



FREDERICK DOUGLASS ACADEMY II SECONDARY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 03M860

ADDRESS: 215 WEST 114TH ST, NEW YORK, NY 10029

TELEPHONE: (212) 865-9260

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M860 **SCHOOL NAME:** Frederick Douglass Academy II
Secondary School

SCHOOL ADDRESS: 215 West 114th St New York, NY

SCHOOL TELEPHONE: (212) 865-9260 **FAX:** (212) 865-9281

SCHOOL CONTACT PERSON: Mr. Osei Owusu-Afriyie **EMAIL ADDRESS:** oowusua@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Julius Tajiddin

PRINCIPAL: Mr. Osei Owusu-Afriyie

UFT CHAPTER LEADER: Ms. Disha Lynch

PARENTS' ASSOCIATION PRESIDENT: Ms Shanick Williams and Ms. Joyce Johnson

STUDENT REPRESENTATIVE:
(Required for high schools) Ms. Hadiatou Barry

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 **SSO NAME:** New Visions Public Schools

SSO NETWORK LEADER: Mr. Derek Smith

SUPERINTENDENT: Ms. Sara Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Osei Owusu-Afriyie	*Principal or Designee	
Disha Lynch	*UFT Chapter Chairperson or Designee	
Shanick Williams	*PA/PTA President or Designated Co-President	
Julius Tajiddin, SLT Chair	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Belinda Edmonds	DC 37 Representative, if applicable	
Mr. Hadiatou Barry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Julius Tajiddin, SLT Chair	Member/Parent	
Janice Void	Member/Parent	
	Member/	

(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 Vision and Mission

The mission of FDA II is to educate students to the highest academic and personal standards for the successful pursuit of higher education, for responsible citizenship and for effectiveness in all that they undertake in every aspect of life. FDA II is committed to the development of critical thinking skills within a liberal arts academic program whose curriculum provides preparation for high school and college as well as for life.

The FDAII educational program and framework of rules support the intellectual, personal, physical, and cultural development of each student, encourages serious study and provides an orderly and attractive place in which to learn. We expect our students to abide by a code of excellence based on the Morehouse College Students' Creed.

Contextual Information About the School's Community and its Unique/Important Characteristics

FDA II is a replication of the successful Frederick Douglass Academy founded in 1991 by Dr. Lorraine Monroe and a staff of dedicated professionals who believed, as we at FDA II believe, that all students can achieve academic excellence. Unlike the FDA which is a screened school, FDAII is screened only for the middle school. In September 2000, when FDA II opened with two sixth grade classes in a small Central Harlem elementary school, the challenge of implementing our mission began. We made the commitment to provide the type of education for our students that would allow them to attend and succeed in the college of their choice. Beyond this, we saw our ultimate responsibility as grooming the students to succeed in life. Those sixth graders graduated from 12th grade in June of 2007 and 100% of the graduates attended a college or university that fall. The growth of our new small school reads like a Douglass narrative of trials and triumphs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Frederick Douglass Academy II Secondary School							
District:		3	DBN:		03M860	School BEDS Code:		310300011860	
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:				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.4/81.0	90.8/ 82.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0						
Grade 3	0	0	0						
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	58	46	35		Student Stability - % of Enrollment:				
Grade 7	62	52	58		<i>(As of June 30)</i>				
Grade 8	69	59	54		2007-08	2008-09	2009-10		
Grade 9	80	91	91		92.6	95.7	TBD		
Grade 10	78	74	80		Poverty Rate - % of Enrollment:				
Grade 11	87	66	68		<i>(As of October 31)</i>				
Grade 12	60	74	55		2007-08	2008-09	2009-10		
Ungraded	1	0	0		62.7	57.1	74.4		
Total	495	462	441		Students in Temporary Housing - Total Number:				
					<i>(As of June 30)</i>				
					2007-08	2008-09	2009-10		
					3	6	TBD		
Recent Immigrants - Total Number:									
					<i>(As of October 31)</i>				
					2007-08	2008-09	2009-10		
					3	2	0		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>					<i>(As of June 30)</i>				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	15	13		Principal Suspensions	152	185	TBD	
# in Collaborative Team Teaching (CTT) Classes	17	27	31		Superintendent Suspensions	43	38	TBD	
Number all others	41	39	37						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
					<i>(As of October 31)</i>				
					2007-08	2008-09	2009-10		
					CTE Program Participants	N/A	0	0	
English Language Learners (ELL) Enrollment:									
<i>(BESIS Survey)</i>					Early College HS Program Participants				
<i>(As of October 31)</i>					2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0		0	0	0		
Number of Staff - Includes all full-time staff:									
# in Dual Lang. Programs	0	0	0		<i>(As of October 31)</i>				
# receiving ESL services only	15	17	12		2007-08	2008-09	2009-10		
					Number of Teachers	27	30	TBD	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	5	6	Number of Administrators and Other Professionals	8	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	33.3	36.7	TBD
				% more than 5 years teaching anywhere	22.2	36.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	67.0	87.0	TBD
American Indian or Alaska Native	1.0	0.0	0.0		82.6	90.5	TBD
Black or African American	77.4	78.8	79.4				
Hispanic or Latino	20.6	20.8	18.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	0.4	0.5				
White	0.0	0.0	0.5				
Male	51.1	53.9	52.8				
Female	48.9	46.1	47.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:		√	
Math:		√		Math:		√	
Science:		√		Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√	√	√	√	75
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√		√	√		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	3	3	1	3	3	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A/C			Overall Evaluation:	NR		
Overall Score:	70.5/ 44.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.2/ 6.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.8/ 15.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.5/ 21.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.0/ 1.0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Greatest Accomplishments

INCREASED GRADUATION RATE

We increased our 4 year Graduation rate to 75% in 2010 from 58% in 2009.

CREATION OF A SCHOOLWIDE GRADING POLICY

The Accreditation Committee met late spring and summer to consider several critical factors related to the purpose and objectives of the FDA Π grading policy. It was established that classroom level assessments of student learning should measure two critical areas: proficiency, as measured by exams, quizzes, and a project that has two component parts; and, work ethic, assessed through Do Now, homework and classwork. Marking periods should be weighted towards proficiency in content at the ratio 65:35. After key points were discussed on the measurements of student learning, decisions were made to balance the distribution scale so that proficiency represented 65% and effort the remaining 35%. The grades at the classroom level are more meaningful because grades reflect proficiency.

Significant Barriers

ACHIEVEMENT

Over the last three years only 55% of our Grade 9-11 students are earning 10 or more credits. Our middle school experienced a precipitous decline in ELA and Math test scores in 2010.

There is a need for targeted programming to support students who are academically struggling.

BUDGET

Although we avoided reductions in instructional staff, we prepared for cutbacks that had to occur in materials, discretionary spending, and staffing support for the disciplinary team and Main Office. Faculty members are encouraged to apply for grants (Resource: www.donorschoose.org) to support special programs, activities or supplemental materials.

COLLABORATIVE WORK

The dedicated period for weekly team meetings has been re-programmed to allow for teaching assignments across middle and high; but we will have future conversations to identify potential alternatives to the schedule to accommodate this valued time for collaborative work.

SCHOOL CULTURE & COMMUNITY OF LEARNING

We need to work collectively to address the following questions:

How to help students develop specific skills to become self disciplined and accountable for their behavior and learning? How to integrate character and life skill development into our program? How to establish a college going culture throughout grades 6-12?

SECTION V: ANNUAL SCHOOL GOALS

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

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

2010-11 SCHOOL WIDE GOALS

- o Improve the percentage of MS students meeting proficiency on the Math Assessment by 10%.
- o Improve the percentage of students earning 10 or more credits per year from 58% to 70%
- o Improve the culture and tone of the school to better support student learning as measured by at least .5 point combined increase in the areas of Communication and Safety and Respect on the School Survey.

SECTION VI: ACTION PLAN

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

Subject/Area: CREDIT ACCUMULATION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students earning 10+ credits each year will increase from 58% in the 2009-2010 school year to 70% in the 2010-2011 school year.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Teachers will administer uniform assessments and periodic assessments to identify student needs and to plan for improvement accordingly • Instruction will be differentiated across all content areas to meet the instructional needs of all students. • Teachers and Guidance Counselors will analyze the Mid Marking Period progress reports and/or report Cards to identify students who are not making satisfactory progress in the Foreign Languages, ELA, Science, Social Studies and Math. • Guidance Counselors will program At-Risk students for academic support classes. • Teachers will work in collaborative groups to plan scaffolded and targeted instruction to meet the needs of ELL and special education students as well as other students performing in the lowest one-third. • Teacher Teams will use the Scholar Academic Intervention Log to monitor and track students who are in danger of not meeting proficiency, as determined by the Mid Marking Period Progress Reports and Marking Period Report Cards. • Professional Development and coaching will be provided to teachers in planning targeted and focused instruction to meet the needs of individual students <p>By October 2010, Plato Credit Recovery and academic support software will be purchased to support students not making adequate progress. Students will be able to log in from at home as well as in school to complete the identified course work.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 SWP: Extended Day Tutoring Study Group Program TL Fair Student Funding HS – Per Session for Teacher Inquiry Teams, Instructional Resources for AIS Program TITLE I ARRA SWP Extended Day Tutoring Study Group Program TL Children First Network Support HS – PSO Provides Credit Monitoring Software and Inquiry Process Training. TL Data Specialist – Analyze Data for AIS Services Contract For Excellence FY 09 HS – Hiring of a Pedagogue to Provide Dedicated Instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students are expected to meet proficiency (75%+) on all of the assessment listed below.</p> <ul style="list-style-type: none"> • January 2010 Integrated Algebra Regents- All sophomores, juniors, and senior who failed the Integrated Algebra Regents will take the Regents in January 2010. • Acuity Regents Predictive- In November and May, all students in grade 9 and all students who failed the Integrated Algebra Regents will take the Acuity Regents Predictive. • Quarterly Assessments- All teachers will create quarterly assessments to test proficiency on specific Math standards. <p>Class assessments- Teachers will prepare at least 2 Regents-based classroom assessment per marking period.</p>

COMMUNICATION

Subject/Area:

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve the culture and tone of the school to better support student learning as measured by at least .5 point combined increase in the areas of Communication and Safety and Respect on the School Survey.</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"> - Implement an online grade book and communication system for teachers, students and families to share information about individual students and student groups. - Conduct training sessions for staff, parents and students on the use of our electronic grade book and communication system. - Establishment of FDA2 weekly newsletter updating faculty on the events and goals of the FDA2 community. - Creation of an FDA II Communication Team that will be responsible for the development, of a quarterly newsletter and the maintenance of the FDA 2 website, Establish communication venues to engage faculty, parents and students in school decision-making. For example Weekly Town Hall Sessions, Back to school Evenings, Grade Level Specific Family Meetings and Student Luncheons - Interface with community agencies elementary schools, middle schools and post-secondary institutions to develop partnerships.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 SWP: Extended Day Tutoring Study Group Program TL Fair Student Funding HS – Per Session for Community Workshops and Orientations TITLE I ARRA SWP Extended Day Tutoring Study Group Program TL Children First Network Support HS – PSO Provides Online Gradebook and Inquiry Process Training. TL NYSTL HARDWARE HS TL Parent Coordinator HS – Hire a Parent Coordinator for Parent Out Reach</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Usage Logs of Online Grade book - In House Surveys - Creation of FDA II communication venues - Workshop Agendas <p>2010-11 School Survey</p>

MATHEMATICS

Subject/Area:

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Improve the percentage of 8th Grade MS students meeting proficiency on the Math Assessment by 10%.
<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"> • The MS GradeTeam will be created. The team will consist of general education content area teachers, special education teachers the data specialist and an Assistant Principal. • Diagnostic Assessments, such as Scantron Performance Series and Acuity ITA's will be administered to all 8th grade scholars by October 15, 2010. • Teacher Teams will receive Professional Development on how identify whole class and individual scholar skill deficits via analysis of the following data sources <ol style="list-style-type: none"> a. Scantron Performance Series b. Acuity Predictives c. Item Analysis on NYS Math Exam Styled Class Assessments • The Math Teams will identify instructional strategies to address skill deficits. • Test Wizard software from Castle Learning will be purchased to facilitate the generation of NYS Math Exam styled class assessments in mathematics. • Based on baseline data scholars will set learning goals that are linked to their performance on their Class Assessments, Curricula Learning Targets and/or Performance Series results. • Guidance Counselor will program students not meeting proficiency or satisfactory academic progress into academic support classes during the school day during extended day • Professional development will be provided on Assessing and planning for student learning, Student Driven Instruction and RTI strategies. • Teachers will differentiate their lessons by incorporating the instructional strategies to support the needs of scholars who are not meeting proficiency as determined by their performance on Scantron Performance Series, Acuity Predictives and NYS Math Exam Styled Class Assessments • Teachers will use the Scholar Academic Intervention Log to monitor and track students who are in danger of not meeting proficiency, as determined by the Mid Marking Period Progress Reports and Marking Period Report Cards. • Math Department Team will utilize the inquiry process to track the impact of academic interventions on a target group of students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 SWP: Extended Day Tutoring Study Group Program TL Fair Student Funding HS – Per Session for Teacher Inquiry Teams, Instructional Resources for AIS Program TITLE I ARRA SWP Extended Day Tutoring Study Group Program TL Children First Network Support HS – PSO Provides Credit Monitoring Software and Inquiry Process Training. TL Data Specialist – Analyze Data for AIS Services Contract For Excellence FY 09 HS – Hiring of a Pedagogue to Provide Dedicated Instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Progress on Quarterly Acuity ITA assessments - Progress on Bi-Yearly Scantron Performance Series assessments - Results of 2011 NYS 8th Grade Math Assessments <p>Professional Development Agendas</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	26	20		17	8			
7	30	23			7			
8	48	55			15			
9	19	13	16	9	3			
10	22	21	22	0	10			
11	13	29	20		6			
12	20	17	19	20	4			

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>Frederick Douglass Academy II strives towards offering students varied opportunities to continuously support their learning through the following AIS programs:</p> <ul style="list-style-type: none"> • PLATO LEARNING is a credit recovery program that’s implemented at helping At-Risk scholars recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home. • REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June. • SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their four core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. • SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their NYS ELA and/or Math test.
Mathematics:	<p>Plato Learning: see above Regents Preparation: see above SOAR: see above SKILLS: see above</p>
Science:	<p>Plato Learning: see above Regents Preparation: see above SOAR: see above SKILLS: see above</p>
Social Studies:	<p>Plato Learning: see above Regents Preparation: see above SOAR: see above SKILLS: see above</p>

<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor(s) at the Frederick Douglass Academy II Secondary School will be essential in creating and fostering an environment that all parents, students and staff feel supported and safe in by providing workshops dedicated to test-taking techniques, reading and writing techniques, time management skills and respect for all. The Guidance Counselor(s) will provide individual and small group counseling to mandated and general education students, offering assistance with short term goals. Students who need longer term counseling and/or support services will be referred to mental health organizations in their community. Furthermore, the Guidance Counselor(s) will work with the Dean of Students to identify students who are consistently referred for behavioral interventions, in order to evaluate underlying issues and create individualized behavior intervention plans.</p> <p>The Guidance Counselor(s) will be part of the Crisis Intervention Team and the Pupil Personnel Team to provide expertise and awareness on intervention strategies for students at risk of failing and/or of being in any imminent danger.</p> <p>In addition, the Guidance Counselor(s) will review and revise the transcripts, credit accumulation, and courses to create a projected annual plan for a cohort of approximately 150 students. The Guidance Counselor(s) will meet individually with his/her cohort of students, and when necessary, the parents of those students and review the current academic status of these students, the projected plan of these students, and appropriate Academic Intervention Services (AIS) for students that may need additional services. AIS is essential for students in jeopardy of failing, as this will help prevent students from becoming stressed and frustrated, and from dropping out of school. Additionally, the Guidance Counselor(s) will provide workshops for parents throughout the school year to educate parents on graduation requirements, credit accumulation and best practice techniques.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist, will work with the Special Education Coordinator and the parents of students who need initial assessments and determine whether those students meet eligibility for special education and/or other appropriate services and resources. In addition, the School Psychologist will inform the Special Education Coordinator of the schedule of all annual and tri-annual Individualized Education Plan (IEP) meetings throughout the school year, in order to properly plan and secure appropriate people.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students who have displayed both behavior and academic issues may be referred for an evaluation. Based on the evaluation, the services are then provided accordingly.</p>

At-risk Health-related Services:

It is the objective of the medical department to work jointly with students, parents, teachers and health care providers to minimize or remove health obstacles to learning, thus ensuring each student a successful educational experience. We are currently providing health related services to approximately 123 identifiable “Academically at-risk” students.

The staff consists of a health aide, a nurse and a physician who renders physicals on a once a month basis. The physician makes diagnosis, provides physicals, writes orders and prescriptions.

One should be aware of the fact that medical privacy is of paramount importance, and as such, we’re mandated through the HIPA (Health Information Portability Act) law. Information may not be given or shared with anyone outside of those who have the right-to-know, without written authorization of the student’s parent.

Health-related services provided to the students who are academically at risk, by the medical department, may include but is not limited to the following:

- Evaluating student illness, thus determining which student is able to return to class, go home or transferred via EMS to an acute-care facility
- Administering emergency care and first aid, including basic life support
- Administering physician-prescribed medications and special procedures that are required within school hours
- Physical examinations for working papers
- Counseling regarding actual or potential health problems

Identification of students with an actual or potential mental health concern and requesting psychiatric evaluation, actual or potential

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) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

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

Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**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 	(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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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.

At our school, we do the following in creating the data on written translation and oral interpretation needs:

- We use a language survey to help us determine with accuracy the number of students who do not speak English or English well at home. This becomes our primary data source used to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in the language they can understand. Based on this information, we are able to determine the number of our parents who need translation services.
- Students and families who require translation services and oral interpretation services are flagged in our data systems. All members of our staff are notified.

The methodologies used to assess our school's written translation and oral interpretation needs once the data to determine such needs is established are as examples:

- Our school has French and Spanish speaking staff members that are able to translate to parents that may not be able to communicate effectively in English.
- Parents who are unable to speak English are provided translation services upon request at our school.
- Letters in such languages about various activities that are happening at our school are sent home to students. Parent and guardians are encouraged to call should they require more information about these activities.

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.

Currently, our school has a very small ELL population. (Approximately 18 students at our school require ELL Services.) As our ELL population expands, we will also expand our translation and oral interpretation services to serve the needs of our parents and students. As our school grows each year, the number of our ELL population will also increase. Given our increase, we have to determine how to enhance our services so that we serve the needs of our parents and students.

A future implementation plan to disseminate this information would be to provide a take home letter summarizing such findings. We believe such letter would allow better tolerance and appreciation for diversity.

In the meantime, we will continue to incorporate such information in our Scholar Creed, our essential features, as well as our tools for success, translated into the various languages, spoken by our students' parents. Every child is given a copy of the parent & guardian/student handbook, in the applicable language, at the beginning of the school year so that parents are familiar with our guiding principles and school policies.

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.

- Translate the letters/post-cards to parents about upcoming events at least a week before they are set to be mailed out to parents.

Based on our need, the school will continue to have provisions for translations of documents to parents. We will use our staff as well as a translation service in order to ensure that all of our students and parents continue to receive proper support. As a school, we will begin to implement the following:

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.

- Have our staff members record out going messages in the appropriate languages to parents of ELL students in order to inform them of upcoming events.
- Invite staff members who speak a foreign language to serve as translators during major events such as parent teacher conferences, open-house, etc.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification by interpretation services by the following:

- Continuing to administer the language survey to determine the native language of students and parents.
- Provide students who are fluent in Spanish or French to have test booklets in Spanish, French and in English while taking the state exams which will help them to better perform on the state tests.
- Continue to provide translation services to parents through staff and other available personnel.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	254,772	57,977	312,749
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,548		2,548
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		580	580
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,737		12,737
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2898	2898
6. Enter the anticipated 10% set-aside for Professional Development:	25,477		25,477
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,798	5,798

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Frederick Douglass Academy II, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year **2010-2011**

3. School Responsibilities

Frederick Douglass Academy II will:

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, including effective measures that incorporate parental input, as follows:

- *Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.*
- *Provide instruction and assessment focused on student mastery of the core concepts.*
- *Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.*
- *Provide supplemental classes that address the needs of the students to help them reach the standards.*
- *Provide research-based supplemental materials that will focus on the students identified area of need to help them become more proficient in those areas.*
- *Provide parents with suggestions on how they can incorporate their ideas into the school's curriculum or provide parents with a forum to hear their definitive ideas.*

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent Teacher Conferences: Thursday, October 28, 2010(evening) and Friday, October 29, 2010(afternoon)
Thursday, March 17, 2011(evening) and Friday, March 18, 2011(afternoon)*

Provide parent with frequent reports on their children's progress. Specifically the school will provide reports as follows:

- *Report cards will be distributed at all parent teacher conferences for marking period I, backpacked for marking period 2 and mailed for the final marking period of each school term. Report cards are also distributed at individual meetings with guidance counselors or teachers.*
- *Parents will also receive the Grow Reports and the results Interim Assessments (currently Acuity) in addition to the NY State test results and be provided with internet location of such reports and assessments.*
- *Progress reports are distributed to students 3 weeks into the marking period, and at least 4 times a year to give parents an update on the Students progress during the marking periods.*
- *Parents receive computer training in pupilpath.com as well as the Parent ARIS Link. Both are tools to help parents become better equipped to monitor and track their child 's progress toward graduation and promotional requirements.*

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Principal, Assistant Principal, guidance counselors, grade advisors, Deans and Parent Coordinator are available to meet with parents during school hours. Parents must call to set up appointments with respective staff members. Teachers and counselors use their prep periods or lunch time to

meet with parents on an emergency basis. Parents also have access to the staff via email and telephone conferences using the assistance of the Parent Coordinator. For additional assistance, Parents can schedule appearances at SLT meetings.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The Parent Coordinator will work with parents to get them to volunteer in the educational process by inviting parents on school trips and other related school activities. Parent Coordinator also encourages parents to attend the monthly workshops held in the school that cover curriculum & testing for State exams as well as information to build up academic achievement for students. Parent workshops have been given for parents about gang awareness, money management, etc.

Parents are allowed to shadow their child throughout the day to get a better understanding of the instruction delivered and protocol of the day. This must be done by appointment and approval of the administrative staff. Parents may attend SLT meetings and provide the SLT team with feed back of any shadowing experience or assessment.

Parent Responsibilities

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

As parents of students at Frederick Douglass Academy II, I understand that it is my responsibility to support my child 's education by reading the Frederick Douglass Scholar Handbook ("Handbook") and ensure that my child abides by the policies set out in the Handbook. I understand that the policies in the Handbook may be changed from time to time. I will be notified of these changes and it is my responsibility to abide by the changes. I also understand that I can attend SLT meetings and suggest policies to the SLT team.

In addition, we will further support our children's learning by:

- *Support my child 's learning by making education a priority in our home; By making sure my child is on time daily; By making sure my child is prepared with all needed books and supplies; By monitoring attendance regularly;*
- *Providing my child with a quiet place to study and do homework;*
- *Limiting the amount of television or other electronic media my child watches*
- *By talking to my child about his/her school activities everyday;*
- *Volunteering on school trips and other school activities;*
- *By participating, as appropriate, in decisions relating to my child's education;*
- *By praising my child for efforts and discussing with them areas where they experience difficulty; Encourage a time for reading (World News and other age appropriate periodicals);*
- *Talk with your child about current and world events;*

- *Review homework and check notebooks and book bags for organizational skills;*
- *Promoting positive use of my child's extracurricular time;*
- *Staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child or by mail and responding appropriately;*
- *Assisting my child in obtaining a library card;*
- *Communicating positive values and character traits, such as in the Preface to the Twelve Non-Negotiables of the FDAII Handbook; and the Scholar Creed;*
- *By being an active participant in the educational process;*
- *Attending SLT meetings when possible.*

Student Responsibilities

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

Follow the Scholar Creed as follows:

- *Be dedicated to personal and academic excellence;*
- *Be obligated to a code of civilized behavior;*
- *Refrain from and discourage behaviors which threaten the freedom and respect every individual deserves;*
- *Practice personal and academic integrity Respect the rights and property of others; Discourage bigotry, while striving to learn from differences in people, ideas and opinions;*
- *Demonstrate concern for others, their feelings and their need for conditions that support their work and development.*

As well as those suggested by the Department of Education:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc. listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class ' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*

- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

Frederick Douglass Academy II will:

- **Involve parents in the planning, review, and improvement** of the school's **parental involvement policy, in an** organized timely way;
- **Encourage parents to attend SLT meetings and PTA meetings;**
- Involve parents **in the joint** development **of any** school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform and invite 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.
- 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;
- 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;
- 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;
- 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.
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

At the conclusion of every year, our state exam scores are thoroughly analyzed by our data specialist to determine each student's performance as well as their performance in relations to the previous academic year. Moreover, our students are tested based on the performance series and acuity exams that are administered at our school. These baseline assessments are given at the beginning of the school year. Based on this data, our school groups student based on test scores and provides academic intervention (after school program and or in school academic intervention programs) are created according to their test scores.

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.

At our middle school, we have an academic intervention program that allows our low performing students to receive academic more academic support in literacy. Moreover, by using a humanities curriculum where social studies and English Language Arts are taught simultaneously, our students are able to master the necessary skills more efficiently by retaining the concepts more effectively. In order to advance themselves, we offer our eighth grade students with the opportunity to take some of the regents' exams including the math regents as well as the earth science regents.

At our high school, we offer our students the opportunity to do better academically through our credit recovery program, PLATO, Math A and other opportunities through the city. In order to advance themselves academically, we offer our high school students with the opportunity to take AP courses, SAT preparation, college readiness courses and the opportunity to receive college credits through our College Now Program.

3. Instruction by highly qualified staff.

At our school, we do have a highly qualified staff that serves our students. Most of our teachers have obtained their graduate degrees in the process of furthering their education in order to advance themselves educationally. Moreover, our teachers teach in their license areas which allow our students to receive more in depth instruction.

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 School-wide Program to meet the State's student academic standards.

Through our various teams and departments in the building, our teachers are given the opportunity to share and to meet with their colleagues consistently by discussing instructional strategies that will advance each department. Each department has focus areas that are used to enhance instruction. MS Humanities Dept. revise the curriculum maps that were created to include fictional reading. Allow students to be support their thoughts in a more concrete manner through their writing, etc.

HS English Dept .Expanding the writing rubric. MS Math Department: Expand the writing of students through journaling and intervisitation. HS Math Department: Writing across the curriculum through journaling, communication and note taking through the process strand. Science Department: Create draft for curriculum maps for all sciences taught at our school Social Studies Department Curriculum mapping and writing.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We have an interview committee that is composed of parents, teachers, and administrators that interviews all potential candidates through multiple level of Interviews prior to them being offered a position at our school. Most candidates have to have references as well as letters of support that substantiate their candidacy.

6. Strategies to increase parental involvement through means such as family literacy services.

The PA conducts meetings about financial literacy, gang awareness, mygradebook.com and other workshops that allow parents to actively participate in the education of their children. These workshops are often done in conjunction with our parent coordinator and other community based organizations such as Urban Technology, the 28th Prescient. Moreover, through Urban Technology, our parent coordinator is able to have workshops and to Invite parents to museums to learn about the 8th grade science EXIT projects.

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.

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.

At the beginning of the school year, each teacher gives a baseline assessment based on the state exam or Regents exams in order to determine the academic strength of each of the students. Based on the results, the teachers are able to guide their instructions accordingly. Through the performance series, teachers were able to see where students are and how to attack their reading and math

skills. In the math department, students are assessed based on the mastery of each skill that is based on the standards. Charts are created accordingly which show the academic performance of each of the students. Through the Apperson machine, teachers have been able to ascertain item skill analysis of their content based on the exam given.

9. 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.

Students are consistently assessed and re-assess according to measure skills. Topics are re-taught based on formative assessment such as journaling in math department, conferencing in humanities department.

10. 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.

Students who are under credited and under-aged are given the opportunity to attend training programs such as Coop. Tech in order to provide them with the opportunity to get their high school diploma, college courses and receive training in a field of their interest.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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

– **English Language Learners**

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

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

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

Over the course of the last school year, our Humanities Curriculum has been developed and revised with a focus on fictional writing to support our six, seventh and eight grade students in literacy. The curriculum maps which were made in conjunction with the ELA and SS state standards allowed teachers to address the content through both ends. Moreover, the math department created student handbooks, which had all of the math strands, and the expectations of what students should learn in each of the grades in the middle school. For the MS Humanities Department, although curriculum maps were created, we realized that many of our students we and are still having difficulties with the following issues:

- Expanding students' writing so that they are able to elaborate on paragraphs by providing details to support their thoughts
- Re-teaching students reading skills so they are able to analyze a document regardless of subject matter and yet critically assess a piece of work.
- Unable to understand text on a higher level.
- Students are unable to support their knowledge of the content in social studies.
- Students are very literal in their writing.
- Through our Math and our ELA Inquiry teams, we have been able to analyze student work through several lenses and brought implications for teaching.
- Teachers worked closely with their colleagues to edit their curriculum maps and to include a testing unit. The humanities department developed uniform procedures to foster academic excellence

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

Applicable Not Applicable

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

- Students' work shows that they lack basic skills in answering analytical questions.
- Students' discussion and writings indicate that they are not able to formulate their thoughts and rationales in an effective manner.
- Students' results from the performance series indicate that some students are reading at least three grade levels.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Re-visit our curriculum maps to ensure that we are targeting basic skills of students.
- Create an atmosphere where students are able to have dialogues while explaining their rationales and thoughts without feeling intimidated by expressing their points of views.
- Teaching and reteaching the fundamentals of the writing process by looking in depth at student work and choosing a protocol for analyzing their work.
- Select a writing piece as a team and analyzing it to identify the key issues that students are having across the board in writing.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

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

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

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

Teachers at FDA II are very familiar with the curriculum and the standards in mathematics. We have also made students aware of the standards by creating grade specific handbooks. When comparing the standards to the units in Impact Math teachers found some standards missing and others that were not well explained. Usually, teachers must use resources outside of the Impact Math program to teach all required standards. One commonly used resource is the Connected Mathematics Program which provides investigation based lessons, building a greater depth of knowledge and understanding. The failure of the Impact Math book completely address all of the standards is most evident in geometry.

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

Applicable Not Applicable

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

In grade 6, book 1, the Impact text does not provide adequate sequence between a task and the general topic. Also, proportions and properties are found more in book 2 than in book 1. For grades 7 and 8, geometry topics such as angle relationships are not evident.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

During department meetings, they will focus on a specific unit for a specific grade. All teachers are required to bring materials, games, activities, tasks, and websites related to the topic. This diverse range of information assists with differentiation and filling in the gaps of the Impact text.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Our school engages in multiple practices that are helpful to the educational process. For teachers that engaged in direct teaching, we have observed direct teaching practices through
Classroom visits
Classroom arrangements.
Inquiry team related work
Classroom observation.

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

Applicable Not Applicable

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

For teachers that engage in direct teaching, we have observed the lack of differentiation through the following.

- Frequent classroom visits.
- Desks placed in rows rather than cooperative grouping.

- Students being given the opportunity to work independently rather than in a group during classroom projects, etc.
- A lack of planning for a double or triple period.

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

Inter-visit other classes whereby cooperative learning or differentiation of instruction is supported. Inter-visit the classrooms of their colleagues where they are seeing best practices about differentiation. Inquiry team work: Ideas are shared about planning and best practices.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

At FDA II, all of the classrooms have smart boards which allow all teachers to use technology to bring forth mathematical concepts.

Moreover, our teachers allow our students to work in groups on a consistent basis.

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

Applicable Not Applicable

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

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

Classroom observations Teachers work collaboratively with colleagues to develop interdisciplinary projects Students know and understand the tasks at hand when place in groups.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

At our school, we do not have a high teacher turnover rate. For the teachers that have left our school, they have primarily done so on the fact they have changed their careers and wish to pursue other avenues. Moreover, each staff member meets with the Principal at the end of the school year through an exit interview to discuss the year in review, their thoughts as to how they can make the school year better and their individualized skills.

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

Applicable Not Applicable

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

- The number of teachers who do not return every year is very low.
- The number of teachers who are transferred to another school is very low or non-existent.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Due to our small ELL population (14 students), our school does not continuously provide professional development to our ESL teacher. While improvement is always possible, educational results at FDA II for ELLs are considerably above the city averages. Last year, for example, we had 5 ELLs out of a total of 14 attain proficiency. This is way above the average of 7% citywide, as Ms. Enid Serrano, the Manhattan ELL Compliance Specialist, confirmed in a recent conversation.

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

Applicable Not Applicable

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

Our citywide scores indicate that our school is doing better than the citywide average.

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

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

Please respond to the following questions for Key Finding 5:

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

In terms of incoming students, we are able to ascertain the scores of our ELL students. Our ESL teacher works closely with our staff members to ascertain information about how students perform on the exam. Students are tested and are monitored closely to determine their status (ie. Beginners, intermediate or proficient)

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

Applicable Not Applicable

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

All of our teachers know the students who are ELL as they are pulled from their classes for services.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

MAY 2009

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

In some cases, it is true that some of our general education teachers may not have had the expertise of special education students as they were mostly unfamiliar with the following:

Teachers lack a true understanding of the components of an IEP (especially new teachers). Teachers in general education classrooms are unfamiliar with students' IEP and their mandates. Many teachers indicated at the end of the year that they needed training about the completion of IEP(s).

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

Applicable Not Applicable

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

- The low performance of students in their classes.
- The lack of information about testing accommodations.

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

Our school has invited the IEP specialists from our Integrated Service Center to provide our teachers with training about IEP(s). We currently have a functioning special education team that meets regularly to address the needs of our special needs students. This team is composed of the psychologist, AP, mandated counselor, SETTS & CTT teachers. We have and continue to offer our teachers with professional development training about IEP(s). We also have had a special education audit which brought forth some of the concerns for students and staff when it comes to special education and transition.

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

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

Please respond to the following questions for Key Finding 7:

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

A review of classroom exams and the low performance of students indicate the following: Students with test modifications are often not given their proper accommodations in classroom exams because of time and space constraints. Teachers often do not provide additional support to students who are mainstreamed or students with IEPs as outline in their IEP(s). Some teachers may be unfamiliar with the services that are mandated for students with IEP(s).

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

Applicable Not Applicable

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

Some students who were mainstreamed last year did not perform well academically as teachers may have been of unaware of mandated services. The teachers of students who display behavioral problems may not know how to handle some of those issues as they are not aware that their IEP(s) have functional behavior plans.

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

Teachers received the projected register report at the beginning of the school year in order to ascertain a better understanding of the services that are mandated for special education students. Teachers are aware of test modifications of students through assessments that are given throughout the school year. I.e. periodic assessment and acuity. Students who are mainstreamed are closely monitored in order to get a better understanding of the performance of the students in the general education classroom setting.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

We have 9 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We provide academic counseling to all students in Temporary housing. We also provide support acquiring uniforms and instructional supplies for these students. Some of the services/support given to families in temporary housing are:

- Uniforms - i.e., sweaters, shirts, patches; and if necessary, shoes and skirts.
- All required schools supplies: i.e., pencils, pens and loose-leaf paper and book.

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 the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Frederick Douglass Academy II Secondary School								
District:	3	DBN:	03M86	School		310300011860			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungrade	v	
	2		6	v	10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				91.4/81	90.8/	89.5 /
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				92.6	95.7	94.7
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	46	35	31	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	52	58	36				62.7	74.4	59.1
Grade 8	59	54	64						
Grade 9	91	91	68	Students in Temporary Housing - Total Number:					
Grade 10	74	80	81	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	66	68	67				3	6	5
Grade 12	74	55	63						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	462	441	411	<i>(As of October 31)</i>			2007-	2008-	2009-
							3	2	0
Special Education				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	15	13	16	Principal Suspensions			152	185	232
# in Collaborative Team Teaching (CTT)	27	31	41	Superintendent Suspensions			43	38	47
Number all others	39	37	42						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	17	12	TBD	Number of Teachers			27	30	29
# ELLs with IEPs	5	6	TBD	Number of Administrators and Other Professionals			8	9	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	4	3	36	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	33.3	36.7	55.2
				% more than 5 years teaching anywhere	22.2	36.7	58.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	67.0	87.0	82.8
American Indian or Alaska Native	0.0	0.0	0.2				
Black or African American	78.8	79.4	78.6				
Hispanic or Latino	20.8	18.8	18.2				
Asian or Native Hawaiian/Other Pacific	0.4	0.5	1.0				
White	0.0	0.5	1.7				
Male	53.9	52.8	53.5				
Female	46.1	47.2	46.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	v
Math:	v	Math:	v
Science:	v	Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	75
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / C	Overall Evaluation:	P
Overall Score:	15.5 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment: <i>(Comprises 15% of the</i>	3.2 /	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	4.5 /	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	7.8 /	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	0 / 0	Quality Statement 5: Monitor and Revise	P

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 CFN 561	District 03	School Number 860	School Name FDA II
Principal Osei Owusu Afriyie		Assistant Principal Delali Kodah	
Coach Annette Deleston		Coach type here	
Teacher/Subject Area Dolores Winn/ESL		Guidance Counselor Elizabeth Hughes	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area Liza Bustos/ Spanish		Parent Coordinator Tracey Stahling	
Related Service Provider Agnes Horowitz/Speech		Other	
Network Leader Derek Smith		Other Evelyn Gleason, Special Ed	

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	1
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	412	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	5.10%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

During the enrollment process all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey is administered by a licensed pedagogue, the ESL teacher. This survey informs school staff about the language that is spoken in the child's home. Once the parent(s) have reviewed and completed the HLIS, (which is available in nine languages), the parents participate in an oral interview in their home language. The oral interview is conducted in the parent(s)' home language by a qualified translator face-to-face or via telephone.

All the home language information is assembled and the HLIS is reviewed. The ESL teacher then determines that a second language is spoken in the home, the parents are informed of the best ELL options available to their child. Then a test called the Language Assessment Battery-Revised (LAB-R) is administered. and the performance on this test determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.

When the child is determined to be ELL, the parents must be informed of the three educational options available to them. The three options are:

Transitional Bilingual Education, a standards-based subject matter instruction is provided in the student's native language with intensive support in ESL(60% home language, 40% English).

Dual Language Programs integrate ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages (50 % home language, 50% English).

Freestanding ESL Students are taught in English (100 % of the time) using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test.

These three ELL program options are clearly explained in the multilingual (DOE) Parent Orientation Video, The ELL Parent Brochure and any further inquiries can be answered by qualified school staff until the Parent is satisfied and comfortable. The parent will then be asked to fill out the Parent Survey & Program Selection Form which provides parents with the option of choosing the most appropriate program model for their child. If the ELL program model chosen is not available at the child's school, the child will be transferred to a school that does have such program.

The LAB-R is administered to eligible students within 10 days of their initial enrollment, whether at the beginning of the school year or at any other time. Screening with LAB-R is not necessary if the student's ELL status is available from his or her previous school and is based on an appropriate standardized test, such as the New York State English as a Second Language Achievement Test (NYSESLAT), administered during a prior school year.

The NYSESLAT is administered to all ELL students from K-12 every year and students will continue to receive English as Second Language (ESL) services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes.

The NYSESLAT scores help to determine which instructional standards to focus on and to evaluate their programs. A workshop for the parents of all ESL students who will be taking the NYSESLAT will be offered in March or April 2011 at FDAll. Parents are interested in having their children perform well on their exams, succeed in their content area classes and to successfully test out of the ESL program.

Frederick Douglass Academy II has a small population of ELL students and since we only offer a Free standing ESL program, the ESL teacher hands out a "Letter of Entitlement" (in the appropriate home language) to each ELL student to give to their parent and makes a follow up phone call to the home within the next week to make sure the letter was received and understood. In the past few years the trend at FDAll, as indicated by the parental choice selection form, has been that most parents have opted to have their children remain enrolled and instructed in our Freestanding ESL program. Most parents explained that they liked the idea of their children receiving the 100 % English instruction that is offered in a Free standing ESL program. They believe that their children will learn English at a faster rate with 100% English immersion.

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														0
Push-In							4	1	4	8	2	2		21
Total	0	0	0	0	0	0	4	1	4	8	2	2	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	5
SIFE	4	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	9

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	10	3	0	2			9		5		21
Total	10	3	0	2	0	0	9	0	5		21

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		2	2		1		6
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic							1			2				3
Haitian										2				2
French						1		1			1	1		4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	2		1			5
TOTAL	0	0	0	0	0	0	4	1	5	7	2	2	0	21

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.

Frederick Douglass Academy II is a school that services a middle and high school population (approximately 412 students), grades 6 through 12. At FDA II, the English as a Second Language program is a free-standing ESL Program that services 21 students from diverse ethnic language and cultural backgrounds. Students receive ESL instruction from one fully certified, part time ESL teacher (with a strong Special Education background) as required by the results of the LAB-R or NYSESLAT. Instructional strategies include the Natural approach , Total Physical Response and Suggestopedia for the non-English or beginning ELL student and guided reading, independent reading and 'read-louds' with adaptation for English Language Learners. Word study supplemented with phonic is a key component of the reading program. English grammar, including morphology and syntax is also taught as part of the writing block.

ESL Instruction is aligned to the NYS Learning Standards for English as a Second Language. The ESL curricula also support the mainstream English Language Arts curricula and standardized tests, which the English Language Learners are also required to take. It also supports math and other subjects across the curriculum by alternately focusing on vocabulary and texts specific to various subject areas. In the case of social studies, non-fiction texts geared to youth provide grade-level concepts, yet written in English that are readily accessible to ELLs. An example is a youth oriented biography of Barack Obama: complex ideas, core English vocabulary and syntax, and high motivation and inspiration as well. Lessons also capitalize on the international travel and multicultural experiences of the ELL population by including lessons in world geography and cross-cultural studies. For example, Barack Obama's story is read in the context of his world travels as a youth to Indonesia.

ESL instruction is provided based on the English proficiency levels and grade levels of the English Language Learners. The ELL population is relatively small so instruction is highly individualized and provided on either a push-in or pull-out basis as is appropriate. Beginner and Intermediate ELL's or ELL's scattered over more than one class are pulled out and serviced within a small , somewhat heterogeneous group setting.

Advanced ELL's are serviced within a push-in context, in which the ESL teacher scaffolds the mainstream classroom lessons in courses such as Global Studies, U.S. History and Government, and Living Environment and works collaboratively with the ELA teacher .

The ELLs enrolled at FDA II have mostly attained advanced oral English skills, but need further development in reading and writing academic English. This is particularly true for the long term ELLs. Therefore, literacy and academic English are emphasized

In the case of students with interrupted formal education (SIFE) students , there are very few in our school but classroom instruction is targeted at the students with strong native language skills or who need additional support . These students are in a self-contained ESL class for two periods daily that focuses on increasing literacy through content area readings and phonetic awareness. The SIFE students are also offered tutoring sessions in small groups, extended day and Saturday programs during the academic school year and summer school sessions are also available.

For the few new arrivals, strategies include English by immersion with a focus on high frequency words and everyday phrases, combined with a strong literacy component. Beginners are given native language support through other staff, such as the Spanish teacher and Hispanic teaching assistants, peer mentoring, bilingual dictionaries and literature. The ESL Teacher also draws upon her knowledge of Spanish ,French and German to provide a smoother transition into English.

Students who have received ESL instruction for 4- 6 years receive lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar, for reading, writing, speaking and listening as required by the ESL and ELA mandates .

Long term ELL students, often lack the basic reading and writing skills necessary to graduate or meet the demands of college-level coursework. For this reason, the focus at FDA II is on basic skills, effective programs that anchor reading and writing strategies in content areas. Teachers use strategies to strengthen the components of reading and writing (grammar, spelling, writing mechanics, and composition) within and across content areas.

Also, to help the long term ELL students be successful, focus on deep vocabulary development, teaching the meaning of words using a variety of methods (visuals, graphic organizers, demonstration), and providing effective word-learning strategies.

The ESL Teacher works with the High School ELLs to prepare them for the Regents, by "pushing in" and supporting the preparatory lessons offered by the regular instructors. Additional instruction is provided through small group and after-school tutoring, as the need arises.

Also for current ELLs and all former ELLs for up to two years after passing the NYSESLAT test Accommodations are available . Accommodations include:

1. time extensions (i.e., time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Spanish, Language and AP Spanish Literature.

For Special Need students who are determined to be ELL there is an Individualized Education Program (IEP). The IEP indicates specific test exemptions, accommodations and promotional criteria for each individual student identified as having a disability, and takes into account the child's language abilities in the native language and English.

ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

In the past Frederick Douglass Academy II, which is situated in central Harlem, has serviced West African and Latin American ELL students. But more recently due to the influx of South Asian and Afro-Asian students, the multilingual nature of this immigrant community has changed. The home languages spoken at FDA II have risen to seven(7) and they are a small minority within the largely African-American community.

In the future, with a longer full time program, the part time ESL teacher would spend more time concentrating on more multicultural based activities and reinforcing the understanding of cultures pertaining to their dress, customs and mores. For example: How does the roles of women in our and other societies affect the girls already in our school community and the "new immigrant" girls coming in.

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.



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
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?

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3				3
Intermediate(I)							1		1	4	1			7
Advanced (A)							3	1	3	1	1	2		11
Total	0	0	0	0	0	0	4	1	4	8	2	2	0	21

D. Professional Development and Support for School Staff

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. ...												
	I	The ESL Teacher and the Assistant Principal will collaborate to conduct nine 50-minute staff development sessions building-wide to teach all teachers and Special ed teachers in ESL techniques pedagogy. The ESL Teacher uses these opportunities to turn key region-wide professional development sessions. Topics addressed include interpreting ELL assessments (including alternative assessments), integrating into the classroom, selecting and developing the peer mentor, building definitions of commonly used terms into lessons, developing classroom libraries, and communicating effectively to the limited English speaker. In addition, the ESL Teacher regularly conferences classroom teachers to track ELL progress. This includes providing to the teachers the findings of the LAB-R and NYSESLAT scores for												
	A	The ESL Teacher uses these opportunities to turn key region-wide professional development sessions. Topics addressed include interpreting ELL assessments (including alternative assessments), integrating into the classroom, selecting and developing the peer mentor, building definitions of commonly used terms into lessons, developing classroom libraries, and communicating effectively to the limited English speaker. In addition, the ESL Teacher regularly conferences classroom teachers to track ELL progress. This includes providing to the teachers the findings of the LAB-R and NYSESLAT scores for												
READING/ WRITING	B	The ESL Teacher uses these opportunities to turn key region-wide professional development sessions. Topics addressed include interpreting ELL assessments (including alternative assessments), integrating into the classroom, selecting and developing the peer mentor, building definitions of commonly used terms into lessons, developing classroom libraries, and communicating effectively to the limited English speaker. In addition, the ESL Teacher regularly conferences classroom teachers to track ELL progress. This includes providing to the teachers the findings of the LAB-R and NYSESLAT scores for												
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	A	The ESL Teacher uses these opportunities to turn key region-wide professional development on best practiced ESL strategies and methodologies.												

Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The PD is

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

3. How do you evaluate the needs of the parents?

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

Part V: Assessment Analysis

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

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 (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

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

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

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

What is revealed by the 2010 proficiency levels of FDAll's ELL students is that the students are right inline with where they should be. We have three (3) students that scored at the Beginner level and these are our new comers and SIFE students. There are seven (7) that scored at the Intermediate level , two (2) of these students have IEPs three (3) students are actually newcomers (2 - 4 years) and two (2) of out Intermediate student are Long term students. The Advanced group is our largest group with twelve (12) in total , three(3) of our Advanced students have IEPs and remaining nine (9) students have received 4- 6 years of ESL instruction.

The FDAll NYSESLAT Modality report for 2010 shows that nineteen (19) of our twenty -one (21) students scored at either the proficient or advanced levels in the Listening and Speaking section of the test . In Reading and Writing nineteen out of twenty-one students scored at the advanced and intermediate levels, which indicates our students are on the right track but also shows our school educators that we should focus greater attention on areas that include reading and writing in all subject areas. The NYSESLAT Modality report also indicates that our students rank evenly in grade and proficiency levels.

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		