



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL

DBN 16K393

PRINCIPAL: ELVIN CRESPO

EMAIL: ECRESPO@SCHOOLS.NYC.GOV

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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Maria Acedo	*UFT Chapter Leader or Designee	
Eric Rios	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Violet Nugent Zakirah Blake	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sabrina Lyon	Member/Staff	
Monalisa Jean- Ferrari	Member/Staff	
Valerie Myers	Member/Parent	
Jeanette Bell	Member/Parent	
Julio Oca	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Expand the practice of utilizing data to set student's differentiated learning goals that are measurable, time-based, and are shared with students and parents in order to promote ownership and success. (3.2) page 5 of the 2011_2012 Quality Review.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, each core department will be assigned an instructional leader who will be responsible for facilitating weekly team meetings and leading the analysis of student's work every six weeks to modify instruction. This will be measured through revised instructional pacing calendars and inquiry work.

Instructional strategies/activities: The following PD will consist of six teachers for 15 sessions for one hour...

• Data & Goal Setting

- School Leaders will ensure proper implementation of utilizing data to set differentiated learning goals in core content areas. Instructional Lead Teachers will facilitate team meetings during assigned common planning periods. Teachers will work together to analyze students individualized data based on learning surveys, NYS middle school examination results, ARIS, regents examinations and current formative/summative assessments. The grading policy will be reviewed with the students to ensure that they have a clear understanding of academic expectations. Teachers will ensure that the individualized goals are articulated to students and parents. A goal setting template will be provided by the school leaders to the teachers to ensure uniformity and coherence. The goals will be re-visited at the conclusion of the marking period through the use of conferences and adjustments can be made if the benchmark is not achieved.

• Creating Uniformity

- School Leaders and Instructional Lead Teachers will monitor course syllabi or weekly goals to ensure that clear academic expectations have been established. Teachers will implement the use of a college style syllabus for each marking period (6 weeks). The syllabus will include the title of the unit, common core learning standards, essential questions, goals and objectives (per day) and homework assignments (per day). This allows the teacher to clearly outline in writing the expectations for the course. The syllabus must be signed by both the student and their guardian.

• Lesson Plans with Three Access Points

- Teacher's will design lessons that provide students with three access points at least twice a week. Students will have the opportunity to choose an assignment that fits their individualized academic needs.

• Inquiry Work

- Teachers will meet on a weekly basis to analyze student work products, plan instructional adjustments and implement instructional adjustments that will lead to increase student achievement.

• Major Assessments

- Teachers will analyze classroom examinations and complete an item analysis that targets the student's strengths and weaknesses. Individualized academic plans will be created to focus on strengthening the area of weakness. Growth will be measured on a daily basis.

• Target Population:

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

- **Responsible Staff Members:**
 - Principal (Mr. Crespo), Assistant Principals (Mrs. Key and Mrs. Ying), and Instructional Lead Teachers
- **Implementation Timeline:**
 - September 2012 through June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Human Resources
 - Six instructional Lead Teachers will be assigned to coach their academic department. They will be work in collaboration with the network and the Assistant Principals to strengthen the common language and understandings of best practices in pedagogy.
 - Fiscal Resources
 - Their time will be compensated per session as projected in priority and focus school allocation funds under the galaxy flag *Support Great Teachers and Leaders*. (2.5)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Refine action planning by establishing interim student achievement goals linked to explicit projected gains at indicated intervals of measurement so that school, team, and teacher action plans, can be monitored to maximize impact. (5.3) page 6 of 2011_ 2012 Quality Review

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum
 3.3 Units and lesson plans

3.4 Teacher collaboration
 3.5 Use of data and action planning

Annual Goal #2

By June 2013, at the FDA IV community will implement instructional and learning goal setting. This will be measured every six weeks based on results obtained from the student's assessment data to impact instruction and student outcomes by 5%.

Instructional strategies/activities

- **Data Driven Instruction:**
 - **Learning Style Survey**-Teachers will provide their students with a learning style survey at the beginning of each term. Teachers will develop an understanding that matching teaching and learning styles will improve their student's performance; therefore they will create and share student learning objectives per marking period. Students will be able to create SMART goals based on their individualized needs and the learning objectives that were provided. This will be monitored by the Teacher Leader and the immediate supervisor.
 - **Interim Assessments**-Teachers will design five interim assessments that mirror the New York State Regents examinations. Students will be given the interim assessments in September, November, January, March and May aligned to the scope and sequence. Each interim assessment will be based upon appropriate benchmarks. The data collected will be analyzed and graphed using Microsoft Excel. The results will be used to conduct individual conferences with students to develop a differentiated action plan. This will be monitored by the Instructional Teacher Leader and the immediate supervisor.
 - **Formative and Summative Assessments**- Each common core aligned unit will consist of two formative assessments and one summative assessment. As per the Citywide Instructional Expectations 2.0 the students will complete two Common Core aligned units in English-Language arts, Mathematics, Social Studies and Science. This will be monitored by the Instructional Teacher Leader and the immediate supervisor.
 - **Tutorial Program**- Students will have an opportunity to meet in small groups based on their academic need be provided tutorial twice a week for three hours. Tutorial will be offered for mathematics, science, social studies and English Language Arts. This specialized program will focus on regents examination preparation. Six teachers will be paid per session to complete the tutorial for six weeks for approximately 50 students. Most of the students will be repeaters. Six weeks tutorial will be offered three times a week. Each session will be one hour.
- **Target Population:**
 - All Staff members serving ELL's , IEP and General Education Population
- **Responsible Staff Members:**
 - Principal, Assistant Principal, Teachers, Instructional Teacher Leaders
- **Implementation Timeline:**
 - September 2012 through June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Human Resources
 - Teachers will use level data to identify students in need of academic intervention services during inquiry. In addition to services provided during the school day teachers will also tutor student's after-school in both literacy and mathematics.
 - Fiscal Resources
 - Their time will be compensated per session as projected in priority and focus school allocation funds under the galaxy flag *PF Academic Intervention. (4.5)*

- Use Contractual Professional Development days as per Teachers Contract (3rd Mondays, Chancellors PD, Jan/June)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Human Resources:
 - Six Instructional Lead Teachers will turn-key to all stakeholders in the teaching and learning community. Meeting times will be embedded in the schedules which will allow the Instructional Lead Teachers to share best practices and provide meaningful feedback.
 - Fiscal Resources
 - This will be funded as projected in priority and focus school allocation funds under the galaxy flag *Use of Data: Teacher Practices and Decisions. (3.2, 3.3, 3.5)*

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Cultivate among the community members a culture for learning through inclination of values/behaviors that would promote discipline and aim for academic excellence.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013 all regularly assigned staff member will be trained on positive behavior interventions and strategies that impact positively on student behavior and discipline, in order to reduce suspensions by 5%.

Instructional strategies/activities:

- PBS(Positive Behavior Support): Dance 4 Peace will be providing the following behavior interventions for our students:
 - Each student, faculty and staff member brings to our school community the richness of our city’s cultural diversity and the desire for respect. PPT members will incorporate PBS strategies to enhance the implementation of the program. Special celebration and recognition will be awarded to students in meeting or exceeding the target behaviors on a weekly, bi-weekly, monthly and semester basis. As a method of establishing and maintaining respect and rapport, marking period assemblies will be conducted at the conclusion of each marking period.
- Parental Support:
 - Frequent parent conferences will be implemented to keep open dialogue and communication with parents in reference to their child social, emotional and academic development. Conduct sheets will be used to monitor the student both academically and socially in the classroom. Community service in the school building will also be assigned to increase awareness and school spirit.
 - Move the World consultants will provide a wide range of student social and emotional workshops and activities.

Target Population:

All Staff members serving ELL’s , IEP and General Education Population

Responsible Staff Members:

Principal, Assistant Principal, Dean of Students, School Counselor, Pupil Accounting Secretary, Attendance Teachers and Special Education Coordinator, Move the World Consultants

Implementation Timeline:

Spring Term 2013: Twice a week for a 10 week section. We will have 2 groups

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Priority Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Human Resources:

- Parent Workshops will be conducted by the parent coordinator, PTA president and Network Achievement Coaches. In addition, Urban Prep consultants will also be providing workshops to the parents

- Fiscal Resources:

- This will be funded as projected in priority and focus school allocation funds under the galaxy flag *Use of Data: Family and Community Engagement (6.2,6.3,6.5)*
Workshop for parents will be conducted by a staff member to infuse conflict resolution strategies to the parents. These workshops will be after school and/or Saturdays.

PF Positive Behavior Management Programs will fund Move the World consultants.

-

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Enhance communication and collaboration practices with parents to increase their capacity to assist in their children's learning and to participate effectively in school decision-making and school activities. (2.4) page 6 of the 2011_2012 Quality Review.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, the school will engage 20% of parents in assisting with their children's learning and becoming active participants in school decision making.

Strategies to increase parental involvement and engagement

- **School Messenger:**
 - The School Messenger Program will be utilized on a daily basis to calls parents and inform them of school wide events, announcements and the dates of supplemental academic programs.
- **Parental Workshops:**
 - Parents will receive training on a monthly basis on topic that directly affects their child on topic's such as diabetes, childhood obesity, bullying, ARIS, reading and understanding a transcript, transitional services, NYS test preparation and the common core learning standards. They will also have an opportunity to develop alternative strategies that can be used inside and outside of the school. Parents will be given direct links to community based organizations that will help to further support their child's social, emotional and academic needs.
 - Urban Art will offer a wide range of Family and Community engagement workshops.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding

Service and program coordination Urban Prep Consultants will be engaged with our Parents and will be providing workshops to all parents.

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)
 - Human Resources:
 - Parent Workshops will be conducted by the parent coordinator, PTA president and Network Achievement Coaches.
 - Fiscal Resources:
 - This will be funded as projected in priority and focus school allocation funds under the galaxy flag *Use of Data: Family and Community*

Engagement (6.2,6.3,6.5)

- *Urban Art consultants will be funded through the PF Parent Engagement budget line*

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA <ul style="list-style-type: none"> Differentiated Instruction based on need 	Use Achieve 3000 2-3 times a week throughout the year ELA/Reading in the Content Area Skills Work –prep	At risk SETSS Services – SETSS teacher identifies and supports non-mandated students via small group instruction based on need. Grades 7-12 –ELA skills Work/Reading in the Content Area/Test Preparation/Regents	Small group instruction, push in during the day Saturday Academy in February Grades 7-12- Small group instruction, 4 days a week for six weeks Grades 7-12 –Summer School
Mathematics <ul style="list-style-type: none"> Differentiated Instruction based on need 	Differentiated instruction based on need with tiered assignments Math Skills Work – Grades 7-12 –Math skills Work/Test Preparation	At risk SETSS – SETSS teacher identifies and supports non-mandated students via small group instruction based on need	After school tutoring Using ARIS to assign skills based on Students ITA performance Grades 7-12 – small group, Saturdays Summer School – Grades 7-12 – Small group instruction, 4 days a week for six weeks
Science <ul style="list-style-type: none"> Differentiated Instruction based on need 	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"> Differentiated Instruction based on need 	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 (e.g. provided by the Guidance Counselor, School	ATTENDANCE INTERVENTION <ul style="list-style-type: none"> Monitor attendance of At Risk students (less than 90%) 		

<p>Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • 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 <p>ELL SUPPORT COUNSELING</p> <ul style="list-style-type: none"> • Guidance counselor support services 		
---	--	--	--

	<ul style="list-style-type: none"> • Additional educational assistants or individualized attention • Frequency based on assessed needs 		
At-risk Services provided by the School Psychologist	<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>CONFLICT RESOLUTION PROGRAM</p> <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	<p>SOCIAL WORKER INTERVENTION</p> <ul style="list-style-type: none"> • Small group, individual and family counseling • Consultation with classroom teachers for development of behavior intervention plans • Crisis intervention/crisis counseling as needs 		
At-risk Health-related Services	<p>HEALTH SERVICES</p> <ul style="list-style-type: none"> • Supervising nurse for each district – monitors services • Monitor health needs of all students and provide first aid • Referrals to supportive agencies 		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers as well as networking with colleagues.
- Assign teachers according to their NYS License Area(s).
- Provide Mentors to support new and not highly qualifies teachers in curriculum development, classroom management and clerical responsibilities.
- Targeted Professional development based upon the Frequent Cycles of Observations (F.C.O.O.) 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, the Citywide Instructional Expectations 2.0.
- Mentors will be assigned to support struggling and teachers who are rated unsatisfactory on their Annual Rating Sheet.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 will 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;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- 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;

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	-----	----------------------	---	---	-------

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 ⓘ

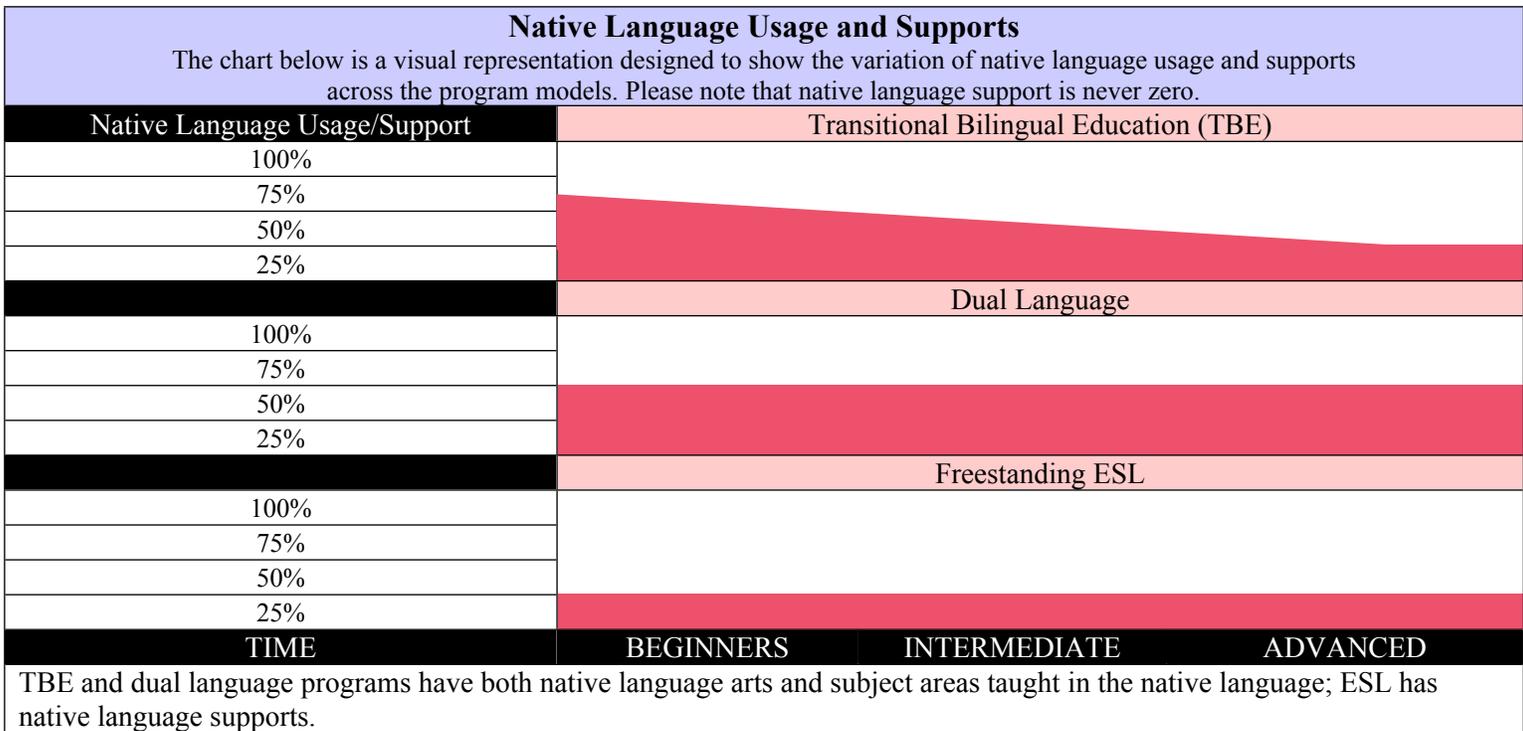
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

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 education students are also reading below grade level.

14. FDA IV does not have bilingual nor dual language programs. All instruction is in English, and our few ELL families have chosen to send their children here, knowing we offer only a part time ESL pull-out program. Classroom teachers have books in Spanish and ELL students are encouraged to read them.

15. FDA IV is a secondary school; we differentiate between our middle school (gr. 6, 7, 8) and our high school (gr. 9-12). All our programs, resources, and supports are specific to the appropriate age group.

16. Because we have so few ELLs, and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.

17. All FDA IV students are offered French or Spanish as a foreign language..

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 professional development, in sessions during the all-day PD learning. PD that focuses on supporting all students in literacy, and in meeting the needs of students with disabilities, helps all staff to better support our ELLs as well. All of our ELLs have been attending school in NY for at least four years (including the ELL listed as having two years of service); none are newcomers. And three are ELLs who have been receiving more than six years of service, for whom the main issue is more literacy than second language acquisition. Four of our six ELLs have IEPs. The agendas for PD are kept in the principal's office.

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.

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
3					0
4					0
5					0
6	2				2
7	1				1
8	1	1			2
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	1				1				2
7					1				1
8			1		1				2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Geography	1		0	
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)									

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
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.

Paste response to questions 1-6 her

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 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 from a French speaking country and NYS Regents are not available in French translations, so he has always taken his assessments in English. ESL periodic assessments have not been administered in FDA in a number of years.

5. N/A

6. We evaluate the results of our ESL program in a number of ways in addition to NYSESLAT scores. We look at students' overall classroom work, their abilities to follow oral and written directions and grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL specialist has a good rapport with our ELLs, their teachers, and families, and this contributes positively to our ELLs' successful integration into school life.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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.