



FREDERICK DOUGLASS ACADEMY V

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 12X273
ADDRESS: 2111 CROTONA AVENUE
TELEPHONE: 718-561-1617
FAX: 718-561-2184

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: x273 **SCHOOL NAME:** Frederick Douglass Academy V

SCHOOL ADDRESS: 2111 Crotona Avenue Bronx, New York 10457

SCHOOL TELEPHONE: 718-561-1617 **FAX:** 718-561-2184

SCHOOL CONTACT PERSON: Deborah Cimini **EMAIL ADDRESS:** dcimini@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dennis L. Otten

PRINCIPAL: Deborah L. Cimini

UFT CHAPTER LEADER: Mark Torres

PARENTS' ASSOCIATION PRESIDENT: Danielle Washington

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Empowerment

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Myrna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|-----------|
| Deborah L. Cimini | *Principal or Designee | |
| Mark Torres | *UFT Chapter Chairperson or Designee | |
| Danielle Washington | *PA/PTA President or Designated Co-President | |
| Rose Garcia | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Cynthia Sanabria | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Dennis L. Otten | Member/ CSA | |
| Mercedes Reyes | Member/ P.C. | |
| Ms. Negrón | Member/ Parent | |
| Ms. Wallace | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | 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.

The mission of FDA V is to prepare students to attend the high school of their choice and the college of their choice and succeed in college and in life. The FDA V goals that support our mission are to educate students, to the highest possible academic and personal standards, to become responsible citizens, to successfully pursue higher education and to become effective people in all that they undertake in every aspect of life. FDA V 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. FDA V seeks to instill in each student self-confidence and the joys of learning and achieving real accomplishments. FDA V's core mission is to provide students with the education and the skills necessary to be, well-educated, competitive and effective people.

The FDA V administration, faculty and staff are committed to this mission and have pledged to set and maintain high standards. FDA V provides challenging material and the support necessary to enable students to achieve success in high school, in college and in life. Ultimately, each student's success rests with that student and his/her parents/guardians, who must commit themselves to the goals, values and standards of FDA V.

FDA V's educational program and framework of rules supports the intellectual, personal, physical and cultural development of each student, encourages serious study and provides an orderly and attractive place in which to learn together. We expect our students to abide by a code of excellence.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|--|------------------------------|---------------|--------|---|
| School Name: | FREDERICK DOUGLASS ACADEMY V | | | |
| District: | 12 | DBN #: | 12X273 | School BEDS Code #: 321200010273 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---------------------------------------|----------------------------|-----------------------------|---|-----------------------------|-----------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 89.94 | 85.75 | 88.82 | | |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 0 | 0 | 0 | | 261 | 248 | 257 | | |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 88 | 82 | 80 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 104 | 83 | 94 | | 72.7 | 78.8 | 95.0 | | |
| Grade 8 | 77 | 98 | 87 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 7 | 1 | 10 | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 269 | 263 | 261 | | 2 | 2 | 0 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 0 | 0 | 8 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 24 | 35 | 32 | Principal Suspensions | 23 | 22 | 15 | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| Number all others | 3 | 14 | 21 | Superintendent Suspensions | 7 | 6 | 13 |
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 1 | 0 | 0 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 14 | 20 | 21 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 3 | 2 | 7 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | | |
| | | | | | 18 | 22 | 20 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | 3 | 4 | 4 |
| | 1 | 0 | 1 | Number of Educational Paraprofessionals | | | |
| | | | | | 1 | 1 | 1 |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| | | | | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| American Indian or Alaska Native | 0.7 | 0.8 | 0 | Percent more than two years teaching in this school | 16.7 | 36.4 | 84.0 |
| Black or African American | 40.5 | 38.8 | 40.0 | Percent more than five years teaching anywhere | 11.1 | 18.2 | 76.0 |
| Hispanic or Latino | 55.8 | 58.6 | 59.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.9 | 0.8 | 0.1 | Percent Masters Degree or higher | 50.0 | 41.0 | 99.0 |
| White | 1.1 | 1.1 | 0.3 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 89.5 | 73.1 | 84.0 |
| Multi-racial | | | | | | | |
| Male | 49.4 | 47.2 | 50.0 | | | | |
| Female | 50.6 | 52.8 | 50.0 | | | | |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

| <u>Differentiated Accountability Phase (Check ✓)</u> | | <u>Category (Check ✓)</u> | | |
|--|---|---------------------------|---------|---------------|
| | | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | ✓ | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

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

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | ✓ | ✓ | ✓ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | ✓ | ✓ | ✓ | | | | |
| Hispanic or Latino | ✓ | ✓ | ✓ | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | | | | | | | |
| Economically Disadvantaged | ✓ | ✓ | ✓ | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|-------------|--|---|
| Overall Letter Grade | B | Overall Evaluation: | √ |
| Overall Score | 46.2 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | √ |
| School Environment (Comprises 15% of the Overall Score) | 8.1 | Quality Statement 2: Plan and Set Goals | √ |
| School Performance (Comprises 25% of the Overall Score) | 9.0 | Quality Statement 3: Align Instructional Strategy to Goals | W |
| Student Progress (Comprises 60% of the Overall Score) | 26.8 | Quality Statement 4: Align Capacity Building to Goals | √ |
| Additional Credit | 2.3 | Quality Statement 5: Monitor and Revise | √ |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

FDA V, x273, is a relatively new school, and we are very proud to have earned a B on our Progress Report Card given the change in the NYS Standards. We also are proud of the fact that we were able to achieve a Proficient rating in our Quality Review for 2007-2008. We are exceptionally proud of the progress we have made thus far.

FDA V's administration sets high standards for our staff. Teachers must have knowledge in their content areas, but also the ability to establish an atmosphere of learning in their classroom. Teachers are observed both informally and formally throughout the year, along with attending professional development in their content areas to help support them in improving their delivery of instruction.

We are proud of the Exemplary Proficiency Gains within our subgroups in past years, (Hispanics, African Americans, Males and Females). We pay close attention to our special needs population providing small group instruction to ensure their success.

Our ability to work within the strict confinement of our physical space is another accomplishment, but it can also be considered a barrier, but we try to make our barriers our accomplishments. FDA V currently has thirteen classrooms and eleven classes, which limit our ability to create supportive programs as there is no additional space. Teachers provide services to small groups in the hallway, when there is no additional classroom available. They prepare lessons and often eat lunch in the any space that is available as well. Despite our limited space, we are able to provide exceptional support and personalized attention to our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

| | |
|--|---|
| <p>1. By June 2011, there will be an increase of 3% of students making at least one year’s gain on the NY State ELA exam.</p> | <p>After conducting our needs assessment, the staff and SLT determined that we need to improve our student performance on the ELA exam from the present?</p> |
| <p>2. By June 2011, to sustain gains made in Mathematics and increase the percentage of students making at least 1 year’s gain of by 3% on the NY State Mathematics exam.</p> | <p>After conducting our needs assessment, the staff and SLT determined that we need to increase the percentage of students who made 1 year’s gain last year by 3%. By using ARIS, and Accelerated Math, this goal will be achieved.</p> |
| <p>3. By June 2011, the average daily student attendance will increase to 91% as measured by the Annual Attendance Report.</p> | <p>After conducting our needs assessments, the staff and SLT determined that we should increase our average yearly student attendance goal at 91%. We are going to refine strategies that we used last year, and increase our home visits by our attendance teacher to insure that all of our 8th graders attend school daily.</p> |
| <p>4. By June 2011, teachers will increase their use of differentiated practices by 25% in 2 of 3 areas of differentiated methods.</p> | <p>After conducting our needs assessments, the staff and SLT determined that teachers will increase their use of differentiated practices by 25% in 2 of 3 areas of differentiated methods.</p> |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, there will be an increase of 3% of students making at least one year’s gain in ELA.</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>Use of Data As per our 2009-2010 Progress Report, FDA V ranks in the 67.1 percentile in comparison with our Horizon Schools for students achieving at least one year’s gain in ELA as measured by the NY State ELA exam. To gauge student progress for a full academic year, we are using internal measures utilizing Fountas & Pinnell reading gradients to measure a year or more gain in reading.</p> <p>Data sources:</p> <ol style="list-style-type: none"> 1. Accelerated reader 2. STAR Reader 3. FDA V writing rubric and student tracker 4. Fountas & Pinnell text gradient leveling 5. Student Literacy portfolios 6. Student Reading & Writing logs 7. NYS Standardized Testing Data 8. Acuity, Performance Series 9. ‘Buckle Down NY’ for baseline assessment for test prep 10. Teacher generated informal assessments 11. Progress Reports 12. Quarterly Report Cards |

Curriculum and Instruction

1. Students participate in five distinctive components of literacy study:
 - a. The use of literature to gain a deeper understanding of literary elements.
 - b. Flexible guided reading groups to engage students in small groups, monitor progress and differentiate instruction according to student need
 - c. Independent reading program based on the selection of "just right books" that reflect appropriate Fountas & Pinnell levels as determined by results of the STAR, periodic conferencing and running records.
 - d. Teachers gauge students progress in writing samples, writers' logs and portfolios using a FDA V developed uniform writing rubric
 - e. Teachers use tiered groupings based on student skill profiles and interests to provide remediation and enrichment instructional strategies.
2. Schedule common planning time for weekly Literacy meeting
3. Saturday Academy sessions 8 weeks before NYS ELA Exam
4. Collaborative Team Teaching in non-CTT classes 40% of instructional time (two teachers in each classroom 40% of teaching time.)
5. Purchase of additional Z + books

Professional Development

1. Professional development workshops from the Leadership School Support Organization (LLSO) on strategies for guided reading groups, effective conferencing, and the use of running records
2. Professional development by the Literacy Coach on administration and analysis of the STAR and 'Buckle Down NY'.
3. Developing student book clubs (February 2009).
4. Knowledge Management (KM) from the ESO, provides customized on-site support, for additional targeted professional development to Literacy teachers.
5. Literacy coach will provide professional development to Literacy Teachers on engaging students in high level questioning.
6. Professional development by the Literacy coach to further support teachers on conducting effective conferencing, guided reading groups and the use of running records to identify and monitor student progress.
7. Collaboratively, teachers and administration will periodically examine student work in order to develop and monitor effective instructional practice.
8. Professional development by the Literacy coach on the effective use of the FDA V school-developed writing rubric to gauge student progress on various writing samples and portfolio pieces.

| | |
|--|---|
| | <ol style="list-style-type: none"> 1. Teachers and administration will periodically and collaboratively review student work to elevate student performance. 2. Schedule common planning time for weekly math meetings in order to develop and enhance instructional strategies. 3. Professional development for Math teachers on analysis of unit exam results that will lead to individual student goal setting and differentiated classroom instruction. |
| <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>Use of Resources:</p> <ol style="list-style-type: none"> 1. Staffing and scheduling/programming that enables teachers and administrators to effectively engage in professional development 2. Schwartz Funding for additional Saturday Prep Academy Teachers <p>Budgeting</p> <ol style="list-style-type: none"> 1. Funding for common planning 2. Substitute /coverage teacher 3. Teacher release time 4. Inquiry Team 5. Saturday Prep Academy 6. ESO |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic assessments</p> <ol style="list-style-type: none"> 1. Each student will meet targeted benchmarks (a minimum of 70% accuracy) as demonstrated on Accelerated Math and Interim Assessments. 2. Students will score 80% or better on Math unit assessments in 4 – 6 week cycles (September 2010 - June 2011) <p>Other evidences</p> <ol style="list-style-type: none"> 1. Agendas and attendance sheets from Math grade meetings 2. Agendas and attendance sheets from Math professional development trainings 3. FDA V Math website which highlights best practices and Math goals for students, parents and teachers. |

Subject/Area:

Attendance

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, the average daily student attendance will increase to 91% measured by the Annual Attendance Report.</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>Use of Data</p> <ol style="list-style-type: none"> 1. Student attendance results will be calculated and reviewed by students/staff on a monthly basis. 2. Analysis of attendance by students, classes and grades. 3. Attendance will be reviewed daily at lunchtime by Principal 4. Update blue contact cards twice yearly. <p>Curriculum & Instruction</p> <ol style="list-style-type: none"> 1. Honor Roll Policy will reinforce positive attendance and participation practice 2. School Aide and Parent Coordinator will call homes of students that are absent 3. The school will have the PC call students' homes in the evening. 4. Corrections will be made for students initially recorded as absent, but are actually late. 5. Administration will use monthly attendance reports to issue recognitions and incentives for students. 6. Students with long term absences will be referred to the attendance teacher who will then conduct home visits. 7. Principal and administration will meet daily with a targeted group of students to encourage positive attitude towards school and attendance. 8. Guidance Counselor will provide in-class workshops to students about positive behaviors, conflict resolution and school success. <p>Professional Development</p> <ol style="list-style-type: none"> 1. Professional development for teachers on effective school practices and goal setting that will have a positive effect on student behaviors and attendance. 2. Parent Coordinator will provide workshops to parents on the importance of excellent school attendance, homework and grading policies to increase overall student success. 3. Professional development for teachers on project-based learning to more deeply engage students in their own learning. 4. Guidance Counselor will attend Professional Development offered by the Bronx ISC on successful guidance practices and supports. |

| | |
|--|--|
| <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>Use of Resources</p> <ol style="list-style-type: none"> 1. Principal will work with the attendance office to fine tune attendance outreach and investigation procedures 2. Attendance teacher will provide training to school aide and Parent Coordinator on interpreting monthly class attendance reports 3. Attendance teacher will make outreach and home visits to students who have problematic attendance patterns. <p>Budgeting</p> <ol style="list-style-type: none"> 1. Funding for common planning 2. Substitute /coverage teacher 3. Teacher release time 4. Inquiry Team 5. Saturday Prep Academy 6. ESO |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic reviews</p> <ol style="list-style-type: none"> 1. To increase the overall attendance rate by .1% each month 2. Monthly collection of classroom attendance sheets to be reviewed by the attendance school aide and Administration 3. Monthly analysis of attendance for individual students, classes and grades. <p>Other evidences</p> <ol style="list-style-type: none"> 1. Agenda and attendance sheets of professional development and parent meetings |

Subject/Area:

Differentiated Instruction

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, teachers will increase their use of differentiated practices by 25% in 2 of 3 areas of differentiated methods.</p> |
|--|--|

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Use of Data

1. Use of ARIS to identify students
2. Collect, record, analyze and document unit assessment results by student, class, and grade by math teachers, chairperson, and administrators
3. Acuity, (Design your own)
4. Teacher generated informal assessments
5. Progress Reports
6. Quarterly Report Cards

Curriculum & Instruction

1. On a rubric constructed scale, goals will be collaboratively set with teachers and administration in January 2011 to determine teachers' comfort and ability with differentiating instruction in their classroom.
2. Teachers will use this rubric to self-evaluate their level of knowledge with differentiation of instruction
3. Examine sample lessons that include various types of differentiation based on whole-group instruction and tiered activities
4. Use consultants and department chairpersons to model lessons and provide inter-visitation opportunities to observe lessons with tiered activities that provide flexible groupings based on levels, learning profiles, modalities and interest.
5. Teachers will attend professional development on Differentiating Instruction from the KM staff of the ESO
6. Administration will use formal and informal observations to support teachers' growth in their use of differentiation in their content area of instruction.

Professional Development

1. Provide ongoing professional development in the understanding of differentiated instruction through group study sessions and article readings in both department and grade meetings.
2. Administrators/ teacher study group will engage with the text "*The Differentiated Classroom*" by Carol Tomlinson and examine applications to classroom practice.
3. Provide department chairs with Professional Development workshops, "Differentiated Approaches to Content Area Teaching for 6th -12th Grade".
4. Train teachers on the analysis and interpretation of Acuity results for the purposes of differentiating instruction.

| | |
|--|---|
| <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>Use of Resources</p> <ol style="list-style-type: none"> 1. Title I funding for teachers to attend professional development 2. Substitute teachers – funding by ESO <p>Budgeting</p> <ol style="list-style-type: none"> 1. Funding for common planning 2. Substitute /coverage teacher for professional development 3. Teacher release time 4. Inquiry Team 5. Saturday Prep Academy 6. ESO |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Periodic assessments</p> <ol style="list-style-type: none"> 1. Teachers will increase, on average, one level of differentiation on the rubric every four months. 2. Every two months, teachers will increase .25% in 1 of 2 areas of differentiation as measured by the differentiation rubric. <p>Other evidences Agenda and sign-in sheets from department meetings</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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 | 80 | 80 | 80 | 80 | 24 | | | |
| 7 | 92 | 92 | 92 | 92 | 24 | | | |
| 8 | 85 | 85 | 85 | 85 | | | 38 | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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: | For the months of November to January all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined. During these blocks the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department |
| Mathematics: | For the months of February to March January all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined. During these blocks the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the math department |
| Science: | For the months of May to June all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined. During these blocks the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department |
| Social Studies: | For the months of March and April all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined. During these blocks the students are grouped based by their levels, and teacher observations. The ratio is 10:1, and the materials are created by the literacy department |
| At-risk Services Provided by the Guidance Counselor: | Referrals to At-Risk Counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with peers and adults, anger management). Based on individual needs; students are provided with individual or group counseling with aged peers. When necessary school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not meeting the needs of student. |
| At-risk Services Provided by the School Psychologist: | |
| At-risk Services Provided by the Social Worker: | Referrals to At-Risk Counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with peers and adults, anger management). Based on individual needs; students are provided with individual or |

| | |
|---|---|
| | group counseling with aged peers. When necessary school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not meeting the needs of student. |
| At-risk Health-related Services: | |

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

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

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

Section I. Student and School Information

Grade Level(s) 6-8 _____ Number of Students to be Served: ? _____ LEP ? _____ Non-LEP

Number of Teachers 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In examining the data reported on the RDGS ATS Report, we noted a high percentage of Spanish speaking families. Furthermore, during our parent orientation sessions we observed a substantial number of parents that did not comprehend the English language.

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.

As stated above, in analyzing the data and meeting the parents of our students, it was clear that all information, whether in written form or oral presentation, had to be accomplished in Spanish. These findings were reported to the school community during our Parent Association meeting. However, as this is a predominantly Latino community, this was already evident.

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.

Written documents are translated in-house by staff members that are proficient in the required language in a timely fashion. In general, all school letters are provided in both English and Spanish. (Some documents are taken directly from the NYCBOE website, which already provides translation.)

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.

Staff members provide oral interpretations when meeting with parents as well as voice recorded messages.

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>.

At the beginning of the school year, the school will determine the primary languages of the population being serviced. In the reviewing the data, the languages used by more than 10% of the population will be targeted. In-house personnel will be utilized to translate information whenever possible; however, if warranted, an outside translation service will be purchased.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|-----------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | \$341,936 | \$0 | \$341,936 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3,419 | \$0 | \$3,419 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$17,097 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$34,194 | * | |

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Frederick Douglass Academy V School Parental Involvement Policy 2010-2011

I. General Expectations:

FDA V agrees to implement the following statutory requirements:

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

* that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

FDA V and the parents of the students, participating in activities, services, and programs funded by Title 1, 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 unproved 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 2010-11.

Frederick Douglass Academy V

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II. Description of How School Will Implement Required Parental Involvement Policy

Components

School Responsibilities

FDA V will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - Tuesday, November 16, 2010 Afternoon & Evening
 - Thursday, February 17, 2010 Afternoon & Evening
3. Provide parents with quarterly progress reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports are issued quarterly and Report cards are issued to parents four times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Parent Coordinator.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible

number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

11. Provide to parents of participating children information in a timely manner about Title 1, 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.

12. 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.

13. 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.

14. 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 1.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.

- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or school phone messenger and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support student learning.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide 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.

We will analyze the data obtained from standardized exams to determine areas of need as well as teacher input. Incoming students will be administered a diagnostic assessment at the beginning of the school year as will our returning students. Along with data assessments, our school will perform a series of Learning Walks conducted by Tier III / Professional Development Team members, which includes teachers, administrators and staff developers, as well as representatives of the School Leadership Team.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - a) Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - b) Help provide an enriched and accelerated curriculum.
 - c) Meet the educational needs of historically underserved populations.
 - d) 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - e) Are consistent with and are designed to implement State and local improvement, if any.
 - f) Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - g) Help provide an enriched and accelerated curriculum.
 - h) Meet the educational needs of historically underserved populations.
 - i) 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - j) Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
 - a. Communicate with Human Resources to ensure that pedagogue is teaching within his/her licensed area
 - b. Review lessons regularly
 - c. Meet with teachers on a regular basis
 - d. Learning Walks
 - e. Informal and formal Observations

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.
 - a. To conduct a needs assessment at the beginning of the school year
 - b. To provide informative workshops to help teachers understand the relevant data and how to effectively utilize it within their classroom
 - c. To support enrollment and participation in outside professional development opportunities (i.e. National conferences, local workshops, college courses, etc.)
 - d. To allow teachers the opportunity to "turn-key" information obtained during outside workshops
 - e. To visit other schools that demonstrate best practices
 - f. To establish a book study group

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. To make evident to any visitor that FDA V is a well structured and disciplined learning environment that supports growth and has high expectations from both teachers and students
 - b. To use my intermediary in the recruitment of highly qualified teachers since their reputation is one of excellence
 - c. To have exemplary work posted throughout the building so that teachers applying for a position at FDA V will notice the caliber of work expected from both students and teachers
 - d. To have teacher applicants provide a writing sample during their interview process to assess their ability as it connects to their expectations from students

6. Strategies to increase parental involvement through means such as family literacy services.
 - a. To administer a needs assessment
 - b. To provide workshops for both the SLT and PA based on the results of the needs assessment by in-house school personnel
 - c. To allocate 1% of Title I funds to purchased appropriate lecturers/presenters for needed workshops

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.
 - a. Teachers and administrative staff will review various assessment/diagnostic products collaboratively to determine which assessment/diagnostic to implement
 - b. Upon receiving the data, teachers and administrative staff will review the data to determine the appropriate interventions required to support student learning, differentiate instruction and provide additional services when needed
 - c. Teachers and administrative staff will meet weekly to constantly review and evaluate student work

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - a. Diagnostic assessments given at the beginning of the school year will provide relevant data to target students below proficiency levels as will data from State assessments and teacher input (grades; portfolios)
 - b. CTT/ESL teacher will provide training and support to teachers working with students experiencing difficulty
 - c. Teachers, including Staff Developers, will be required to "push-into" classes to reduce the teacher to student ratio
 - d. A peer-tutoring program with high school students will provide additional support
 - e. The advisory program will be revised and utilized as a means of providing support to students in need.
 - f. After-school and/or Saturday workshops will be provided
 - g. Continual monitoring of student work and data will be reviewed bi-weekly throughout the year

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in

school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | \$287,226 | ✓ | Add Page # |
| Title I, Part A (ARRA) | Federal | | | ✓ | N/A | N/A | N/A |
| Title II, Part A | Federal | | | ✓ | N/A | N/A | N/A |
| Title III, Part A | Federal | | | ✓ | N/A | N/A | N/A |
| Title IV | Federal | | | ✓ | N/A | N/A | N/A |
| IDEA | Federal | ✓ | | | \$ 14,151 | ✓ | Add Page # |
| Tax Levy | Local | ✓ | | | \$1,552,334 | ✓ | Add Page # |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - 10
2. Please describe the services you are planning to provide to the STH population.

The School Social Worker, Guidance Counselor and Parent Coordinator identify Students in Temporary Housing and meet with them weekly to monitor the following:

- Ensuring all students are in good academic standing.
- Ensuring all students are behaving “Academy”.
- Ensuring that students arrive to school on time.
- Ensuring that student’s hygiene is taken care of.
- Monitoring student’s nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---|-------------|--------|---------------|--|--------------|
| School Name: | Frederick Douglass Academy V. Middle School | | | | | |
| District: | 12 | DBN: | 12X273 | School | | 321200010273 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|------------|------------|------------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 91.4 | 91.6 | 89.1 |
| 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 | 79 | 93 | 78 | | | | |
| Grade 7 | 82 | 83 | 95 | | | | |
| Grade 8 | 86 | 87 | 86 | | | | |
| Grade 9 | 0 | 0 | 0 | | | | |
| Grade 10 | 0 | 0 | 0 | | | | |
| Grade 11 | 0 | 0 | 0 | | | | |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 0 | 2 | | | | |
| Total | 247 | 263 | 261 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | 92.9 | 93.9 | 96.5 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| | 78.8 | 89.8 | 91.6 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 12 | 11 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 5 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 0 | 8 | 22 | Principal Suspensions | 26 | 15 | 15 |
| # in Collaborative Team Teaching (CTT) Classes | 31 | 29 | 21 | Superintendent Suspensions | 6 | 6 | 13 |
| Number all others | 18 | 17 | 12 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | | | | |
| # in Dual Lang. Programs | 0 | 0 | TBD | | | | |
| # receiving ESL services only | 23 | 23 | TBD | Number of Teachers | 22 | 19 | 20 |
| # ELLs with IEPs | 1 | 9 | TBD | Number of Administrators and Other Professionals | 4 | 5 | 5 |

These students are included in the General and Special Education enrollment information above.

| Number of Educational Paraprofessionals | | | |
|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 1 | 1 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 1 | 13 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 94.7 |
| | | | | % more than 2 years teaching in this school | 36.4 | 57.9 | 65.0 |
| | | | | % more than 5 years teaching anywhere | 18.2 | 31.6 | 40.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 41.0 | 79.0 | 100.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 73.1 | 88.0 | 94.5 |
| Black or African American | 40.1 | 37.3 | 39.5 | | | | |
| Hispanic or Latino | 57.5 | 60.8 | 59.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.4 | 0.4 | 0.4 | | | | |
| White | 1.6 | 1.1 | 0.8 | | | | |
| Male | 49.4 | 49.8 | 49.8 | | | | |
| Female | 50.6 | 50.2 | 50.2 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | - | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | | | | |
| Multiracial | - | - | | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 46.2 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.1 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 26.8 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 2.3 | | | | | | |

| | |
|--|---|
| 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

Frederick Douglass Academy V
School Parental Involvement Policy 2010-2011

I. General Expectations:

FDA V agrees to implement the following statutory requirements:

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

2010 - 2011

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

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

FDA V 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 unproved 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 2010-11.

Frederick Douglass Academy V

MS 273

II. Description of How School Will Implement Required Parental Involvement Policy

Components

School Responsibilities

FDA V will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, and on holidays.

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

- Tuesday, November 16, 2010 Afternoon & Evening

- Thursday, February 17, 2010 Afternoon & Evening

3. Provide parents with quarterly progress reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports are issued quarterly and Report cards are issued to parents four times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on scheduled appointments through the Parent Coordinator.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

11. Provide to parents of participating children information in a timely manner about Title 1, 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.

12. 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.

13. 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.

14. 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 1.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail or e-mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- Willingness to learn new technology-based programs that support student learning.
- I have reviewed the discipline code with my child and will reinforce it at home.

**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 | District 12 | School Number 273 | School Name FDA V Academy |
| Principal Deborah Cimini | | Assistant Principal Dennis Otten | |
| Coach Walleska Soler | | Coach | |
| Teacher/Subject Area Ryanna Hooks, Special Ed | | Guidance Counselor Joanne Coe | |
| Teacher/Subject Area Valerie Kirschenbaum/ELA | | Parent Rose Garcia | |
| Teacher/Subject Area Amanda Black/ELA | | Parent Coordinator Mercedes Reyes | |
| Related Service Provider Kelley Herrmann | | Other type here | |
| Network Leader Emily Sharrock | | Other type here | |

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 261 | Total Number of ELLs | 19 | ELLs as Share of Total Student Population (%) | 7.28% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

| | | | | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 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 (50%/50%) | | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 2 | 2 | 2 | | | | | | 6 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 19 | Newcomers (ELLs receiving service 0-3 years) | 1 | Special Education | 7 |
| SIFE | 0 | ELLs receiving service 4-6 years | 8 | 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 | 1 | 0 | 0 | 8 | 0 | 3 | 10 | | 3 | | 19 |
| Total | 1 | 0 | 0 | 8 | 0 | 3 | 10 | 0 | 3 | | 19 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | 5 | 9 | 4 | | | | | 18 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | 1 | | | | | | 1 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 4 | 0 | 0 | 0 | 0 | 19 |

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.

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

All students are scheduled so that they have the mandated number of ELL and ELA instructional minutes each year with beginners getting a minimum of 540 minutes of ESL per week, intermediates 360 minutes of ESL per week and advanced 180 minutes of ESL and 180 of ELA per week.

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

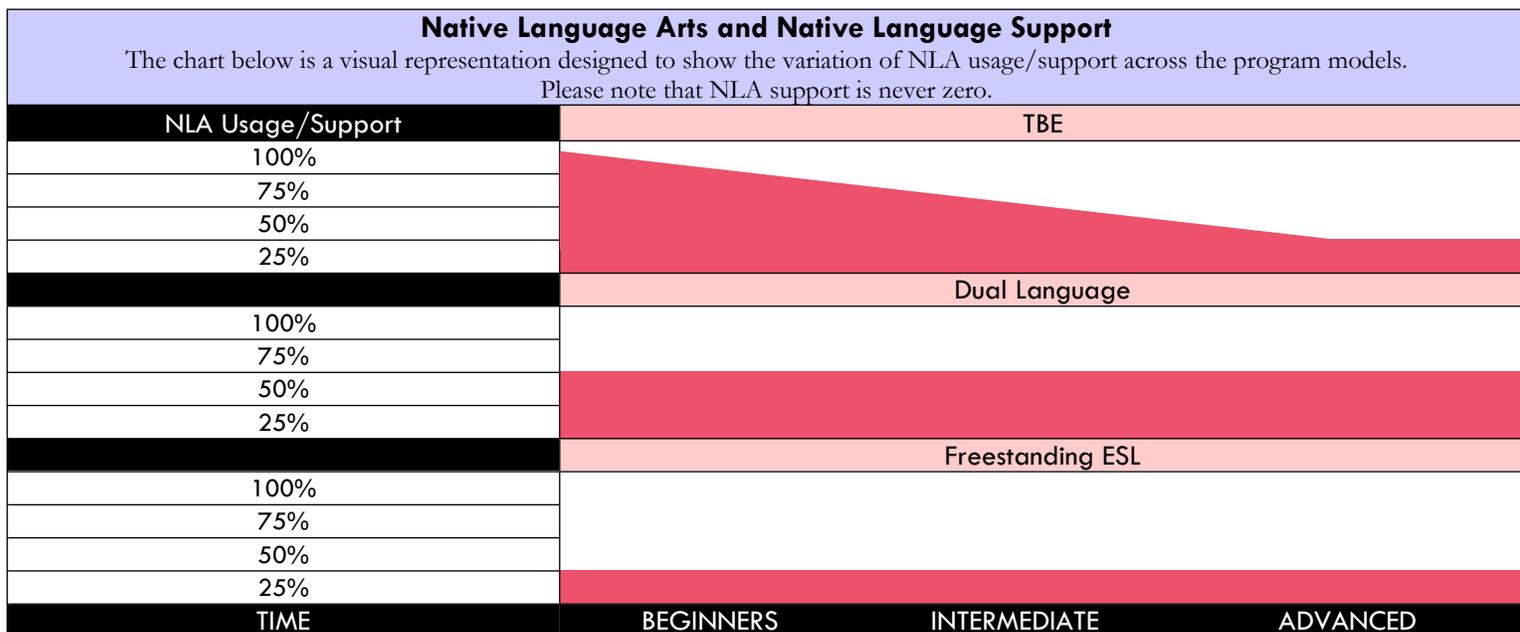
The interventions for Long Term ELLs and Special Needs ELLs are more individualized for two reasons. First, issues other than second language acquisition may be the source of academic difficulties for students who are still significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of

academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that is best provided by general education interventions.

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

| 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 |



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?

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

In addition, we have several staff members attending professional development courses outside of the school building:

8th grade ELA teacher attending: Modifications for Diverse Learners in all Classrooms (9/28, 10/20, 12/2)

7th grade ELA teacher and ELL provider: CTT Forum (9/12, 10/21, 12/3)

6th grade ELA teacher, 7th grade Math teacher: Differentiation (ongoing at our building)

7th grade Science teacher, 6th,7th grade Special Ed teacher: Grant Based "New Teacher" PDs

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Advanced (A) | | | | | | | 4 | 9 | 3 | | | | | 16 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 4 | 0 | 0 | 0 | 0 | 19 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | 1 | 3 | 0 | 0 | 4 |
| 6 | 6 | 4 | 0 | 0 | 10 |
| 7 | 1 | 2 | 0 | 0 | 3 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | 1 | | 1 | | 2 | | 0 | | 4 |
| 6 | 3 | | 3 | | 3 | | 1 | | 10 |
| 7 | 2 | | 1 | | 0 | | 0 | | 3 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

| New York State Regents Exam | | |
|------------------------------|---------|-----------------|
| Number of ELLs Passing Test | English | Native Language |
| Comprehensive English | | |
| Math | | |
| Math | | |
| Biology | | |
| Chemistry | | |
| Earth Science | | |
| Living Environment | | |
| Physics | | |
| Global History and Geography | | |
| US History and Government | | |

| New York State Regents Exam | | |
|-----------------------------|---------|------------------------|
| # of ELLs Passing Test | English | # of ELLs Passing Test |
| 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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

One pattern detrmined by our school's data analysis is that for a larae percentae of ELLs. the sccond year in their middle school experience

2 on the state ELA exam. On average, growth in the NYSESLAT modalities, correlates to growth on the state ELA exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 11/1/10 |
| | Assistant Principal | | 11/1/10 |
| | Parent Coordinator | | 11/1/10 |
| | ESL Teacher | | 11/1/10 |
| | Parent | | 11/1/10 |
| | Teacher/Subject Area | | 11/1/10 |
| | Teacher/Subject Area | | |
| | Coach | | 11/1/10 |

| | | | |
|--|--------------------|--|---------|
| | Coach | | |
| | Guidance Counselor | | 11/1/10 |
| | Network Leader | | |
| | Other | | |