



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FREDERICK DOUGLASS ACADEMY VIII

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K 452

PRINCIPAL: YOLANDA MARTIN EMAIL: YMARTIN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE- MARIE MILLS

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
Yolanda Martin	*Principal or Designee	
Georgia Eddings	*UFT Chapter Leader or Designee	
Reggie Gavin	*PA/PTA President or Designated Co-President	
Kathleen Yearwood	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natalie Thomas	Member/Parent	
Pedro Hernandez	Member/Parent	
Ms. Montavalo	Member/Parent	
Ms. Green	Member/UFT	
Ms. Grandchamps	Member/Assistant Principal	
Edruge Cylin	Member/UFT	
	Member/	

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 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 #1

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

To increase the ELA performance of our students from 48.6 % performing at or above grade level to 53% by June 2012. Thus demonstrating an increase in proficiency focusing on improving reading comprehension and writing skills.

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.

While our scholars are making incremental progress as demonstrated by our progress report and ELA growth percentage chart , there is a school wide need to improve our proficiency level to reflect the level of instruction and learning that is taking place.

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.

Through daily implementation of the Workshop Model (to include mini lessons, building stamina in independent reading and writing, partner and group learning, word work and conferring), strategy-based instruction that focuses on accessing texts at the instructional reading level, and implementation of vocabulary and grammar instruction within the context of balanced literacy. Additionally, through common planning sessions, professional development workshops, the development of specific trackable rubrics, and implementation of the Common Core State Standards. Furthermore, through the implementation of our monthly common assessments which assess comprehension and scholars writing skills teachers will be able to work on scholar's demonstrated strengths and challenges. Furthermore, during our weekly mandated common planning sessions teachers will analyze student work to address strengths and weaknesses. Non fictional text was purchased to support the immersion of increase vocabulary development and exposure to challenging text. Running records will be conducted on a quarterly basis and school-wide. Teachers will complete a monthly data analysis (summative and formative). Projected gains will be evaluated midyear and final gains will be evaluated by June 2012. Teachers will employ the monthly writing genres identified in the common core state standards in connection with the FDA VIII writing rubric in social studies and science. Additionally, social studies and science libraries will be increase to support reading in the content area. Lastly, our monthly testing systems will evaluate the level of effectiveness of this goal and necessary adjustment. ELA teachers will be working with assigned social studies and science teachers to develop task in the content areas that will support writing in the content areas focusing on the common core standards.

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.
We will hold parent workshops on ARIS Parent Resource links and we will conduct reading and writing workshops to help support parents ability to support their child. Parents will receive written notification at parent teacher conferences informing them of their child’s reading level and specific strategies for improvement.

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 workshops to support the development effective practice to teach reading and writing at the middle school level

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.
Collaborate with the NYC Public Library, Network Professional Development, Aussie Consultant

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.
OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified

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.
Our 6th, 7th , and 8th grade students will attain mastery of the standards and topics aligned with the social studies and science NYC scope and sequence as measured by the end of the unit assessment and grade 8 NYS science assessment including the Living Environment Regents.

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.
Based on the data from our monthly testing data and our grade 8 science results, we see the need to improve our student’s comprehension of key ideas and facts.

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.
- **Teachers will utilize the science core curriculum materials to support the Science Scope & Sequences and NYS Standards.**
- **Students will participate in hands-on inquiry based instruction on a minimum of once per week and successfully complete lab activities aligned with the instruction.**
- **Teachers will attend professional development workshops**

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.
Parent workshops on science topics
Invite parents to scheduled trips and activities
Invite parents to attend our annual science fair

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.
- Professional development workshops to support the development effective practice to teach reading and writing at the middle school level

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.
Collaboration with the NY Hall of Science, NY Historical Society, The Jewish Museum of Heritage, Network Instructional Support

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.
OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified

ANNUAL GOAL #3 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 #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the math performance of our students from 73% performing at or above grade level to 76% by June 2012.

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.
This goal was developed after reviewing our school's progress report data, ARIS data, and NYS math growth report.

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.

By June 2012, our student population will demonstrate an increase in demonstrated proficiency of their mathematical skills from basic proficiency to meeting and exceeding the standards as measured by the NYS math exam, benchmark assessments which include monthly testing, and unit assessments.
To achieve this goal, we will conduct the following activities:

 - The math department will develop common mathematical rubric to examine student work
 - Increase scholars opportunity to develop mathematical literacy and fluency through vocabulary development and writing in the content area
 - Teachers will develop common pacing guides and assessments
 - Increase teacher resources through membership to the National Council of Mathematics Teachers
 - Professional Development for teachers during common planning sessions
 - Implementation of the "Problem of the Week" to further assess student learning and development of entry points
 - Provide flexible and balanced instruction between discovery based(constructivism) and teacher directed
 - Increase the number of students taking the accelerated mathematics predictive
 - Provide benchmark assessments based on formative and summative data
 - The math department will participate in lesson study's to develop rigorous task
 - Implementation of CCLS Math performance task

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. **To** offer a flexible number of meetings at various times.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs. Title I Reading, Title I Mathematics, ESL instruction, Professional Development for Staff and Parents.

- To provide performance profiles and individual student assessment results for each child and other pertinent individual information through Jupiter grades and progress reports.

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.
- Professional development workshops to support the development effective practice to teach math
- Professional development provided by the Network and Aussie 's

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.
- Math after- school enrichment, Spring Creek after- school enrichment

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.
OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified and ARRA RTTT funds

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 April 2012, all ELA and math teachers will have completed the Common Core State Standards (CCSS), task assessments , and May 2012 teachers will develop curriculum maps that align to the Common Core State Standards in ELA and Math, with support in the content areas.

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.

Based on NYCDOE data and growing concerns over high school and college readiness, we feel that our students need to be exposed to grade level appropriate task a more complex reading material.

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.

ELA and math teachers will administer CCSS task to all scholars. Additionally, ELA and math teachers will have full knowledge of all aspects of the Common Core State Standards and demonstrated curriculum plans that are aligned to the CCSS. Social studies and science teachers will infuse the teacher generated CCSS map to support writing in the content area. To achieve this goal we will conduct the following:

- Teachers will receive the Common Core State Standards (CCSS), task analysis material and resources
- Intense professional development will be conducted on the CCSS during common planning sessions, faculty conferences and planning workshops
- Teachers and administration will receive support from the CFN 211Instructional Specialist
- Instructional materials will be purchased to support the implementation of CCSS into the science and social studies classrooms.
- Conduct professional development on the Common Core task assessments
- Content area teachers will support the alignment and implementation of the CCSS standards in writing to be infused into their instruction
- Teachers will attend external CCSS professional development
- The school will develop pacing calendars in writing, reading, and language and that are based on the CCSS
- Math teachers will continue the alignment of CCSS with the NYS standards

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.

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.
- Professional development workshops to support the development effective practice to teach reading and writing at the middle school level

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.
- Aussie professional development
- Network professional development

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.
- OTPS- TL Fair Student Funding, TL NYSTL, Title I SWP Highly Qualified and ARRA RTTT funds

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	32	24			7			
7	51	33			4			
8	28	20			3			
9								
10								
11								
12								

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	<p><i>6th – 8th Grade English Language Arts</i></p> <ul style="list-style-type: none"> A. Extended Day Instruction offered after-school 2 days a week, 50 minutes each session; B. Small Group Instruction during and after class; C. One-to-one scholar reflective and planning conferencing during class; D. Tuesday and Thursday Academy (pending budgetary constraints) E. Running records assessment quarterly
Mathematics	<p><i>6th - 8th Grade Mathematics</i></p> <ul style="list-style-type: none"> A. Small group instruction/remediation with 3 to 6 scholars targeting deficient skills; B. Extended Day Instruction offered after-school 2 days a week, 50 minutes each session; C. In-class conferencing with groups and individuals for goal setting and reflections; D. Tuesday, Thursday Academy (pending budgetary constraints) E. Wednesday Remedial Math Program F. Integrated Math Prep
Science	<p><i>6th, 7th 8th Grade Science</i></p> <ul style="list-style-type: none"> A. In-class conferencing to identify plan for goal mastery; B. After school enrichment as needed; C. Extended day academic intervention as needed; D. Small group and tutoring during class as needed; E. Conferencing in class as needed. F. Regents prep G. Lunch and learn tutorial H. Enrichment trips aligned with the curriculum
Social Studies	<p><i>6th and 7th Grade Social Studies</i></p> <ul style="list-style-type: none"> A. One-to-one instruction during class; B. Small group instruction during class; C. Guided groups during class with targeted scholars; D. Individualized enrichment activities assigned in-class and reinforced in the classroom and in the home; E. Enrichment trips aligned with the curriculum

At-risk Services provided by the Guidance Counselor	<i>Guidance Counselor Services</i> A. Individual and group conflict resolution sessions during school; B. Individual and group Anger Management sessions during school; C. Individual and group Counseling during and after school; F. Small group Peer Mediation Sessions during and after school; G. Monthly Advisory Individual and group Academic counseling during school; Whole Life curriculum.
At-risk Services provided by the School Psychologist	Services will be provided on an individual basis as deemed necessary
At-risk Services provided by the Social Worker	Services will be provided on an individual basis as deemed necessary
At-risk Health-related Services	Services will be provided as indicated on the 504 plan Services provided by the nurse



Frederick Douglass Academy VIII

19k452

you.”

1400 Pennsylvania Avenue, 4th Floor
Brooklyn, NY 11239

“What’s possible for me is possible for

SCHOOL/PARENT COMPACT 2011-2012

The school and parents working cooperatively to provide for the successful education of children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs. Title I Reading, Title I Mathematics, ESL instruction, Professional Development for Staff and Parents Literacy and Math Coaches.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</p> <p>To provide high quality curriculum and instruction by providing students with appropriate learning environments that foster learning through the use of best teaching practices via the workshop model [Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials].</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences tri- annually • Monthly reports to parents on their children’s progress • Reasonable access to staff, observation of classroom activities [Parent School Visitation policy is in place] <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, and workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; Encourage pupil’s grade 6 - 8 to read independently at home.</p> <p>To monitor his/her child’s/children’s:</p> <ul style="list-style-type: none"> • Attendance at school • Homework • Television watching • Internet usage <p>To share the responsibility for improved student achievement by visiting your child’s school once a month.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

—

Principal's Signature

Parent/Guardian Signature

Date

[NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.]

**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 Jean McKeon	District 19	Borough Brooklyn	School Number 452
School Name Frederick Douglass Academy VIII			

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

Principal Yolanda Martin	Assistant Principal Chantal Grandchamps
Coach NA	Coach NA
ESL Teacher Rena Rubin	Guidance Counselor Kimara Green
Teacher/Subject Area Rena Rubin- ELA	Parent
Teacher/Subject Area	Parent Coordinator Fatimah Muhammad
Related Service Provider	Other type here
Network Leader Jean McKeon	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	1
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	0		

D. School Demographics

Total number of students in school	266	Total Number of ELLs	3	ELLs as share of total student population (%)	1.13%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

Upon enrollment of a scholar who has never been in the NYC Department of Education before, the Home Language Questionnaire is conducted by a pedagogue, such as Rena Rubin, the ESL teacher. If a language other than English is indicated in 2 questions in part 1 and 1 question in part 2, an interview is conducted with the scholar being admitted. The interview is conducted by the ESL teacher in English and in the Native Language by an appropriate pedagogue or translator service. If the scholar speaks a language other than English AND speaks little or no English, the pedagogue moves on to the Initial Assessment. If the English was indicated as the Home Language during the Questionnaire OR the scholar speaks English as well as or better than his/her Home Language, the child is not considered an ELL, and is placed in a monolingual class accordingly. The ESL teacher administers the Language Assessment Battery-Revised (LAB-R) If the scholar scores at the Beginning, Intermediate or Advanced level, then the scholar is an ELL, and the pedagogue moves on to Program Placement. If the scholar scores at the Proficient level, he/she is not an ELL and is placed in a monolingual class accordingly. The ESL teacher administers the Language Assessment Battery- Revised (LAB-R), If the scholar scores at the Beginning, Intermediate or Advanced level, then the scholar is an ELL, and the pedagogue moves on to Program Placement. If the scholar scores at the Proficient level, he/she is not an ELL and is placed in a monolingual class accordingly. The parents or guardians are invited to a meeting where the three options for placement are discussed. The parent or guardian completes a Parent Selection Form. Scholar is placed in the appropriate program or directed to the Office of Placement to be transferred to a school with an opening in the desired program.

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 type="radio"/> No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input 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							2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

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

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

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

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Frederick Douglass Academy VIII middle school has a total population of 270 students with three students comprising our ELL population. Of the three, one student is X coded. We are housed on the fourth floor of PS 346. Our LAP Team members consist of Yolanda Martin, Principal, Chantal Grandchamps, Assistant Principal, Rena Rubin, ESL Teacher, Fatimah Muhammad, Parent Coordinator, and Ms. Kimara Green, Guidance Counselor. Currently on staff, we have one certified ESL teacher who provides services to

A. Programming and Scheduling Information

our ELL population along with ELA literacy support. Currently, we are able to provide a freestanding ESL program which uses a pull-out model/push-in. In the pull out model, our ELL student is pulled out of her regular classes and provided individualized instruction by the ESL teacher to meet proficiency in the targeted language. Additionally our ESL teacher provides push in support to further assist in developing English proficiency. This method provides our student with continuity of instruction and support for both the student and subject teacher. Our ELL’s students are advanced receiving 180 minutes of ESL instruction per week. As previously indicated, our total ELL population consists of one student and while that number represent less than 1% of our total population, we are committed to ensuring that they receive the support and services to assist them in becoming proficient in the English language.

FDA VIII’s LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have one intermediate ELL’s in grade seven. Our pull-out program will continue to provide our students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

To further assist our ELL population in attaining English Proficiency, our pull-out program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. Our ELL student is invited and strongly encouraged to take part in our ELA and Mathematics extended day program and Saturday Academy. These after school programs will provide students with additional academic support and small group instruction to assist students in reaching proficiency of the English language as well as state standards. In addition, we will continue to utilize benchmark assessments to ascertain our ELL students’ development. Furthermore, we have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction in all content areas. We will continue working in collaboration with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their child. The parents or guardians are invited to a meeting where the three options for placement are discussed. The parent or guardian completes a Parent Selection Form. Scholar is placed in the appropriate program or directed to the Office of Placement to be transferred to a school with an opening in the desired program.

Courses Taught in Languages Other than English ⓘ

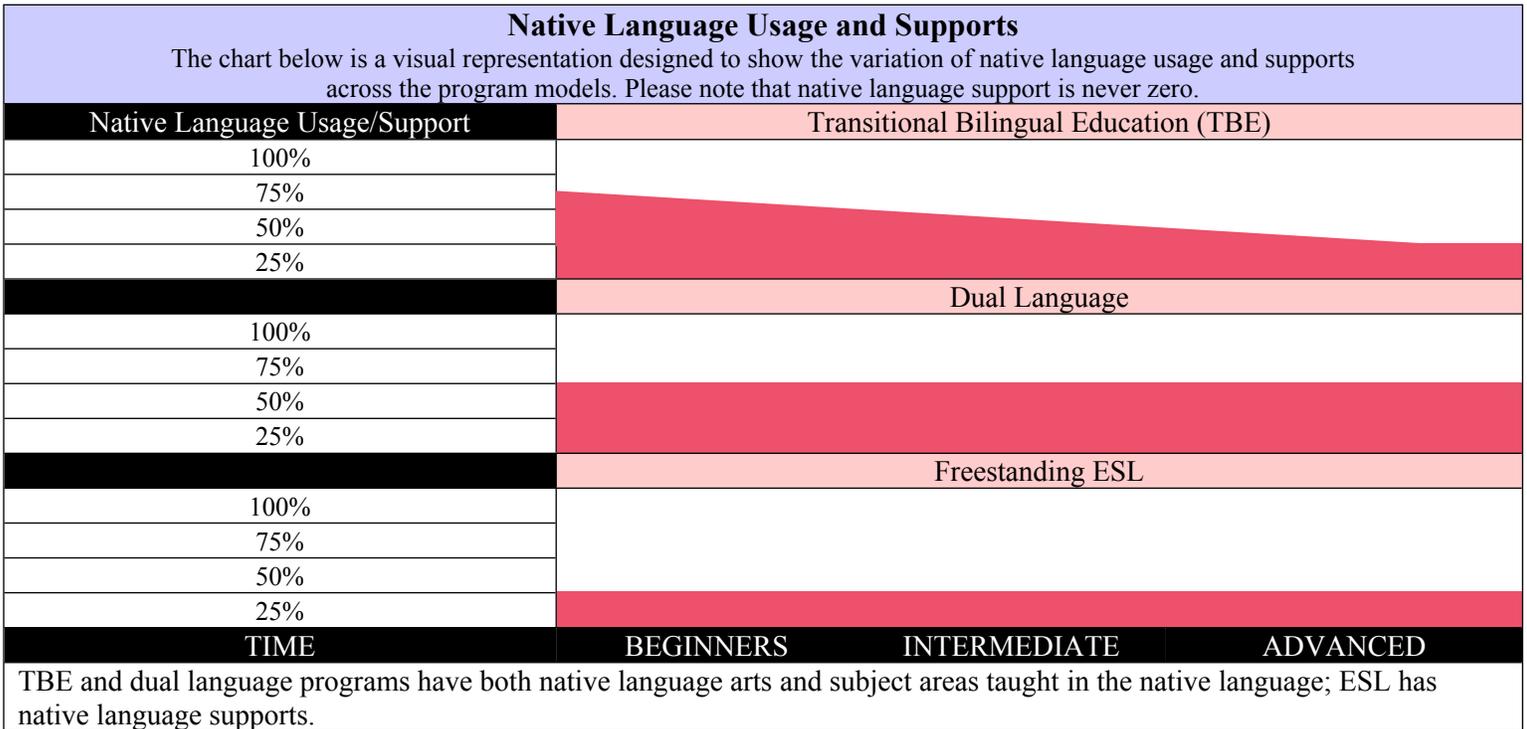
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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?

To further assist our ELL population in attaining English Proficiency, our pull-out program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. Our ELL student is invited and strongly encouraged to take part in our ELA and Mathematics extended day program and Saturday Academy. These after school programs will provide students with additional academic support and small group instruction to assist students in reaching proficiency of the English language as well as state standards. In addition, we will continue to utilize benchmark assessments to ascertain our ELL students' development. Furthermore, we have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction in all content areas. We will continue working in collaboration with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their child.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

See above mentioned

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?

See above

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.
- 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.

See above

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.

FDA VIII's LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have one intermediate ELL's in grade six. Our pull-out program will continue to provide our students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

Part VI: LAP Assurances

School Name: <u>Frederick Douglass Academy 8</u>		School DBN: <u>452</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yolanda Martin	Principal		1/1/01
Chantal Grandchamps	Assistant Principal		1/1/01
Fatimah Muhammad	Parent Coordinator		1/1/01
Rena Rubin	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kimara Green	Guidance Counselor		1/1/01
Jean McKeon	Network Leader		1/1/01
	Other		1/1/01

**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 Jean McKeon	District 19	Borough Brooklyn	School Number 452
School Name Frederick Douglass Academy VIII			

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

Principal Yolanda Martin	Assistant Principal Chantal Grandchamps
Coach NA	Coach NA
ESL Teacher Rena Rubin	Guidance Counselor Kimara Green
Teacher/Subject Area Rena Rubin- ELA	Parent
Teacher/Subject Area	Parent Coordinator Fatimah Muhammad
Related Service Provider	Other type here
Network Leader Jean McKeon	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	1
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	0		

D. School Demographics

Total number of students in school	266	Total Number of ELLs	3	ELLs as share of total student population (%)	1.13%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

Upon enrollment of a scholar who has never been in the NYC Department of Education before, the Home Language Questionnaire is conducted by a pedagogue, such as Rena Rubin, the ESL teacher. If a language other than English is indicated in 2 questions in part 1 and 1 question in part 2, an interview is conducted with the scholar being admitted. The interview is conducted by the ESL teacher in English and in the Native Language by an appropriate pedagogue or translator service. If the scholar speaks a language other than English AND speaks little or no English, the pedagogue moves on to the Initial Assessment. If the English was indicated as the Home Language during the Questionnaire OR the scholar speaks English as well as or better than his/her Home Language, the child is not considered an ELL, and is placed in a monolingual class accordingly. The ESL teacher administers the Language Assessment Battery-Revised (LAB-R) If the scholar scores at the Beginning, Intermediate or Advanced level, then the scholar is an ELL, and the pedagogue moves on to Program Placement. If the scholar scores at the Proficient level, he/she is not an ELL and is placed in a monolingual class accordingly. The ESL teacher administers the Language Assessment Battery- Revised (LAB-R), If the scholar scores at the Beginning, Intermediate or Advanced level, then the scholar is an ELL, and the pedagogue moves on to Program Placement. If the scholar scores at the Proficient level, he/she is not an ELL and is placed in a monolingual class accordingly. The parents or guardians are invited to a meeting where the three options for placement are discussed. The parent or guardian completes a Parent Selection Form. Scholar is placed in the appropriate program or directed to the Office of Placement to be transferred to a school with an opening in the desired program.

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 type="radio"/> No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input 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							2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

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

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

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

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Frederick Douglass Academy VIII middle school has a total population of 270 students with three students comprising our ELL population. Of the three, one student is X coded. We are housed on the fourth floor of PS 346. Our LAP Team members consist of Yolanda Martin, Principal, Chantal Grandchamps, Assistant Principal, Rena Rubin, ESL Teacher, Fatimah Muhammad, Parent Coordinator, and Ms. Kimara Green, Guidance Counselor. Currently on staff, we have one certified ESL teacher who provides services to

A. Programming and Scheduling Information

our ELL population along with ELA literacy support. Currently, we are able to provide a freestanding ESL program which uses a pull-out model/push-in. In the pull out model, our ELL student is pulled out of her regular classes and provided individualized instruction by the ESL teacher to meet proficiency in the targeted language. Additionally our ESL teacher provides push in support to further assist in developing English proficiency. This method provides our student with continuity of instruction and support for both the student and subject teacher. Our ELL’s students are advanced receiving 180 minutes of ESL instruction per week. As previously indicated, our total ELL population consists of one student and while that number represent less than 1% of our total population, we are committed to ensuring that they receive the support and services to assist them in becoming proficient in the English language.

FDA VIII’s LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have one intermediate ELL’s in grade seven. Our pull-out program will continue to provide our students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

To further assist our ELL population in attaining English Proficiency, our pull-out program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. Our ELL student is invited and strongly encouraged to take part in our ELA and Mathematics extended day program and Saturday Academy. These after school programs will provide students with additional academic support and small group instruction to assist students in reaching proficiency of the English language as well as state standards. In addition, we will continue to utilize benchmark assessments to ascertain our ELL students’ development. Furthermore, we have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction in all content areas. We will continue working in collaboration with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their child. The parents or guardians are invited to a meeting where the three options for placement are discussed. The parent or guardian completes a Parent Selection Form. Scholar is placed in the appropriate program or directed to the Office of Placement to be transferred to a school with an opening in the desired program.

Courses Taught in Languages Other than English ⓘ

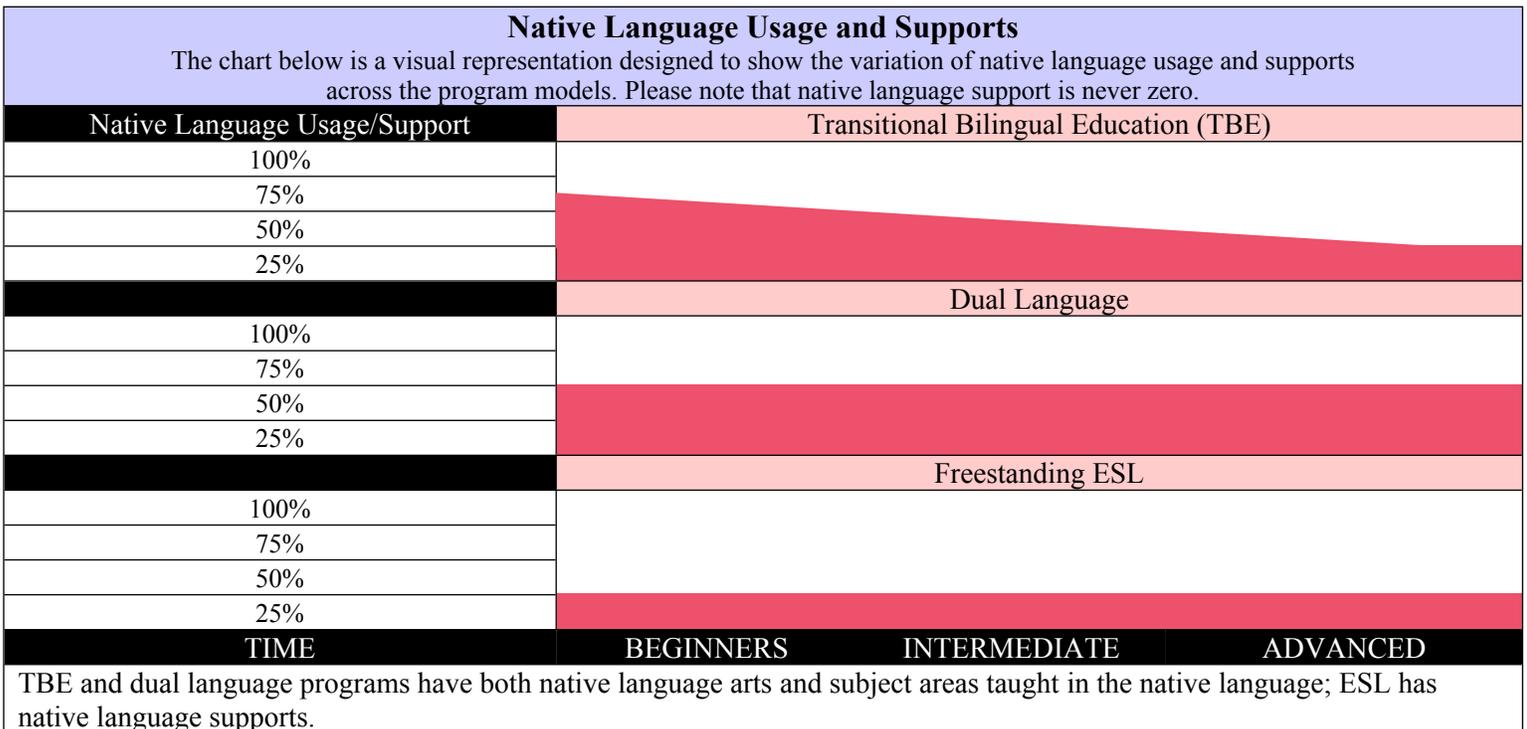
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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?

To further assist our ELL population in attaining English Proficiency, our pull-out program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. Our ELL student is invited and strongly encouraged to take part in our ELA and Mathematics extended day program and Saturday Academy. These after school programs will provide students with additional academic support and small group instruction to assist students in reaching proficiency of the English language as well as state standards. In addition, we will continue to utilize benchmark assessments to ascertain our ELL students' development. Furthermore, we have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction in all content areas. We will continue working in collaboration with our parent coordinator to conduct workshops for parents of English Language Learners to further inform them of issues pertaining to the instruction of their child.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

See above mentioned

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?

See above

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.
- 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.

See above

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.

FDA VIII's LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have one intermediate ELL's in grade six. Our pull-out program will continue to provide our students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

Part VI: LAP Assurances

School Name: <u>Frederick Douglass Academy 8</u>		School DBN: <u>452</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yolanda Martin	Principal		1/1/01
Chantal Grandchamps	Assistant Principal		1/1/01
Fatimah Muhammad	Parent Coordinator		1/1/01
Rena Rubin	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kimara Green	Guidance Counselor		1/1/01
Jean McKeon	Network Leader		1/1/01
	Other		1/1/01