



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FREDERICK DOUGLASS ACADEMY IV

DBN : 16k393

PRINCIPAL: ELVIN CRESPO

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SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
ELVIN CRESPO	*Principal or Designee	
RONALD ROBERTSON	*UFT Chapter Leader or Designee	
VALERIE MEYERS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
RAMOS ROSA MARIA ALISHA WALKER	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
HAZEL SLINGER	Member/ TEACHER	
CHERYL UMSTEAD	Member/ TEACHER	
RACHAEL JAMISON	Member/ TEACHER	
KERRY QUARCOO	Member/TEACHER	
PHYLLIS SCOTT	Member/PARENT	
ERIC RIOS	Member/PARENT	
PATRICIA PERKIN	Member/PARENT	
SIMONA ROSS	Member/PARENT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal #1

By June 2012, 100% of teachers will participate in Professional Development centered on Data Driven Instruction, Differentiated Instruction, Common Core Standards and College Readiness and develops units of studies that addresses the needs of all students in the classroom including IEP and ELLS.

Comprehensive needs assessment

After conducting a needs assessment ,teachers had to complete a Professional Development Survey, it was determined that all teachers needs differentiated professional development that will better enable all staff members to be professional trained to better assist their students and to communicate this knowledge to all stakeholders: parents, community partners and students.

Instructional strategies/activities

Activity #1

Professional Development: PD will be given on the following topics:

Strengthening Student Work	Strengthening Teacher Practice	Strengthening Curricula
<ul style="list-style-type: none">• Using student work as data• Benchmark Assessments to monitor progress• Inquiry cycle and making instructional shifts• Use of team protocols, external resources, and turnkey materials.	<ul style="list-style-type: none">• Portfolio Development• Teacher Evaluation (Danielson),• Credit Accumulations/ Aventa,• Engrade- Grade Reporting• Teaching English Language Learners• Using IEPs for students with disabilities• Co-teaching a class• Collaborative learning for students• Managing Student Behavior	<ul style="list-style-type: none">• Common Core Standards and College Readiness• Achieve 3000• Using Technology for Instruction and learning• Universal Design for Learning• Depth of Knowledge and aligning tasks to CCLS• Text Complexity and aligning reading to curriculum units in Literacy

Target Population: All Staff members serving ELL's , IEP and General Education Population

Responsible Staff Members: Assistant Principal, Network Instructional Specialist, Principal, Teachers, Professional Developers

Implementation Timeline: September 2011 through June 2011

Activity # 2

- Provide one day Retreat for all teachers focusing on Quality Review and Middle School Action Plan
- Use Contractual Professional Development days as per Teachers Contract (3rd Mondays, Chancellors PD, Jan/June)

Strategies to increase parental involvement

- Provide parent workshop on Common Core Standards
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- provide workshops for IEP and ELLs parents to review, discuss and monitor changes in State Education Department Policies. (SESIS)

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers whose expertise will address the needs of all students in the classroom including all ELLS and IEP
- Mentors will be assigned to support struggling teachers who are rated unsatisfactory on their Annual Rating Sheet. An action plan will be provided to ensure that teacher growth and development is highly effective to meet the needs of our students

Service and program coordination

- Supervisors – Tax Levy, Title 1
- Teachers- Tax Levy ,ARRA,
- Professional Development- C4E funding,, Title 1 ARRA
- Parent Workshop- Parent Title 1 Funds

Budget and resources alignment

- Supervisor per session (3 days per week)
- Professional Development instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs
- Purchase Achieve3000, AVENTA Credit Recovery Program, Castle Learning

- Teachers per session (2 days per week) for after school programs and differentiated professional development

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2: Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2010, the number of middle school students achieving levels 2 and 3 in ELA and Math will increase by 10% on the NYS ELA and Math assessments in order to meet AYP in ELA.
- By June 2010, high school students achieving a score of 55% will increase by 10% on English and Math NYS regent exams so that the school can meet its AYP in all Sub-groups.

Comprehensive needs assessment: Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- After conducting an analysis of student performance data on state assessments, it was determined that the school achieved AYP in math in Middle School however, AYP was not achieved in ELA in all sub groups as a result, we have given priority to ELA in Middle and High School for the school year, and Math in High School for the economically disadvantaged subgroup.

Instructional strategies/activities: Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Activity 1 – High School/MATH

- Inquiry Team: The inquiry team will identify and target students to monitor for sampling of overall student academic achievement and progress.
- Saturday School Academy: Added instructional time on Saturdays will include supplemental ELA/Math classes in addition to credit recovery.
- Academic Intervention Services: Re-align AIS groups based on data from performance series and interim assessments.

- After-School Extracurricular Activities: Extracurricular activities (Sports and performing arts) will be used to motivate students for academic achievement.
- Grade level Meetings: Grade level meetings will focus on various levels of learning. Grade level meetings will identify the best teaching practices to enhance literacy across the curriculum.
- Administer Mid- Term and Final Exams in ELA/Math modeled from Regents Exams – complete item analysis use data gathered to reinforce or reteach.
- Implementation and Usage of Achieve 3000 (Twice per week) grades 9
- Monitor Students usage of credit recovery program- AVENTA
- Monitor and assign skills using CASTLE LEARNING in Math/ELA
- Six weekly Progress Report Card to monitor, track and discuss child’s progress

Target Population: High School Students

Responsible Staff Members: Assistant Principal, Teachers, Professional Developers, Network Instructional Specialist

Implementation Timeline: September to June 2012

Activity 2- Middle School – ELA/ MATH

- Inquiry Team: The inquiry team will identify and target students to monitor for sampling of overall student academic achievement and progress.
- Saturday School Academy: Added instructional time on Saturdays will include supplemental ELA/Math classes.
- Academic Intervention Services: Re-align AIS groups based on data from performance series, previous grade State Test and interim assessments.
- After-School Extracurricular Activities: Extracurricular activities (Sports and performing arts) will be used to motivate students for academic achievement.
- Grade level Meetings: Grade level meetings will focus on various levels of learning. Grade level meetings will identify the best teaching practices to enhance literacy across the curriculum.
- Implementation and Usage of Achieve 3000 (Twice per week) grades 6-8
- Assign skills based on Interim Assessment from ACUITY
- Six weekly assessment in ELA/Math- reinforce and reteach where necessary
- Six Weekly Progress Report Cards to parents to track and discuss students’ progress

Target Population: Middle School Students

Responsible Staff Members: Assistant Principal, Teachers, Professional Developers, Network Instructional Specialist

Implementation Timeline: September 2010- June 2011

Strategies to increase parental involvement: Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- FDA IV has implemented the School Messenger Program which calls parents to inform them of school wide events, announcements and the dates of supplemental academic programs.
- Common Core Standards Workshops will be held for parents to inform them of the academic standards and instructional strategies being implemented by the teachers.
- Test Preparation Workshops: Parents of middle school students are invited to attend test preparation workshops. Parents can receive valuable information to assist their child on testing days and test taking strategies.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, and use of technology;
- meet with all parents to discuss child's progress

Strategies for attracting Highly Qualified Teachers (HQT): Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Professional development will be provided at least twice a month on various topics that focus on using data to drive instruction. Also, professional development sessions will be required to review techniques related to Danielson's Teaching Framework, Bloom's Taxonomy, and higher order thinking skills, and best teaching practices to help teachers better able to collaborate and plan effectively for students needs.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Mentors will be assigned to support struggling and teachers who are rated unsatisfactory on their Annual Rating Sheet.
- Encourage current staff to upgrade and receive training in P- credits and other in service programs

Service and program coordination: Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Provide Professional Development in Credit Accumulation
- Provide Training for Staff in AVENTA and Credit Recovery
- Supervisors- Tax Levy, Title 1
- Teachers- Tax Levy, ARRA
- Professional Development – C4E funding, Title 1, ARRA
- Saturday Academy: C4E

- Inquiry Team: TL Children First Funding Inquiry Team

Annual Goal #3

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

By June 2011-2012 attendance for High School students will be increased from last's year 80% to at least 85% .

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After an analysis of the School Progress Report for 2010-2011 school year and Attendance data indicates a decrease by approximately 8%. There is a need for Professional Development in the areas of motivating students to attend school on a daily basis. The School will focus on extra- curricular activities after school. Also the learning community will establish better means of communicating with parents notifying them of chronic attendance issues.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Activity 1- Provide professional development to all staff on attendance procedures on a daily basis and use of School Messenger.
- Activity 2- Provide workshops to all parents at various time to accommodate parents' schedules to discuss the Department of Education attendance policies and Promotion – in- Doubt policies.

Strategies:

- Implement an Attendance Committee that will meet on a weekly basis to monitor students' progress. Distribute the minutes to all staff to

ensure that all information is distributed to all staff .Attendance Committee will study the research behind reluctant learners and find ways to intrinsically motivate students to decrease absence from classes.

- One Inquiry group will study the patterns and trends of students who have repeated absences and make instructional shifts that results in increase attendance by ensuring curricula is rigorous and engaging.
- Attendance Coordinator will work with the Attendance teacher to monitor attendance accurately
- Utilize School Messenger to make daily automated call to all parents
- Schedule at least 3 meetings with Parent Coordinator to infuse school wide assemblies/activities with PTA meetings
- Use ATS, HSST, ARIS HS Data Tool to identify attendance patterns
- Expedite the closure of 407s

Implementation Timeline: Weekly Attendance Meeting, Attendance Monitoring- September 2010- June 2011

Targeted Population: Students with chronic attendance issue

Responsible Staff Members: Pupil Personnel Secretary, all staff members, attendance teacher, Guidance Counselor, Social Worker, School Psychologist

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- provide workshops for parents on Department of Education Promotion – in- Doubt Policies so that parents can be aware of the importance of attendance.
- Use school messenger to notify parents of chronic attendance in order to increase attendance

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Attendance Coordinator will receive training on a regular basis to ensure attendance rate will increase
- Administration will recruit and hire qualified and talented staff to help support students with chronic attendance patterns.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established an Attendance Committee which meets on a regularly basis to help support students with chronic attendance patterns.
- The school has established a teen choice program on improving attendance through its afterschool program.
- The school has established Champs Program to help improve students attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Use Title I funding Professional Development Allocation

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

By June 2012, the percentage of students earning more than 10 credits in their second and third year will increase by at least 8-10% as compared to the 2010-2011 school year on the Student Progress Report card.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After an analysis of the School Progress Report Card for 2010-2011, the data indicates that approximately 64% of students are earning 10 credits or more in the second or third year of school. There is a need for the school to monitor credit accumulation by the Credit Accumulation Committee to increase the percentage from 64% to at least 75%. All students will be informed on their academic progress, and the necessary steps will be taken to increase credit accumulation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - b) staff and other resources used to implement these strategies/activities, effectiveness
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the of the strategies/activities,
 - d) Timeline for implementation.

Activity # 1

In order to ensure that this goal is achieved, we will focus on a solid and sequenced credit recovery/Regents Prep courses as addressed by the Progress Report. In school year 2010-2011 student progress for high school were rated “ D”. The following action steps were implemented:

- Data Analysis and Cleansing
- Transcript Review
- Special Education Compliance audits involving Chapter 408 and Modifications/Accommodations
- Developing Credit Recovery Classes- using AVENTA,
- Mock Regents Simulations
- Providing Individual Counseling and signing of Student Contracts
- Promotion of differentiated instruction through individual goal setting, assessment, student self-evaluation and tiered assignment
- Formation of High School Accumulation Committee with Guidance Counselor to oversee the process with assistance from Network
- Saturday Academy: Additional Support in courses for grades 9-12. Groups are separated by courses as opposed to grade thereby providing remediation to those who require support and enrichment to those who need an extension of their learning. Also using Castle Learning through afterschool program
- Provide professional development for teachers on Castle Learning, AVENTA, Credit Accumulation and Recovery
- Review of Scholarship Reports and Class/grade and individual data.

Responsible Staff Members: Assistant Principal, Teachers

Implementation Timeline: November 2011 to June 2012

Steps for Including teachers in decision- making process

- Credit accumulation Team meets to analyze Transcripts to make necessary corrections
- Teachers administer Mid-Term / Final Examinations and conduct Item analysis to reinforce or reteach.
- Teachers, Supervisor plan and monitor Saturday Academy
- Teachers, Supervisors monitor AVENTA, Castle Learning
- Teachers and Guidance counselor monitor students contract

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- Conduct Grade Level Meetings with all parents to provide information on Credit Accumulation and Graduation Requirements
- Provide workshop on College Readiness for all parents
- Provide Career Day for all students grades 9-12
- Provide workshops on ARIS parent Link
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual

school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers.
- Assign teachers according to License Areas so that students can be instructed by the best qualified teachers
- Provide Mentors to support struggling and un-qualified teachers, which will help these teachers to plan and differentiate instructions according to students needs.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Provide Professional Development in Credit Accumulation
- Provide Training for Staff in AVENTA and Credit Recovery
- Supervisors- Tax Levy, Title 1
- Teachers- Tax Levy, ARRA
- Professional Development – C4E funding, Title 1, ARRA
- Saturday Academy: C4E

- Inquiry Team: TL Children First Funding Inquiry Team

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	30	25	N/A	N/A	N/A	N/A	N/A	N/A
7	25	30	N/A	N/A	N/A	N/A	N/A	N/A
8	26	30	N/A	N/A	N/A	N/A	N/A	N/A
9	10	14			N/A	N/A	N/A	N/A
10	12	13	14	8	N/A	N/A	N/A	N/A
11	11	9	10	13	N/A	N/A	N/A	N/A
12	11	11	14	10	N/A	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Differentiated Instruction based on need • Use Achieve 3000 2-3 times a week throughout the year <p>Small group instruction, push in during the day</p> <ul style="list-style-type: none"> • ELA/Reading in the Content Area Skills Work – Grades 6-12 – small group 37.5 minutes • ELA skills Work/Reading in the Content Area/Test Preparation/Regents prep – Grades 6-12 – Saturday Academy in February • Summer School – Grades 6-12- Small group instruction, 4 days a week for six weeks • At risk SETSS Services – SETSS teacher identifies and supports non-mandated students via small group instruction based on need.
Mathematics	<ul style="list-style-type: none"> • Differentiated instruction based on need with tiered assignments • Math Skills Work – Grades 6-12 – small group 37.5 minutes • Math skills Work/Test Preparation – Grades 6-12 – small group, Saturdays • Summer School – Grades 6-12 – Small group instruction, 4 days a week for six weeks • At risk SETSS – SETSS teacher identifies and supports non-mandated students

	<p>via small group instruction based on need</p> <ul style="list-style-type: none"> • After school tutoring • Using ARIS to assign skills based on Students ITA performance
Science	<ul style="list-style-type: none"> • Reading and writing in the content area instruction with a focus on strategies • Use of graphic organizers and audio visual aids • Achieve 3000 • Regents Prep Tutoring
Social Studies	<ul style="list-style-type: none"> • Reading and writing in the content area instruction with a focus on strategies • Use of graphic organizers and audio visual aids • Achieve 3000 • Regents Prep Tutoring/ Aventa Credit Recovery/Castle Learning
At-risk Services provided by the Guidance Counselor	<p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> • Monitor attendance of At Risk students (less than 90%) • Conducts outreach services • Family counseling • Attendance Teacher • Referrals to support agencies <p>ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM</p> <ul style="list-style-type: none"> • Superintendent Suspension • Uninterrupted Academic Instructional Support • Frequency Based on Need • Counseling Provided • Reduced Teacher ration enabling small group and individualized instruction based on assessed needs. <p>IN SCHOOL SUSPENSION</p> <ul style="list-style-type: none"> • Frequency based on needs • Counseling <p>CONFLICT RESOLUTION PROGRAM</p> <ul style="list-style-type: none"> • Whole class and small group lessons in conflict resolution • 1:1 counseling in resolving conflict/anger management • Small group, peer mediation • Family outreach and problem solving <p>GUIDANCE COUNSELOR INTERVENTION</p>

	<ul style="list-style-type: none"> ● Group and individual counseling ● Needs based ● Students not meeting promotional/performance standards ● Students experiencing behavioral, emotional, family issues negatively impacting on learning ● Referral to support agencies ● Whole class/small group guidance lessons ELL SUPPORT COUNSELING <ul style="list-style-type: none"> ● Guidance counselor support services ● Additional educational assistants or individualized attention ● Frequency based on assessed needs
At-risk Services provided by the School Psychologist	ATTENDANCE INTERVENTION <ul style="list-style-type: none"> ● Monitor attendance of At Risk students (less than 90%) ● Conducts outreach services ● Family counseling ● Attendance Teacher ● Referrals to support agencies CONFLICT RESOLUTION PROGRAM <ul style="list-style-type: none"> ● Small group lessons in conflict resolution ● 1:1 counseling in resolving conflict/anger management ● Small group, peer mediation ● Family outreach and problem solving
At-risk Services provided by the Social Worker	SOCIAL WORKER INTERVENTION <ul style="list-style-type: none"> ● Small group, individual and family counseling ● Consultation with classroom teachers for development of behavior intervention plans ● Crisis intervention/crisis counseling as needs
At-risk Health-related Services	HEALTH SERVICES <ul style="list-style-type: none"> ● Supervising nurse for each district – monitors services ● Monitor health needs of all students and provide first aid ● Referrals to supportive agencies

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Allow my child's to attend tutoring, homework afterschool programs/ extended day learning opportunities;
- Enforce child's to read and study (for a minimum of 2 hours) and keep reading/studying sign in log;
- Attend learning leader workshops for parent to enable parents to effectively volunteer in child's school;
- Participate in decisions relating to my child's education;
- Encourage positive use of extracurricular time such as, clubs, team sports when child's grade/behavior meet school standards;
- Enforce and encourage my child to follow school rules and regulations and continue to discuss this with my child;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate to parents about what's going on at school by promptly sending out school calendar, workshops, PTA information, and all notices received from the school or district by e-mail, phone, and mail;
- Respond to surveys, feedback forms and notices when requested;

- Work with Parent Coordinator to have combined Parents and Scholar Workshops and activities to enforce parent and scholar joint participation in child's education;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;
- Parents monitor child's uniform appearance, cleanliness, and neat. Ensure that scholar wears complete uniform attire with no exceptions.

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Roberto Hernandez	District 16	Borough Brooklyn	School Number 393
School Name Frederick Douglass Academy IV Secondary			

B. Language Allocation Policy Team Composition [?](#)

Principal Elvin Crespo	Assistant Principal Latoya Key
Coach	Coach type here
ESL Teacher Yael Seligman	Guidance Counselor Reid-Barnett
Teacher/Subject Area Tony Shepherd/Sp Ed Coord	Parent Ms. Myers
Teacher/Subject Area Ronald Robertson/Gr. 6, UFT	Parent Coordinator Joyce Oates
Related Service Provider type here	Other Joanne Mejias, consultant
Network Leader Roberto Hernandez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	424	Total Number of ELLs	7	ELLs as share of total student population (%)	1.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

Paste response to questions 1-6 here

1. Because FDA IV is a 6-12 secondary schools, students arrive here at different times, and in different ways. We have 6th graders who

are admitted following the usual articulation process for middle school admission. We also have students who enroll in our high school from other middle schools, following the usual high school admissions process. There are occasionally students who are admitted to FDA IV during the year from DOE regional placement offices. Our ESL specialist is part of our intake team. We follow the mandated procedures for identifying students who are currently, and possibly, ELLs. Families who are enrolling their child for the first time in a NYC school are interviewed by a licensed pedagogue, either the ESL teacher, a school administrator, or the special education coordinator, to informally assess the family and child's ability to understand spoken English, and to administer the Home Language Intake Survey. If deemed necessary, a formal interview is conducted by our ESL specialist.

If parents do not speak English, we have staff who speak Spanish, French, and Haitian-Creole who can assist at intake interviews.

For students who are entering the NYC school system for the first time, the HLIS is explained and parents fill it out. If required, the LAB-R is administered by our ESL specialist within the first ten days that the student is enrolled here.

Our ELL students are assessed annually using the NYSESLAT. Our ESL specialist handles all aspects of NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, and return of documents and test materials.

At the beginning of the school year, and monthly throughout the year, the ESL specialist runs the related ATS reports (RLER, RLAT, RNMR) to check if there have been new students admitted who are ELLs.

2. If and when a student applies for admission who is a first time admit to NYC public schools, an informal oral interview with the family is conducted by a staff pedagogue, either our ESL teacher, an ELA teacher, a dean, AP, or Principal, depending on who is available at the time. A Home Language Identification Survey is explained, and given to parents. If the child is an ELL, the ESL teacher is called in to explain the three program choices available in NYC schools, and to describe the ESL program in our school. Because we have a very small ELL population, it is clearly explained to parents that we can only offer a parttime ESL program at this time. In the eight years of this school's existence, we have never had a family who requested a bilingual or a dual language program for their child.

3. At the beginning of the school year, our ESL specialist drafts and distributes entitlement information letters using NYSED formats--continuing entitlement letters for current ELLs, and letters for students who are now considered former ELLs who scored at a proficient level on their most recent NYSESLAT. Letters are printed and distributed in both English and in the home language of the parents.

4. Our school does not have a bilingual program at this time; our seven ELL students comprise fewer than 2% of our student body, and range from grades 6 - 12.

5. We have only had fewer than five students enrolling for the first time in a NYC school over the past eight years, so there are no consistent trends to report. This neighborhood is not typically an immigrant destination neighborhood in NY City. If our demographics change in the future, and many more ELLs enroll in our school, we would change our program to make the necessary accommodations.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	7	Newcomers (ELLs)	1
		Special Education	3

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	1		3		1	3		2	7
Total	1	1	0	3	0	1	3	0	2	7

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									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
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? 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)? <ol style="list-style-type: none"> 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 ensure that ELLs are appropriately evaluated in their native languages?
5.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for long-term ELLs (completed 6 years).
6.	What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1/2. The ELL students at FDA IV follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE and the arts. In our middle school, major subject area teaching periods range from five to ten periods per week. High school students are given individualized programs to ensure that students have an opportunity to earn the required credits towards graduation, and to prepare to take and pass the required Regents exams. Instruction is provided entirely in English. An itinerant, fully certified ESL specialist provides pull-out instruction in our school for one and one half days per week. Instruction is provided based on the number of mandated minutes for each student's English proficiency level, as determined on their most recent NYSESLAT scores. Students at lower proficiency levels are pulled out for ESL instruction for three or four periods over the two days; students at higher proficiency levels are pulled out for two or three periods per week. Instruction is focused on language development in reading, writing, and oral comprehension, general study skills, vocabulary development for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to help ascertain students' needs, to offer ideas to help differentiate instruction, and to respond to specific classroom situations and needs.

3. N/A; this school does not offer a bilingual program nor a dual language program.

A. Programming and Scheduling Information

4. N/A

5 This year, one ELL is a SIFE student. He is literate in his native language, and is receiving specific vocabulary development instruction. On ATS he is listed as having two years of service, which would be 'newcomer' status, but he has been attending schools in this country for five years.

We have three ELLs who have been here 4-6 years; two of them have IEPs and are in CTT classes, with reading abilities below grade level.

Instruction is multi-focused on grammar instruction and review, vocabulary development, writing instruction, and oral comprehension.

We have three ELLs who have been receiving services for longer than six years.

One is a long-term absent truant student. Our attendance committee chairperson has repeatedly reached out to him, but he has not attended school at all this year. He will 'age out' this year, as he is twenty years old. He has already passed all five Regents, and is currently being offered the opportunity to obtain the two remaining credits via the Aventa online credit recovery program.

The other two ELLs are eighth graders who have been receiving ESL services since kindergarten. They are both stronger in listening/speaking than in reading/writing, as is typical, so ESL instruction focuses on those skill areas.

6/7 Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, frequent assessments.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training.

All teachers in our middle and high school employ several strategies to provide access to content material and to accelerate English language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, arts, and PE classes.

Courses Taught in Languages Other than English Q

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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
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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

<p align="center">Native Language Usage and Supports</p> <p align="center">The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.</p>	
Native Language	<p align="center">B. Programming and Scheduling Information--Continued</p> <p>8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).</p>
C. Schools with Dual Language Programs	<p align="center">D. Professional Development and Support for School Staff</p> <p align="center">E. Parental Involvement</p> <p>1. Describe parent involvement in your school, including parents of ELLs.</p> <p>2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?</p> <p>3. How do you evaluate the needs of the parents?</p> <p>4. How do your parental involvement activities address the needs of the parents?</p>
1. How often do you provide professional development for school staff?	
2. How often do you provide support for school staff?	
3. How often do you provide support for school staff?	
4. What types of support do you provide for school staff?	
5. Is there any other information you would like to share about your school's professional development and support for school staff?	
(si	
TBE and dual language	<p>Paste response to questions 1-4 here</p> <p>Parents are surveyed at the beginning of each year, at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community.</p> <p>ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.</p> <p>Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL specialist communicates regularly with ELL families about ESL scheduling and testing information.</p> <p>At this time, FDA is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains quite small. This year we have seven ELLs; which is the highest number we have had in the past few years. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.</p> <p>tutoring support is offered to students who need additional help to pass their classes. Tutoring is recommended based on teacher recommendations for our high schoolers, as well as Regents preparation. Strategies that work well for our struggling native English language readers are also helpful for ELL students.</p> <p>We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge,</p>

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)								1						1
Intermediate(I)							1					1		2
Advanced (A)							1		2				1	4
Total	0	0	0	0	0	0	2	1	2	0	0	1	1	7

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.

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 A

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvin Crespo	Principal		1/1/01
Latoya Key	Assistant Principal		1/1/01
Joyce Oates	Parent Coordinator		1/1/01
Yael Seligman	ESL Teacher		1/1/01
	Parent		1/1/01
Tony Shepherd	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
____ Barnett	Guidance Counselor		1/1/01
Roberto Hernandez	Network Leader		1/1/01
	Other		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 16 k 393 **School Name:** FREDERICK DOUGLASS ACADEMY IV

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

After conducting an analysis of student performance data on state assessments, it was determined that the school did not achieve AYP in English Language Arts in all sub groups for school year 2010 – 2011 in Middle School/High School.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - For school year 2011 – 2012, a Collaborative Inquiry Teams will be established for both Middle and High School (which will identify and target all sub-groups identified as not meeting AYP for 2010 – 2011).
 - After Identifying And Analyzing state ELA results for grades 6 – through 8 and Regents English Language Arts for grades 10 through 12, the school will create a “Road to Success”, academic program which will begin ten weeks prior to the mandated examination. During these Saturdays, students will receive 3 hours of rigorous instruction using supplemental class materials, Achieve 3,000, as well as AVENTA credit recovery program.

- Provide Academic Intervention Services based on the disaggregated data, students identified as not meeting or below proficiency will be program for Academic Intervention Service twice per week.
- During the regularly schedule program, Teachers of Humanities implement the following model based on the Common Core Standard. Using a balanced literacy prototype for example: Reading, Writing and Grammar Workshops, comprehension strategies and skills. Teachers in the Humanities in grades 6 through 9, will be trained and implement the use of Achieve 3,000. Achieve 3,000 is a research based program which focuses on differentiated literacy solution, which are proven to increase reading comprehension, fluency, vocabulary and writing proficiency for students in grade 2 through 12 and have raised high stakes test scores for students across the nation.
- Provide Related Services to all students according to the Mandated IEP- Speech, Counseling, health paraprofessionals, one –to- one paraprofessionals, hire an ESL teacher to work with ELLs focusing on Common Core Standards and helping these students achieved mastery or above mastery on State exams.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Part B: For Title 1 SINI Schools Only

1. All teachers will participate in Professional Development centered on Data Driven Instruction, Differentiated Instruction, Common Core Standards and College Readiness that addresses the needs of all students in the classroom including IEP and ELL students.

Professional Development will be given on the following topics:

<p>Strengthening Student Work</p>	<p>Strengthening Teacher Practice</p>	<p>Strengthening Curricula</p>
<ul style="list-style-type: none"> • Using student work as 	<ul style="list-style-type: none"> • Portfolio Development • Teacher Evaluation 	<ul style="list-style-type: none"> • Common Core

Instructional Strategies/Activities will be as follows:

Professional Development will be given on every third month of every month.

- a. Teachers will be trained outside of the school by Department of Education trainers, Network Instructional Specialists and Professional Development approved by the schools' administration.
- b. Teachers will meet in grade level meeting to discuss and implement training received internally and externally.
- c. Teachers will meet on Thursdays through the Inquiry Team to discuss students work and implement training received to help move students who are not meeting State Expectations.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All New teachers and teachers who receive Unsatisfactory Rating on their Annual rating sheets will be assigned a teacher- mentor who will meet with teachers to look at teaching strategies, to share best practices and improve students' performance. New teachers through the Department of Education will be assigned teacher mentor within the school to maintain and update a log off meeting with teacher and document the professional help provided for these teachers on an ongoing basis.

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.

Our school will notify parents about the school's identification for school improvement by sending a letter and SES Information outlining the school's plan for School year 2011-2012, and the entitlements available to eligible students in the school also using the Schools Messenger System as a means of information and inviting parents to these meetings, also requesting parental involvement in terms of attendance to workshops conducted by PTA President, Parent Coordinators and other Stakeholders. Also parents will be encouraged to monitor their child's work and performance through our Online grading system- Engrade and provide feedback on ways of assisting their child to be successful.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Roberto Hernandez	District 16	Borough Brooklyn	School Number 393
School Name Frederick Douglass Academy IV Secondary			

B. Language Allocation Policy Team Composition [?](#)

Principal Elvin Crespo	Assistant Principal Latoya Key
Coach	Coach type here
ESL Teacher Yael Seligman	Guidance Counselor Gail Reid-Barnett
Teacher/Subject Area Tony Shepherd/Sp Ed Coord	Parent Ms. Myers
Teacher/Subject Area Ronald Robertson/Gr. 6, UFT	Parent Coordinator Joyce Oates
Related Service Provider type here	Other Joanne Mejias, consultant
Network Leader Roberto Hernandez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	424	Total Number of ELLs	7	ELLs as share of total student population (%)	1.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. Because FDA IV is a 6-12 secondary schools, students arrive here at different times, and in different ways. We have 6th graders who are admitted following the usual articulation process for middle school admission. We also have students who enroll in our high school from other middle schools, following the usual high school admissions process. There are occasionally students who are admitted to FDA IV during the year from DOE regional placement offices. Our ESL specialist is part of our intake team. We follow the mandated procedures for identifying students who are currently, and possibly, ELLs. Families who are enrolling their child for the first time in a NYC school are interviewed by a licensed pedagogue, either the ESL teacher, a school administrator, or the special education coordinator, to informally assess the family and child's ability to understand spoken English, and to administer the Home Language Intake Survey. If deemed necessary, a formal interview is conducted by our ESL specialist.

If parents do not speak English, we have staff who speak Spanish, French, and Haitian-Creole who can assist at intake interviews. For students who are entering the NYC school system for the first time, the HLIS is explained and parents fill it out. If required, the LAB-R is administered by our ESL specialist within the first ten days that the student is enrolled here. If it is a Spanish-speaking student, the LAB-R would be administered by either our ESL specialist or our Spanish foreign language teacher within the first ten days that the student is enrolled here.

Our ELL students are assessed annually using the NYSESLAT. Our ESL specialist handles all aspects of NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, and return of documents and test materials.

At the beginning of the school year, and monthly throughout the year, the ESL specialist runs the related ATS reports (RLER, RLAT, RNMR) to check if there have been new students admitted who are ELLs.

2. If and when a student applies for admission who is a first time admit to NYC public schools, an informal oral interview with the family is conducted by a staff pedagogue, either our ESL teacher, an ELA teacher, a dean, AP, or Principal, depending on who is available at the time. A Home Language Identification Survey is explained, and given to parents. If the child is an ELL, the ESL teacher is called in to explain the three program choices available in NYC schools, and to describe the ESL program in our school. Because we have a very small ELL population, it is clearly explained to parents that we can only offer a parttime ESL program at this time. In the eight years of this school's existence, we have never had a family who requested a bilingual or a dual language program for their child.

3. At the beginning of the school year, our ESL specialist drafts and distributes entitlement information letters using NYSED formats--continuing entitlement letters for current ELLs, and letters for students who are now considered former ELLs who scored at a proficient level on their most recent NYSESLAT. Letters are printed and distributed in both English and in the home language of the parents. Copies of all parent notification letters, in both English and the home language, are kept in the ESL binder in the Principal's office.

4. Our school does not have a bilingual program at this time; our seven ELL students comprise fewer than 2% of our student body, and range from grades 6 - 12.

5. We have only had fewer than five students enrolling for the first time in a NYC school over the past eight years, so there are no consistent trends to report. We have never had a family requesting a bilingual program nor a dual language program. This neighborhood is not currently an immigrant destination neighborhood in NY City. If our demographics change in the future, and many more ELLs enroll in our school, we would change our program to make the necessary accommodations.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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		
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	Total
TBE										0
Dual Language										0
ESL	1	1		3		1	3		2	7
Total	1	1	0	3	0	1	3	0	2	7

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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							2	1	2				1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	2	0	0	1	1	7

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1/2. The ELL students at FDA IV follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE and the arts. In our middle school, major subject area teaching periods range from five to ten periods per week. High school students are given individualized programs to ensure that students have an opportunity to earn the required credits towards graduation, and to prepare to take and pass the required Regents exams. Instruction is provided entirely in English. An itinerant, fully certified ESL specialist provides pull-out instruction in our school for one and one half days per week. Instruction is provided based on the number of mandated minutes for each student's English proficiency level, as determined on their most recent NYSESLAT scores. Students at lower proficiency levels are pulled out for ESL instruction for three or four periods over the two days; students at higher proficiency levels are pulled out for two or three periods per week. Instruction is focused on language development in reading, writing, and oral comprehension, general study skills, vocabulary development for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to help ascertain students' needs, to offer ideas to help differentiate instruction, and to respond to specific classroom situations and needs.

3. All instruction is in English; this school does not offer a bilingual program nor a dual language program. Content area teachers support the ELLs in their classrooms by scaffolding instruction -- providing supports such as graphic organizers, cooperative learning, consistent vocabulary development, and frequent short assessments. Classroom teachers include books in Spanish in their classroom libraries and students are encouraged to read them. This year, we have started using Achieve 3000, providing differentiated literacy support and content area reading assignments for all students.

4. N/A

5 This year, one ELL is a SIFE student. He is literate in his native language, and is receiving specific vocabulary development instruction. On ATS he is listed as having two years of service, which would be 'newcomer' status, but he has been attending schools in this country for five years.

We have three ELLs who have been here 4-6 years; two of them have IEPs and are in CTT classes, with reading abilities below grade level.

Instruction is multi-focused on grammar instruction and review, vocabulary development, writing instruction, and oral comprehension.

A. Programming and Scheduling Information

We have three ELLs who have been receiving services for longer than six years. One is a long-term absent truant student. Our attendance committee chairperson has repeatedly reached out to him, but he has not attended school at all this year. He will 'age out' this year, as he is twenty years old. He has already passed all five Regents, and is currently being offered the opportunity to obtain the two remaining credits via the Aventa online credit recovery program.

The other two ELLs are eighth graders who have been receiving ESL services since kindergarten. They are both stronger in listening/speaking than in reading/writing, as is typical, so ESL instruction focuses on those skill areas.

6/7 Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, frequent assessments.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training.

All teachers in our middle and high school employ several strategies to provide access to content material and to accelerate English language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, arts, and PE classes.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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Paste response to questions 8-17 here

8. We have very few ELLs in our school. Only one class has more than one ELL student (a sixth grade CTT class with two ELLs). Only one ELL is at a beginning level of proficiency; and that is due to his low level reading skills, unrelated to second language acquisition.

Our school uses data from standardized assessments (NYS, NYC, and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need; many FDA students read below grade level. Our curriculum preparation includes focusing on specific reading programs for students. We have instituted small-group tutoring sessions during the school day for all middle school students who scored 1 or 2 on the NYS ELA test last year. For high school students, the tutoring support is offered to students who need additional help to pass their classes. Tutoring is recommended based on teacher recommendations for our high schoolers, as well as Regents preparation. Strategies that work well for our struggling native English language readers are also helpful for ELL students.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, collaborative assignments, and differentiated reading materials [Achieve 3000] for the middle school, and AVENTA for the high school. Our ESL specialist meets regularly with ELLs' content area teachers.

All instruction in FDA is in English.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of every school year, and monthly, as new students are admitted. This year we have two former ELLs who scored proficient on the 2011 NYSESLAT. Our ESL specialist meets with their teachers regularly to monitor their progress and performance. Based on this monitoring and these discussions, these students may be offered extended time during the eighth grade state exams.

10/11. For the upcoming year, we are not planning new programs, nor are we planning to discontinue any programs or services for our ELL students. The ELL population is negligible in our school, never comprising more than 2% of the student body at the most.

12. Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all FDA IV's extracurricular activities, including Beacon and PAL community programs. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: technology in the classrooms, media center and school library, tutoring, Saturday Academy, afterschool programs.

All ancillary services provided to students with IEPs are provided to our ELLs with IEPs as mandated: speech, guidance, and resource room.

13. Our seven ELLs are in six different classes. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Instructional materials that help support struggling readers are used in all content areas in all classes; most of our general

B. Programming and Scheduling Information--Continued

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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?

Paste response to questions 1-4 here

Parents are surveyed at the beginning of each year, at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community.

ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL specialist communicates regularly with ELL families about ESL scheduling and testing information.

At this time, FDA is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains quite small. This year we have seven ELLs; which is the highest number we have had in the past few years. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.

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)?

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.

Paste response to questions 1-3 here

1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.

2. Many of our eighth grade students choose to remain in FDA throughout their secondary school education. All eighth graders, including ELLs, receive support from our guidance counselor to help navigate the high school admission process if they choose to transfer to a different school for high school, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory if they are interested in transferring, how to select high school choices, and how to correctly fill out their high school applications.

3. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation to meet the needs of our school's many struggling readers and students with disabilities. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL

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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)								1						1
Intermediate(I)							1					1		2
Advanced (A)							1		2				1	4
Total	0	0	0	0	0	0	2	1	2	0	0	1	1	7

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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.

Paste response to questions 1-6 here

1. For all new admits to our school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.

2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.
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2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, three of our ELLs scored at a proficient level on the 2011 NYSESLAT in listening & speaking. Their lower scores in the reading and writing sections are consistent with their evaluated reading level skills on state tests and on their IEPs. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.

4. We only have one ESL program in our school, a parttime pull-out ESL program. We do not offer a bilingual program. No students take tests in their native language in FDA. In our middle school, our five ELL students have been asked if they would like to take State assessments in Spanish; all have chosen English because that has been their language of instruction throughout their school years in NY. In our high school, we currently have two ELLs: one LTA ELL who, when he attended school, received all instruction in English; and an ELL

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Part VI: LAP Assurances

School Name: Frederick Douglass Academy IV		School DBN: 16K393	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvin Crespo	Principal		12/15/11
Latoya Key	Assistant Principal		12/15/11
Joyce Oates	Parent Coordinator		12/15/11
Yael Seligman	ESL Teacher		12/15/11
Ms. Myers	Parent		12/15/11
Tony Shepherd/ Sp Ed Coord	Teacher/Subject Area		12/15/11
Ronald Robertson/ Gr. 6, UFT	Teacher/Subject Area		12/15/11
	Coach		1/1/01
	Coach		1/1/01
Gail Reid- Barnett	Guidance Counselor		12/15/11
Roberto Hernandez	Network Leader		12/15/11
Joanne Mejias	Other <u>consultant</u>		12/15/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K393 **School Name:** Frederick Douglass Academy IV

Cluster: _____ **Network:**

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.

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

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.

Because Bedford-Stuyvesant is not a major immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS. Each year we generally have between four to six families who request Spanish, and occasionally one or two requesting Haitian-Creole or French. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration

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.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Frederick Douglass Academy IV school events and notices, our staff generally translate the documents in-house, for Spanish, Haitian Creole, and French.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who can translate into Spanish, French, and Haitian Creole when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of two schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.