



**FREDERICK DOUGLASS ACADEMY IV
SECONDARY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 16K393
ADDRESS: 1010 LAFAYETTE AVENUE BROOKLYN, NY 11221
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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, New York 11221

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

SCHOOL CONTACT PERSON: Elvin Crespo **EMAIL ADDRESS:** ecrespo@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Elvin Crespo

UFT CHAPTER LEADER: Ronald Robertson

PARENTS' ASSOCIATION PRESIDENT: Valerie Myers

STUDENT REPRESENTATIVE:
(Required for high schools) Jadayah Spencer, Brianna Blackman

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 3

NETWORK LEADER: Ms. Joanne Mejias

SUPERINTENDENT: Ms. Karen Watts

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Elvin Crespo	*Principal or Designee	
Ronald Robertson	*UFT Chapter Chairperson or Designee	
Valerie Myers	*PA/PTA President or Designated Co-President	
Avis Martin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jadayah Spencer Brianna Blackman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Overcoming Obstacles	CBO Representative, if applicable	
Simone Ross	Member/Parent	
Nichelle Neal	Member/Parent	
Jeanette Bell	Member/Parent	
Kerry Quarcoo	Member/Teacher	
Rachel Jamison	Member/Teacher SLT Secretary	
Joan Casey	Member/UFT	
Sabine Albert	Member/ UFT	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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 and careers 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.

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/seminars, afterschool, credit recovery/acceleration, arts integration and technology.

We are part of the Children's First Network with the Network Leader Team with Joanne Mejias. The Network supports the school through professional development in the Core Curriculum Standards where teams of teachers will plan curriculum around the standards and enduring understandings which are fundamental to the Understanding by Design model. The Cabinet, Network Team, consultants provide one-on-one coaching, professional development to teachers and administrative recommendations regarding data analysis and curriculum development and student engagement.

All 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, grade conferences and weekly common planning. The professional development focus this school year will be on Data, Differentiation and Engagement. The three essential questions will drive the study groups:

- How are we using data to increase student achievement across all sub groups?
- How can we reach and differentiate to meet the needs of all learners?
- How are we engaging our scholars in the classroom and beyond using 21st Century tools?

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 with provide professional development to the Math teachers, Science and technology teachers through the TLQP program
- 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 (Boys and Girls Basketball, Wrestling, Handball,
- Partnership with Human Rights Commission Peer Mediation program
- Dance Team

- Student Government at both the middle and high school levels
- Small Learning Communities through Homeroom Seminars
- Extended Day/Violence Prevention Program that includes , Student Leadership instruction and the Leadership Program Parent Initiatives.
- Parent Involvement workshops
- Afterschool programs that include CHAMPS, Wrestling team, dance, STEP, music, technology lab
- 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, LEAP, Leadership Program
- Early morning and afterschool computer programs
- Smart boards and technology in many classrooms
- NYC Fitnessgram program.
- Mentoring programs
- College Preparation and awareness through trips, workshops, etc.

Overall, The Frederick Douglass Academy IV Secondary School is undergoing transformation and change in terms of new leadership, restructuring and creating small learning academies. 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							
School Name:	Frederick Douglass Academy IV Secondary School						
District:	16	DBN:	16K393	School BEDS Code:	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
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	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		59.2	64.9	0.0
Grade 6	72	77	67	Students in Temporary Housing - Total Number:			
Grade 7	71	72	73	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	98	71	79		4	2	12
Grade 9	104	87	69	Recent Immigrants - Total Number:			
Grade 10	79	87	73	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	76	71		0	1	1
Grade 12	0	0	72	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
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	TBD
# in Collaborative Team Teaching (CTT) Classes	24	24	44	Superintendent Suspensions	11	22	TBD
Number all others	11	22	26	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	3	5	Number of Teachers	27	31	41

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code: _____		

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			68
Number all others				Superintendent Suspensions			19
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes			

DEMOGRAPHICS							
Multi-racial				taught by "highly qualified" teachers (NCLB/SED definition)			
Male							
Female							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	IGS		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	Underdeveloped
Overall Score	C	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Underdeveloped
School Environment (Comprises 15% of the Overall Score)	F	Quality Statement 2: Plan and Set Goals	Underdeveloped
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Underdeveloped
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Underdeveloped
Additional Credit		Quality Statement 5: Monitor and Revise	Underdeveloped
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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 2007-2008 school year as well as an "Under-developed" in the 2008 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 to further engage the students.

We believe that our greatest accomplishments in the couple of years include expanding afterschool programs and student activities, the Saturday Academy, credit recovery/acceleration programs and technology integration. We have an exceptionally high graduation rate, well above the NYC and national graduation rate. In 2008, the graduation rate was 91.8%. The school received an "A" in Student Performance.

Our greatest challenge is in supporting student progress academically from year to year. In the middle school, we are challenged to increase the level of progress of students in Levels 3 and 4 on the NYS ELA and Math exams. 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. However, there was at least a 15% increase of the cohort analysis. The number of students earning 10 or more credits rose by 15%. We have had an extensive Summer Academy to increase the cohort analysis as well. By adding a high school guidance counselor accurate transcript analysis and credit accumulation has improved considerably.

The most significant barriers to the school's continuous improvement is providing quality teacher through ongoing focused professional development in our three key areas: Data, Differentiation and Engagement. The common core curriculum will be a central focus in terms of teaching and learning.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

By June, 2011, FDA IV Grades 9-12 students will make a growth in credit accumulation as compared to the 08-09 school year as well as the 2009-10 School Year on the Student Progress section on the School Report Card by a minimum of 5-10% 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.

- For the 2010 school year, increase the percentage of students earning 10+ credits in 1st year by 10%

	<u>2008</u>	<u>2009</u>	<u>2010</u>	
1 st Year Students Earning 10+ Credits	59.9%	76%	81	-86%

- For the 2010 school year, increase the percentage of students earning 10+ credits in 1st year by 10%

	<u>2008</u>	<u>2009</u>	<u>2010</u>	
2 nd Year Students Earning 10+ Credits	40.4%	73%	78	-83%

- For the 2010 school year, increase the percentage of students earning 10+ credits in 3rd year by 10%

	<u>2008</u>	<u>2009</u>	<u>2010</u>	
2 nd Year Students Earning 10+ Credits	28.8%	53%	58	-63%

By June 2011, 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 2010-11 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, PLA, 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 (where relevant): High School Credit Accumulation/ Student Progress

<p>Annual Goal</p>	<p align="center"><i>By June, 2011, FDA IV Grades 9-12 students will make a growth in credit accumulation as compared to the 08-09 school year and 2009-10 on the Student Progress section on the School Report Card by a minimum of 5%- 10 %by cohort.</i></p>
<p>Action Plan <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>Timelines for all actions, strategies, activities implemented during the 09-10 school year are as follows:</p> <p>August – October: Student Progress Report Analysis; Review of the data</p> <p>November – January:</p> <p>Grade Conferences; Cleaning of Data; Special Education Audits; Mock Regents; Regents Prep Classes; Credit Recovery; Forming H.S. Grade Team;</p> <p>February – April: Credit Recovery; In-house “Student Progress Report”;</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"> 1) Data Analysis and Cleansing 2) Transcript Review 3) Special Education Compliance audits involving Chapter 408 and Modifications/Accommodations 4) Developing Credit Recovery Classes 5) Mock Regents Simulations 6) Provided individual counseling to create goals 7) Implements Regents Review classes 8) Promotion of differentiated instruction through individual goal setting, assessment, student self evaluation and tiered assignments. 9) 1:1 Conference Analysis Notes with next steps. This initiative supports continuity of assessment and alignment. 10) Formation of a High School Grade Team with a High School Guidance Counselor to oversee the process. 11) Saturday Academy: Additional support in courses for grades 9-12 .Groups are separated by course as opposed to grade thereby providing

<p>Updating transcripts; Programming</p> <p>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.</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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources to be aligned are the following:</p> <p>Classroom Teachers – ARRA funding</p> <p>Data Specialist – TL Children First Funding</p> <p>Inquiry Team: TL Children First Funding Inquiry Team</p> <p>Saturday Academy: C4E</p> <p>Professional Development: SWP and TL</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Indicators of Progress will show growth in credit accumulation to increase the Progress Session on the School’s Report Card.</p> <ul style="list-style-type: none"> • September-Review the data to prepare for data cleansing. • October-January- Data cleansing, Mock Regent, Credit-Recovery Classes and Regent prep Classes, Individual counseling to review data, implementation of Kaplan test taking strategies and resources • February-April- In House Progress Report, Credit Accumulation • May-June- Mock Regents, Programming for the Fall- Revise and assess student goals and providing an action plan and strategies for student success.

Subject/Area (where relevant): Professional Development – Professional Goal Setting

<p>Annual Goal 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>Action Plan 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"> • Sept – January – Informal Observation Process/ Composite Observation Process • February-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. • February-March – Initial round of formal observations to assess teacher facility with planning instruction and designing learning experiences for all students. • February-May – 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. • January-June – professional development and sharing among teachers regarding personal goals and how best to meet them. • February – submission of goals to grade supervisor. • March – Benchmark 1 – work with grade supervisor in self reflection and revision of goals • April – Benchmark 2 – work with grade supervisor in self reflection and revision of goals • June – Benchmark 3 - with grade supervisor in self reflection and goal setting for 10-11 school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy, Title I SWP • Teachers – Tax Levy, ARRA • Professional Development – Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher Survey • Teacher Self Assessment • Administrator Observations/Snapshots

Subject/Area (where relevant):	Professional Development Data Driven Curriculum Differentiation and Self Management of Learning
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<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>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Sept – June Introduction Data Driven Instruction initiative that includes goal setting, student assessment, use of rubrics and curriculum planning around the core curriculum standards • Oct – February -Initial round of formal observations to assess teacher facility with using data to drive instruction and differentiation through content, concept and process. • December- Benchmark Assessments (ELA) and Mock Regents; Re-teaching; Test Preparation • February – 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. • February– June – 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. • March-June – review of ELA/math benchmark for student progress and revision of strategies • March - review of ELA/math benchmark for student progress and revision of strategies • June – review of ELA/math benchmark for student progress and revision of strategies
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Supervisors – Tax Levy, Title I SWP • Teachers – Tax Levy, ARRA • Professional Development – C4E funding, Title I SWP, Title I ARRA
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • ELA/Math Benchmarking December, March, June • ITAs in ELA and Math • Teacher Self Assessment • Administrator Observations/Snapshots

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 1. Teachers will continue to develop expertise in using data to drive instruction during the 2010-2011 school year.</p> <p>100% of all teachers will engage in professional development around using data to drive instruction.</p> <p>100% of all teachers will be able to demonstrate by June 2011 how to use data to drive their instruction in reading and writing in observed lessons and walkthroughs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Teachers will continue the use of ARIS and Performance Series to drive instruction. Meetings with teachers with regards to utilization of the data from Periodic Assessments/classroom assessments should design/determine targeted lesson planning for students. Professional Development in learning styles and how to use data in program planning and differentiated instruction. Schedule grade meetings to collaborate and share information across grade levels. Informal and formal observations by administrators. Use of formative and summative assessment data to target student needs and to plan AIS, enrichment, and or grade level activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Empowerment Network leaders to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Informal and formal observation focusing on whether data is being used to plan lessons and differentiate instruction. Artifacts like data binders, data walls, and or portfolios indicating that data is being used for individual needs of students in the classrooms. Teachers will attend and receive support from data specialists and other grade leaders to become proficient in the use of data. Performance Series data and instruction given to enable teacher to target specific skill areas for individual student achievement. Teachers have tested students for initial assessment by October 2011 and will periodically retest based on need to monitor progress. Specific skills will be the focus of improvement and add to academic progress in ELA and Math.</p>

Subject/Area (where relevant): Youth Development Supports and School Climate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>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</p>
<p>Action Plan 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"> • September – November – Observation of student interactions, school climate, etc. • November - December – Implementation of mentoring program for students with IEPs as well as GE cohort , College and Career Exposure • December –March – Office of Youth Development; Student Incentives; Activities; Trips; Guest Speakers • January - Mid year Check-point to ensure support of all students which includes goal setting, interventions and student assessment • February –student surveys mirroring the Learning Environment Surveys • March – Analysis of student surveys, Plan of Actions <p>March- June - 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.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Supervisors – Tax Levy, Title I SWP • Teachers – Tax Levy, ARRA • Professional Development – C4E funding, Title I SWP, Title I ARRA

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 3. By June 2011 the number of students achieving level 3 and 4 will increase in their ELA and Math by 2% as measured by two of three following criterion: the school wide assessment data, statewide ELA and Math exams, Performance Series, Acuity, and Fountas and Pinnell grade level benchmarks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Professional Development provided at least twice a month on various topics that focus on using data to inform instruction. Students know/record their personal reading goals. All students assessed in reading every two months using school wide assessments. Continuously re-align AIS groups based on data from Performance Series and interim assessments. Grade level meetings to discuss various levels of learning. Begin collecting and creating school wide curriculum plans by grade with emphasis on best teaching practices. Review of questioning techniques related to Bloom's Taxonomy and higher order thinking skills. Teachers use data and student conferencing to work with small groups of students who have been identified as at risk as well as enrichment students. Inquiry team targeted students are monitored for sampling of overall student academic achievement and progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Empowerment Network Leaders to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> The evidence that will be used to measure whether or not the goals have been met are: Data sheets that are given to the Principal four times a year that chart students progress that record reading levels using Fountas and Pinnell and school benchmarks. Students independent reading records that contain reading books at their benchmark level. Students running records that indicate progress in independent reading and comprehension skills. Teachers conferring notes and check lists to keep track of students' thinking and interactions with peer and teachers. Teachers will conference with student at least once a week during independent reading as evidenced in the conference sheets. Students' independent reading movement to a higher reading level as indicated on the school wide assessment data sheets. Increase the percentage of students moving higher level of reading on state and citywide assessments. Skill based assessment reflected by Performance Series data and skill based reports. Administrators' reflections and informal observation checklists forms. School Wide Assessment data handed in to Principal every 6 weeks that record running records, reading levels, and skill levels. Informal/Formal Observations. Review of students work demonstrates progress in reading comprehension. Ongoing meetings with teachers Professional Development Team</p>

Meetings, Cabinet meetings, and Grade Meetings.

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
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	n/a	n/a	N/A	N/A		0	0	0
1	n/a	n/a	N/A	N/A		0	0	0
2	n/a	n/a	N/A	N/A		0	0	0
3	n/a	n/a	N/A	N/A		0	0	0
4	n/a	n/a	n/a	n/a		0	0	0
5	n/a	n/a	n/a	n/a		0	0	0
6	30	30				0	0	0
7	30	30				0	0	0
8	30	30			6	0	0	1
9	90	90			15	0	0	0

10					5	0	0	0
11					15	0	0	0
12					25	0	0	1

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p>LEVEL 1 INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Differentiated instruction based on need • Guided Reading and 1:1 conferencing addressing individual student need • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • CTT <p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p> <ul style="list-style-type: none"> • Small group instruction, push in, during the day • Lunch and Learn - - small group tutoring comprehension instruction, during the day • ELA/Reading in the Content Area Skills Work - Grades 6-12 - small group 37.5 minutes • ELA Skills Work/Reading in the Content Area/Test Preparation/Regents prep - Grades 6-12 – Saturday Academy in March • Summer School - Grades 6-12- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
Mathematics:	<p>LEVEL 1 INTERVENTIONS : Daily throughout the year</p> <ul style="list-style-type: none"> • Differentiated instruction based on need with Tiered assignments • Small Group and 1:1 conferencing addressing individual student need <p>LEVEL 2 INTERVENTIONS: 2-3 times a week throughout the year</p> <ul style="list-style-type: none"> • Math Skills Work - Grades 6-12 - small group 37.5 minutes • Math Skills Work/Test Preparation - Grades 6-12- small group, Saturdays • Lunch and Learn -small group tutoring, during the day • Summer School - Grades 6- 12- Small Group Instruction, 4 days a week for six weeks • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • After school tutoring
Science:	<p>LEVEL 1 INTERVENTION.</p> <ul style="list-style-type: none"> • Reading and Writing in the Content Area instruction with a focus on strategies • Use of graphic organizers, audio-visual aids

	<p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • After school tutoring
<p>Social Studies:</p>	<p>LEVEL 1 INTERVENTION</p> <ul style="list-style-type: none"> • Reduced Class Size lowering Student-Teacher Ratio thereby enabling small group instruction on a daily basis. • Reading and Writing in the Content Area instruction with a focus on strategies <p>LEVEL 2 INTERVENTION</p> <ul style="list-style-type: none"> • Small group instruction based on student needs • At Risk SETSS Services - SETSS teacher identifies and supports non-mandated students via small group instruction based on need. • After school tutoring
<p>At-risk Services Provided by the Guidance Counselor, School Psychologist and Social Worker:</p>	<p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> • Monitor attendance of At Risk students (less than 90%) • Conducts outreach services • Family counseling • Attendance teacher • Referrals to Support Agencies <p>ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM</p> <ul style="list-style-type: none"> • Superintendent Suspension • Uninterrupted Academic Instructional Support • Frequency Based on Need • Counseling Provided • Reduced Teacher ratio enabling small group and individualized instruction based on assessed needs. <p>IN SCHOOL SUSPENSION (SAVE) ROOM</p> <ul style="list-style-type: none"> • Frequency based on needs • Counseling <p>CONFLICT RESOLUTION PROGRAM</p> <ul style="list-style-type: none"> • Whole class and small group lessons in conflict resolution • 1:1 counseling in resolving conflict/anger management • Small group, peer mediation • Family outreach and problem solving <p>GUIDANCE COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> • Group and Individual Counseling

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

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 (2010-2011) Language Allocation Policy to this CEP.

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 2009-2009 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 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6-12 _____ Number of Students to be Served: 9 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

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.

Section III. Title III Budget

School: 16k393 BEDS Code: 31600010393

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

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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

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 form 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, Spanish, French-Creole 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

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	379465.00	111532.00	490997.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,795.00	1,115.00	4910.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,973.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,947.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Section I: Schoolwide Program (SWP) Required Components

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 the Needs Assessment Section

2. Schoolwide 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 Plans

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 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; Children First Network 3, 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 Children First Network 3/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.
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. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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. 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 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. 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 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 11th and 12th grade students
 - Leadership Parent Education Series
 - Partnership with City University of New York with provide professional development to the Math teachers, Science and technology teachers
 - STEP program for middle school students, College courses with CUNY for high school students
 - 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
 - LEAP
 - Leadership Program
10. 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education

Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			379465.00		
Title I, Part A (ARRA)	Federal	Yes			111532.00		
Title II, Part A	Federal	Yes					
Title III, Part A	Federal	Yes					
Title IV	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: 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>

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.)
There are 12 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

Students who reside in temporary housing have the opportunity to participate in before, during and after school tutoring, afterschool programming, at-risk services as well as enrichment activities. There are a number of services offered by the guidance team at the school as well as referral agencies.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Frederick Douglass Academy IV Secondary School					
District:	16	DBN:	16K393	School		331600010393

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungraded		
	2		6		v 10	v			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.2/89.5	91.2/	92.1 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.9	95.0	94.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	67	71	57	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	73	69	72		64.9	57.9	76.6
Grade 8	79	76	69				
Grade 9	69	91	65	Students in Temporary Housing - Total Number:			
Grade 10	73	56	76	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	71	71	53		2	12	17
Grade 12	72	71	75				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	504	505	467	(As of October 31)	2007-08	2008-09	2009-10
					1	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	22	222	68
# in Collaborative Team Teaching (CTT) Classes	44	51	47	Superintendent Suspensions	22	29	19
Number all others	26	35	39				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	5	8	TBD				
# ELLs with IEPs	2	5	TBD				

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	31	41	39
Number of Administrators and Other Professionals	4	5	8
Number of Educational Paraprofessionals	1	1	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	25	% fully licensed & permanently assigned to this school	100.0	100.0	93.9
				% more than 2 years teaching in this school	29.0	46.3	61.5
				% more than 5 years teaching anywhere	22.6	26.8	64.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	68.0	82.0
American Indian or Alaska Native	1.0	0.8	0.9	% core classes taught by "highly qualified" teachers	85.3	91.1	80.2
Black or African American	85.5	83.2	84.4				
Hispanic or Latino	12.1	13.9	13.9				
Asian or Native Hawaiian/Other Pacific	1.0	0.6	0.4				
White	0.4	0.4	0.4				
Male	49.0	51.5	51.6				
Female	51.0	48.5	48.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: -

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	-	
Ethnicity							

American Indian or Alaska Native				-	-		
Black or African American	v	v		v	v	-	
Hispanic or Latino	-	-	-	-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-		
White	-	-					
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-					
Economically Disadvantaged	v	v		-	-		
Student groups making	3	3	1	2	2	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	F / B	Overall Evaluation:					NR
Overall Score:	18.1 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.4 / 6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4 / 17.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	8.3 / 37						
<i>(Comprises 60% of the</i>							
Additional Credit:	0 / 1.5						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 305	District 16	School Number 393	School Name FDA IV SS
Principal Elvin Crespo		Assistant Principal Kabeya Mbuyi	
Coach type here		Coach N/A	
Teacher/Subject Area Ms. Elibert ESL		Guidance Counselor Dr. G.Barnett & R. Richards	
Teacher/Subject Area Ms. Nicola Garnett ELA		Parent Valerie Myers	
Teacher/Subject Area Ms. Jean-Ferrari French 7-12		Parent Coordinator Joyce Oates	
Related Service Provider Ms Rozlyn Buckmire Sped		Other M. Goodwin, Social Worker	
Network Leader Joanne Mejias		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	462	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	2.16%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents of newcomers are invited and welcomed by the Parent Coordinator and Secretary. The Home Language Identification Survey (HLIS) which is filled out by the parent together with the other admission documents, is reviewed by the Guidance Counselor. If the HLIS indicates that a language other than English is spoken in the home, the ESL teacher administers the LAB-R. The Guidance Counselor and the teacher provide information on the program choices. The majority of our parents select the freestanding ESL program. 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 provide ESL services during extended day and after school. This allows us the flexibility to schedule the students' mandated ESL instruction without interfering with all other daily academic areas. To identify the ELL the following steps are taken:

The home language Identification survey along with an oral interview is administered to the parents by the Guidance Counselor in the indicated native language.

The certified ESL teacher reviews the HLIS. If another language is spoken at home, then the LAB-R is administered in that language. If the result of the LAB R indicates that the student is entitled to ELL services, then the parent is invited for a parent orientation. During the orientation, the parent views a video in his/her native language which explains the programs that are available in New York City. Time is also allotted for questions to ensure that the parent clearly understands the programs before making their choice.

The parent is made aware of the option to transfer the child if the program selected is not available in the school.

Finally the parent is made aware that their child's placement is for the entire school year. All of this process takes place within 10 days of the time of registration.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Total	0	0	0	0	0	0	1	4	1	0	1	0	2	9
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>10</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The program consists of three ESL clusters or classes. One cluster is comprised of Beginner ELLs, another cluster is made up of Intermediate ELLs, and Advanced ELLs constitute the last cluster. Scholars are placed in a cluster based on their most recent LAB-R or NYSESLAT scores. As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of ESL instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL teacher. The size of the ELL pull-out classes ranges from 3 to 15 scholars, allowing the ELL teacher to address scholars' different learning styles and to differentiate instruction.

In their content areas, ELLs receive instruction in English that is aligned to the New York State learning standards. The majority of the teachers have received Jose P. professional development and are versed in the effective ESL methodologies. In order to make content comprehensible and enrich language development, they present a plethora of lessons and activities that encourage communication in the classroom, as well as the use of academic vernacular. Additionally, lessons are modeled, contextualized, and scaffolded to maximize learning. The common instructional practices that content area teachers use with ELLs include but are not limited to:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Cooperative learning activities: Scholars work together in small groups on a time limited task. Scholars negotiate and exchange knowledge and experiences while making connections with content and language.
- Cognitive Academic Language Learning Approach (CALLA),
- Total Physical Response (TPR)
- Scaffolding

Part IV: ELL Programming

- Visuals
- Graphic organizers
- Collaborative learning

- Modeling
- Read alouds
- Pair share
- Independent reading/writing journals
- Skills and guided practice

Out of 462 students, 10 are English Language Learners; who have interrupted formal education. They are Spanish speaking with the exception of one who is French speaking. The students receive instruction in English during the school day with native home language support. ELA instruction is provided in monolingual classes in ELA, Math, Social Studies and Science. 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 4 students at the intermediate level who receive 360 minutes of ESL instruction per week and 5 at the advanced level who receive 180 minutes of ELA instruction per week. 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. Because of the small number of participants, a part time certified ESL teacher instructs these students after school 4 days a week from 3:00 to 5:00 Monday through Thursday. ELL students who are at the proficient level continue to receive the same accommodations as the other entitled ELLs and receive additional instructions with Achieve 3000 program.

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

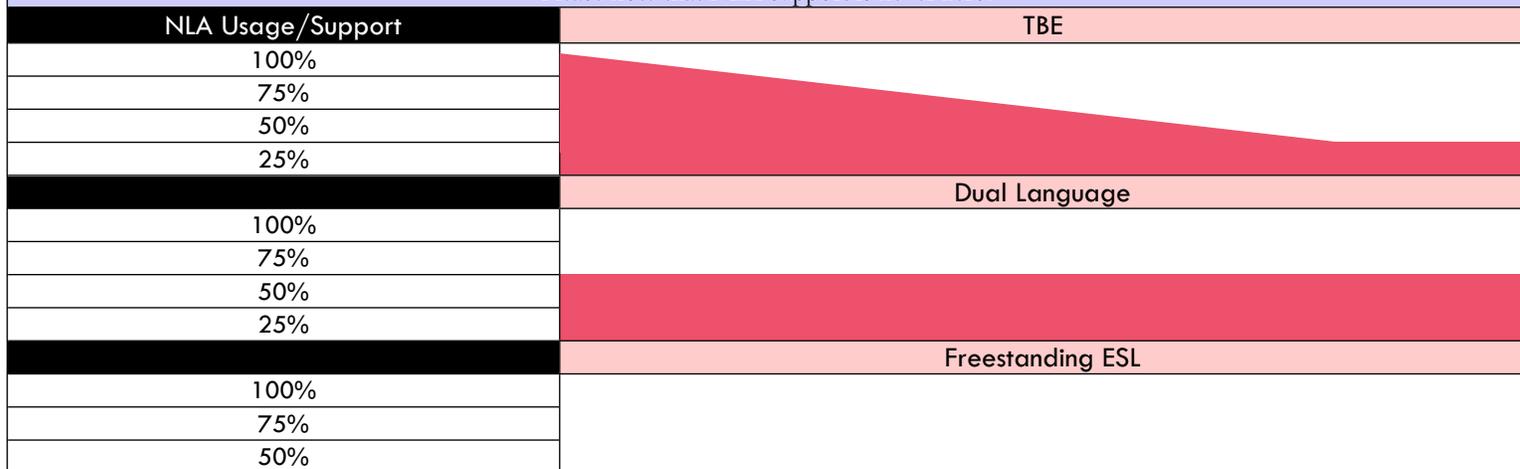
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL students at FDA IV are taught through a freestanding, pull-out homogeneous, small class approach. Additional push-in and small-group instruction (AIS) is provided for Beginning Level ELL students. All ELL students receive ten 45 minute periods of Literacy a week. Beginning ELL's in each grade receive small-group instruction for a minimum of five periods a week, Intermediate and beginning level ELL students receive up to five periods a week of small-group instruction. During these periods, the teacher uses appropriate ESL instructional methods to address the four language modalities.

Instructional materials utilized in the ESL pullouts include:

- An ESL library geared to middle school interest level, containing a variety of genres and reading levels.
- Dictionaries appropriate to ESL instruction (Longman's)
- NYSESLAT Prep Materials
- Audiocassettes of young adult literature
- The Longman/Penguin leveled reader series, specially designed for ESL instruction.
- The Easy English News, a monthly publication designed for ESL students.
- The monthly National Geographic Wild World magazine.

Along with building reading comprehension, the two monthly magazines serve as sources for student expository writing, which is central element of the class' work. The ESL teacher works with the literacy staff in the planning and implementation of best practices for working with ELL's in the ELA classroom. Using whole group, small-group, and one-on-one instruction, the ELA, ESL and support teachers use a variety of methods to build all four components of ELL's literacy skills. These include

- Regular writing activities
- Independent reading with one-on-one conferencing, written reflections, and regular diagnostic testing through the AR (Accelerated Reader) program

- Shared reading as a whole class and in small homogeneous reading groups
 - Read alouds of fiction and expository text
 - Oral reports on current events and books
 - For some students, recorded books to listen to while reading printed text.
- All content area teachers incorporate ESL strategies and differentiate instruction in their daily lessons as they deliver instruction. Dictionaries, glossaries and peer tutoring are made available for native language support. The SIFE participate in AIS for small group instruction where COACH, a literacy curriculum is used for extra support. 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. Students receive instruction in English during the school day with native home language support. ELA instruction is provided in monolingual classes in ELA, Math, Social Studies and Science. 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 4 students at the intermediate level who receive 360 minutes of ESL instruction per week and 5 at the advanced level who receive 180 minutes of ELA instruction per week. 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. Because of the small number of participants, a part time certified ESL teacher instructs these students after school 4 days a week from 3:00 to 5:00 Monday through Thursday. ELL students who are at the proficient level continue to receive the same accommodations as the other entitled ELLs and receive additional instructions with Achieve 3000 program.

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). Our ELL students are entitled to receive extended day, small group tutoring program and supplemental instruction as well as Saturday Academy. ELL students receive either French or English as part of their electives.

C. Schools with Dual Language Programs

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

ELL students at FDA IV are taught through a freestanding, pull-out homogeneous, small class approach. Additional push-in and small-group instruction (AIS) is provided for Beginning Level ELL students. All ELL students receive ten 45 minute periods of Literacy a week. Beginning ELL's in each grade receive small-group instruction for a minimum of five periods a week, Intermediate and beginning level ELL students receive up to five periods a week of small-group instruction. During these periods, the teacher uses appropriate ESL instructional methods to address the four language modalities.

Instructional materials utilized in the ESL pullouts include:

- An ESL library geared to middle school interest level, containing a variety of genres and reading levels.
- Dictionaries appropriate to ESL instruction (Longman's)
- NYSESLAT Prep Materials
- Audiocassettes of young adult literature
- The Longman/Penguin leveled reader series, specially designed for ESL instruction.
- The Easy English News, a monthly publication designed for ESL students.
- The monthly National Geographic Wild World magazine.

Along with building reading comprehension, the two monthly magazines serve as sources for student expository writing, which is central element of the class' work. The ESL teacher works with the literacy staff in the planning and implementation of best practices for working with ELL's in the ELA classroom. Using whole group, small-group, and one-on-one instruction, the ELA, ESL and support teachers use a variety of methods to build all four components of ELL's literacy skills. These include

- Regular writing activities
- Independent reading with one-on-one conferencing, written reflections, and regular diagnostic testing through the AR (Accelerated Reader) program
- Shared reading as a whole class and in small homogeneous reading groups
- Read alouds of fiction and expository text

- Oral reports on current events and books
- For some students, recorded books to listen to while reading printed text. text.Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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. Staff members will participate in in-house and out of school professional developments provided by the CFN, the UF, the BETACs and the Office of ELLs. These sessions will contribute to the required 7.5 hours of ELL training.

E. Parental Involvement

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

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; 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 NYCDOCoordination 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 11th and 12th 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 E.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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. The data patterns reveal that students tend to show progress toward developing proficiency in listening and speaking faster than in reading and writing. Based on this information, the ESL teacher teaches her instruction on improving the students reading and writing skills. Accomodations to take the exam in the native language is

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		