professional development and support in analyzing student data and how to align instruction to that data.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

FDA IV Secondary School will continue its practice in identifying and servicing at-risk student sin the following manner:

- Review all formative and summative data from the 08-09 school year in all content areas and creation of goals/plans/flexible grouping for all children to best meet needs.
- Conduct initial assessments in Fall term of reading, writing and mathematics from which to create baseline for student achievement.

- Use of interim benchmark assessments to determine student growth. These interim benchmark assessments will be conducted every 4-8 weeks in all areas to measure student growth.
  - If a student on any level fails to grow during from one benchmark to the next, academic intervention services will be provided based on another screening that will determine student area of difficulty. See Academic Intervention Services.
  - Use of flexible grouping in classroom with curriculum differentiation focus through use of tiered assignments, compacting learning, learning contracts.
9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

FDA IV Secondary School will coordinate and integrate all programs housed at and servicing the FDA IV Secondary School community. The staff of FDA IV Secondary School recognizes that in order to meet the diverse needs of the students and families of the community, the role of the school has to expand beyond traditional definitions of teaching and education. We acknowledge our need to move forward and the necessity of community collaborations.

Programs that we anticipate for the 2009-2010 school year are:

- UFT Dial A Teacher program for parents
- The Brooklyn District Attorney's Office "Domestic violence" Anti-Violence Program for 111<sup>th</sup> and 12<sup>th</sup> grade students
- Chess Education
- Leadership Parent Education Series
- Partnership with City University of New York with provide professional development to the Math teachers, Science and technology teachers
- Partnership with the Violin Foundation which provides violin and instrumental instruction to select students
- Joint -Collaboration with All City Leadership Secondary School's PSAL program
- Partnership with Human Rights Commission Peer Mediation program
- Art residencies including the Violin Foundation and BAMS Theatre Group

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in middle and high school grades. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>1</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

FDA IV Secondary School has assessed the school's educational program through informal and formal observations and CLSO instrumental support by Network Leader and Network Subject Specialists.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  **Not Applicable**

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELA program is well aligned with NYS standards, has a number of resources/materials available for students and teachers and meets the needs of all learners. Our basic program is as follows and eliminates and gaps in the written curriculum, curriculum maps and taught curriculum.

FDA is part of the CLSO Network. The Chancellor's Core curriculum is used throughout grades 6-12. The lessons are aligned to meet NYS standards. The core of a school's curriculum provides solid, coherent foundation of learning, while allowing flexibility to meet NYS standards. The Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next. The curriculum sequence (as evidenced in curriculum maps) is distinguished by its specificity. While most state or district curricula provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Sequence provides a solid foundation on which to build skills instruction.

FDA IV Secondary School, the English staff is well versed in the balanced literacy program:

- Interactive read-aloud and literature discussion
- Shared and performance reading
- Writing about reading
- Writing
- Oral, visual, and technological communication
- Planning instruction for individuals, small groups, or a whole class
- Assessing children's literacy development
- Evaluating student progress and reporting grades
- Discussing expectation with parents
- Identifying specific needs for targeted intervention

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Not applicable**

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

FDA IV Secondary School regularly seeks feedback from other professionals including district, network and centrally funded staff and educational leaders. These professionals assist us in evaluating our programs and instruction. We are a cadre of learners that embrace feedback for improvement and employ assessments to improve instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  **Not Applicable**

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At FDA IV Secondary School , we have supplemented the materials for mathematics by “filling in the gaps” with supplementary materials such as Math Steps etc .

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Not Applicable**

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the Secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school. Please respond to the following questions for Key Finding 2A:

**2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Through the use of classroom observations, we ensure the workshop model for literacy instruction is evident in every grade 6-9 classroom. This finding is not relevant to FDA IV Secondary School educational program. This finding has been determined through informal and formal observations, informal and formal walkthroughs, feedback from our Network Leader and Community School Superintendent.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  **Not Applicable**

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

At the present time, our teachers are receiving continued professional development in the workshop model including differentiation, self management of learning, rubric use by students, accountable talk etc. Teachers have visited the classroom that have implemented these strategies and can witness students talk about their learning. Teachers can observe first hand how to determine what students have learned and what they need to practice. It provides our teachers with an explicit teaching method to research their students’ use of skills thorough questions and observations. Teachers also incorporate modeling the strategy to make the invisible brainwork of reading more visible. Guiding students to practice the strategy and linking the strategy to their independent reading. The Interactive Workshop Model is part of our educational model. Group work is differentiated by content, process, and/or product. Extensive professional development is provided to teachers dealing with the workshop model, accountable talk strategies and differentiated instruction. Professional development is delivered in a variety of ways. Professional development includes workshops, inter-visitations, demonstration lessons by Literacy Coach and Lead teachers, co-teaching, focused walkthroughs, low-inference transcripts, off-site workshops, and by visiting similar schools.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Yes additional support needed by CLSO**

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>2</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In working with the Community CLSO, we have sought input from outside professionals as to whether or not this finding was evident. We conducted walk throughs with these professionals and teams of teachers.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    **Not Applicable**

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

FDA IV Secondary School employs beginning of year inventories as well as unit test to identify strengths and next steps for our students. Through the use of the periodic assessment in grades 6-8 we are able to evaluate the responses to the specific questions and it has helps us identify the reason for the error and to provide instruction and practice to increase their mathematical proficiency. We also purchased supplementary material that encourages daily discussions and the usage of real life date with visual models, as well as continuous exposure to critical mathematical concepts. It helps students make connections across mathematical strands and allows them to explore, make and test conjectures and apply mathematical understandings.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **N/A**

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<sup>2</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

FDA IV Secondary School reviewed its teacher stability data and concludes that teacher turnover is not an issue in our school. For the 09-10 school year, all of our teachers are highly qualified, tenured and have been in the school a minimum of three years.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  **Not Applicable**

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

When new teachers come to FDA IV, we support thoroughly support their professional growth. New teachers receive weekly professional development based on their needs and classroom observation. Evidence of teachers participating in professional development workshops are placed on a weekly professional development calendar. Teachers are participants and providers of professional development for their peers. Discussions about teacher strengths and next steps in developing a mentoring plan are formulated to ensure the teachers reach their capacity. All of this works towards FDA IV Secondary School retaining teachers and not having a high teacher turn over.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **N/A**

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### KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

FDA IV Secondary School reviewed its professional development regarding ELLs and concludes that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs need offered here at FDA IV. The monthly professional development calendar for both our school and the Community Learning Support Network always includes opportunities for teachers to learn how to meet the needs of LEP students.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  **Not Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

FDA IV Secondary School has actively participated in the professional development offered by QTEL since 2005. On-going professional development is provided to our ESL teacher during their common preparation periods. The ESL teacher attend the various Professional Development activities presented by the Office of English Language Learners on subject such as the LAP, BESIS, NYSESLAT, data demystifying sessions. Our ESL teacher then turnkeys information to staff in 1:1 sessions.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Not Applicable**

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This is not relevant to the findings of the educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X**  **Not Applicable**

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every year, all of our teachers serving the ELLs, are given the results of the Spring NYSESLAT that includes a disaggregation of raw scores into scale scores for listening and speaking and reading and writing strands of the NYSESLAT. Teachers yearly create groups based on this information and students' needs for instruction. They also received information as to the number of years in the program. Teachers receive information and assist in the development of our Language Allocation Policy.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **NOT APPLICABLE**

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is not relevant because at FDA IV general education and special education teachers alike are included in professional development throughout the school year. All of our professional development is designed to help improve student performance. Every

classroom and cluster teacher will receive a copy of the IEP of every student that receives mandated services. Paraprofessionals have access to the IEP's of the students that they service on a daily basis. Those IEP's are stored in a designated area in room 229.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X**  **Not Applicable**

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every classroom/cluster teacher and paraprofessional sign off on receipt of IEPs for mandated students. Included in this sign off is a statement that all are aware of IEPs being stored in room 229 (SBST Office). If a new IEP student enrolls, the classroom and cluster teacher will receive the IEP with the same above process.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Not Applicable**

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#### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Classroom teachers are included in annual reviews or triennials for students with IEP's. Classroom teachers are made aware of testing modifications and exact amount of time of the mandated services for the IEP's. The goals, objectives and promotional criteria are developed in conjunction with the classroom teacher, IEP teacher and the mandated provider. Every student with an IEP doesn't need a behavioral plan. If a student needs a behavioral plan, the classroom teacher, IEP teacher and the mandated provider collaborates to

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **X**  **Not Applicable**

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The goals, objectives and promotional criteria for all mandated students are discussed at annual reviews and triennials. The classroom teacher, IEP teacher, mandated provider and an administrator will review every page of the IEP with the parent or guardian. After the annual review or triennial review the parent or guardian will have to sign the IEP attendance sheet.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **Not Applicable**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
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2. Please describe the services you are planning to provide to the STH population.

FDA IV Secondary School includes STH set aside monies within our regularly scheduled Title I SWP.

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) Counseling services
- 4) Parental involvement
- 5) Intervention programs
- 6) Transportation once the student is permanently housed
- 7) Outreach efforts to identify the STH population and help them
- 8) Data collection to assess the needs/progress of ST