



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE FREDERICK DOUGLASS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M499

PRINCIPAL: JOSEPH D. GATES EMAIL: JGATES@SCHOOLS.NYC.GOV

SUPERINTENDENT: **GALE REEVES**

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
Joseph D. Gates	*Principal or Designee	
Marquis Harrison	*UFT Chapter Leader or Designee	
Levon Smith	*PA/PTA President or Designated Co-President	
Jonathan Brown Andrea Iguina	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vivian Johnson	Member/Parent	
Xiomara Fox	Member/Parent	
Dahalia Cummings	Member/Parent	
Oyetutu Osibajo	Member/Parent	
Stephanie Woodley	Member/Parent	
Vanrea Fearron	Member/Teacher	
Carey Ma	Member/Teacher	
Danielle Nunez	Member/Teacher	
Lucia Polanco	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- By June 2013, there will be a 5% increase of sixth graders scoring level 3 or 4 on NYS ELA tests (From 37% to 42%)

Comprehensive needs assessment

- The school must significantly improve the educational achievement levels of middle school students on the NYS ELA examination. Based on the NYC School Report Card and state report card, the achievement of middle school students in ELA should be at a higher level. Furthermore, the lackluster performance of middle school students in ELA has a negative cascading effect on future high school performance. An internal audit shows that ELA scores are significantly off pace with middle school Mathematics results.

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:
 - Instructional leaders will conduct a minimum of 6 observations for each middle school ELA Teacher
 - Teachers will meet regularly to develop a newly designed curriculum
 - There will be focused extended day activities focused on the improvement of student outcomes
 - Teachers will receive professional development from an “Understanding by Design” expert
 - The ELA supervisor will model the initial stages of the newly designed ELA initiative to ensure a curriculum map is developed for the 2014 school year.
 - There will be baseline and ongoing testing where results are compiled and analyzed throughout school year
 - Students will utilize instructional aides such as Kaplan, STARS, and CARS reading series to support goals.
 - Teachers knowledge will be broadened and amplified of differentiated practices though on campus and network assisted professional development
- Funding: Title 1 FSF & Title 1 SWP – Slight Impact: Math Specialist fills holes in schedule

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.
 - invite the NYC public library to do workshops for parents on available resources
 - Share the characteristics of quality instruction with parents
 - Share the citywide instructional expectations with parents
 - Outreach to parents on college and career readiness tools and resources
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Budget and resources 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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title 1 FSF & Title 1 SWP

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).

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furthermore:

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities
- Teachers will receive special training in the concepts of ***Understanding By Design***

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

- By June 2013 there will be a 5% increase of 6th graders scoring a level 3 or 4 on NYS Mathematics exams (From 51.1% to 56.1%)

Comprehensive needs assessment

- The school must significantly improve the educational achievement levels of middle school students on the NYS Mathematics examination. Based on the NYC School Report Card and state report card, the achievement of middle school students in Mathematics should be at a higher level. Furthermore, the lackluster performance of middle school students in Mathematics has a negative cascading effect on future high school performance. An internal audit shows that though Mathematics scores are significantly higher than ELA results, they could still be much improved.

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:
 - Instructional leaders will conduct a minimum of 6 observations for each middle school Mathematics Teacher
 - Teachers will meet regularly to develop a newly designed curriculum
 - There will be focused extended day activities focused on the improvement of student outcomes
 - Teachers will receive professional development from an “Understanding by Design” expert
 - The mathematics supervisor will model the initial stages of the newly designed Mathematics initiative to ensure a curriculum map is developed for the 2014 school year.
 - There will be baseline and ongoing testing where results are compiled and analyzed throughout school year
 - Students will utilize instructional aides such as Kaplan, STARS, and CARS reading series to support goals.
 - Teachers knowledge will be broadened and amplified of differentiated practices though on campus and network assisted professional development

- Funding: Title 1 FSF & Title 1 SWP – Slight Impact: Math Specialist fills holes in schedule

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.
 - invite the NYC public library to do workshops for parents on available resources
 - Share the characteristics of quality instruction with parents
 - Share the citywide instructional expectations with parents
 - Outreach to parents on college and career readiness tools and resources
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Budget and resources 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title 1 FSF & Title 1 SWP

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).

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furthermore:

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities
- Teachers will receive special training in the concepts of ***Understanding By Design***

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

- By June 2013, supervisor will conduct a minimum of 6 observations per teacher using the Danielson research based framework in order to support teachers' development.

Comprehensive needs assessment

- The most recent Quality Review cites the need for a more consistent “coherent set of beliefs...particularly in terms of understanding and beliefs around the efficacy of differentiated instruction.” The effective implementation of the Danielson Rubric, which is embedded into the custom made short frequent observations, includes strategies and assessments to improve this area.
- The principal and assistant principals will increase the frequency of unannounced, frequent mini-observations and formal observations to provide teachers with actionable feedback aligned to a research-based rubric for effective teaching.
- (In compliance with the NYCDOE expectation for teacher development)

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:
 - Instructional leaders will conduct a minimum of 6 observations for each teacher during the school year.
 - Teachers will participate in learning walks focused on a research-based rubric.
 - A custom template will be designed and presented to the staff to ensure that the teachers are succinctly aware of expectations on which they will be rated.
 - Criteria based on a research based rubric will be incorporated onto the custom mini-observation format.
 - Pre and Post Observation conferences with actionable feedback
 - The short form observation will include comment areas for the following Danielson domains:
 - Designing Coherent Instruction
 - Establishing a Culture for Learning
 - Managing Students Behavior
 - Using Questioning and Discussion Techniques
 - Engaging Students in Learning
 - Using Assessment in Instruction
 - Conduct C30 for vacated AP position
- Funding: Slight Financial Impact – Reorganization of Staff Department Leadership

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.
 - invite the NYC public library to do workshops for parents on available resources

- Share the characteristics of quality instruction with parents
- Share the citywide instructional expectations with parents
- Outreach to parents on college and career readiness tools and resources
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Budget and resources 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 X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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).
- Staff will receive professional development in the six areas of focus from the Danielson Rubric and its application to short form observations. This professional development will be reinforced through a progression of concepts from ***Understanding By Design***. An expert will be hired to assist the entire staff in this endeavor.

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

- By June 2013, there will be a 5% increase of the HS passing rate on the Integrated Algebra Regents.

Comprehensive needs assessment

- The school will significantly improve the educational achievement levels of High School Students on the Integrated Algebra Regents examination. The school has completed an internal audit and determined that a higher success rate on the Integrated Algebra Regents would boost timely graduation rates.
- (The less than expected passing rate on the Integrated Algebra Regents places students off course to the timely completion of graduation requirements)

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:
 - The school will strengthen the mathematics department by shifting teachers to their greatest areas of strength
 - The HS mathematics department will receive special professional development of “Understanding by Design” strategies by an expert
 - Administer uniform benchmark exams in Integrated Algebra and use results to guide instructional practices
 - Rigorously monitor HS Integrated Algebra grades throughout year to identify struggling students earlier and provide supporting extended day activities
 - Provide student assemblies that stress the importance of passing high school regents early in high school transcript to gain access for more difficult courses such as AP Trigonometry and AP Calculus
 - Better inform students of how regents are documented on transcripts and how they are viewed by colleges
- Funding: Title 1 FSF – Slight Impact: Reorganization of staff

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.
 - invite the NYC public library to do workshops for parents on available resources
 - Share the characteristics of quality instruction with parents
 - Share the citywide instructional expectations with parents
 - Outreach to parents on college and career readiness tools and resources
 - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Budget and resources 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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title 1 FSF

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).

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furthermore:

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities.
- The teaching staff will be rearranged to ensure the best possible placement to achieve a higher rate of achievement on the Integrated Algebra Regents

ANNUAL GOAL #5 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 #5

- By June 2013, our school will implement two content-specific Common Core tasks across all subject areas including ELA, Mathematics, Science, and Social Studies. The ELA curriculum will be at phase two of implementation with a full Common Core aligned curriculum map for the 2013-2014 school year.

Comprehensive needs assessment

- To school needs to engage all students in Common Core aligned units of study that include performance based tasks in ELA, Mathematics, Science, and Social Studies. The need for this goal has been determined a priority for all NYC schools by the Chancellor as is has been determined that this goal will improve NYC schools collectively, as well as individually.
- (In compliance with NYCDOE aligned instruction across subjects)

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:
 - All staff will receive training by an Understanding by Design expert in several phases, with intermittent classroom support and feedback.
 - There will be an emphasis on “essential questions,” using high level Depth of Knowledge tasks (DOK), and “key vocabulary”
 - Common Core tasks that require fluency, application, and conceptual understanding
 - The school will build in common planning time for all middle school teachers to meet at least twice a week, and every day if necessary (4th Period)
 - The school will build in common planning time for all High School teachers to meet at least twice a week, and every day if necessary (1st Period)
 - The ELA department will model the next level of progression in the schools implementation with the full and complete design of a new curriculum based on Common Core Standards that require students to ground reading, writing, and discussion in evidence from text
 - (ELA)The school will create a full curriculum map that includes the following:
 - Quarterly Themes
 - Monthly Educational Learning Objectives
 - Streamlined Behavioral Objectives linked to CCS
 - Common Tasks and Rubrics
 - Mandatory and Suggested Readings
 - Mid-year and Final Projects
 - (ELA) The teachers will model a curriculum structure that will be utilized by all other departments for the 2014 school year
 - (ELA) The school will employ middle school and high school ELA coaches to work closely with the Principal to create new curriculum
- Funding: Title 1 FSF & Title 1 SWP – Slight Impact: Math Specialist fills holes in schedule

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.
 - invite the NYC public library to do workshops for parents on available resources
 - Share the characteristics of quality instruction with parents
 - Share the citywide instructional expectations with parents
 - Outreach to parents on college and career readiness tools and resources

- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children

Budget and resources 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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Title 1 FSF & Title 1 SWP

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).

Professional development and collaborative inquiry activities by faculty and supervisory staff will strengthen the extended day (before and/or after school), weekend and holiday tutoring programs that are available to the students. Academic support activities through Gear Up, Harlem Children Zone, etc. will be better coordinated to minimize duplication and overlaps of services.

Furthermore:

- teachers and members of the instructional development team (coaches, administrators, etc.) will efficiently and effectively engage in professional development activities;
- Provide students with courses that will best serve their needs and goals
- Internal and External teacher development activities
- Flexible scheduling/programming that enable teachers to participate in teacher teams and inquiry activities
- The ELA teachers will create a full curriculum map, with Common Core embedded tasks, that will be collected in student portfolios. The completion of this will signal that inception of this initiative school-wide for all the remaining subjects.

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	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One or more 50 minute period of AIS instruction per week; • Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays; • Differentiate instruction in all ELA classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students. 	Small Group Tutoring	During, After School, and Holidays
Mathematics	<p>AIS in Math is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One or more 50 minute period of AIS instruction per week; • Small group or one-to-one 	Small Group Tutoring	During, After School, and Holidays

	<p>tutoring before school, during lunch, after school, on Saturday and or during holidays;</p> <ul style="list-style-type: none"> • Differentiate instruction in all Math classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students. 		
Science	<p>AIS in science is being implemented in several different ways:</p> <ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction, students will receive an additional one or more 50 minute period of AIS instruction in science per week; • Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays; • Differentiate instruction in all Science classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the 	Small Group Tutoring	During, After School, and Holidays

	referred students.		
Social Studies	<p>AIS in social studies is being implemented in several different ways:</p> <ul style="list-style-type: none"> • In addition to the State mandated periods of social studies instruction, students will receive an additional one or more 50 minute period of AIS instruction in social science per week; • Small group or one-to-one tutoring before school, during lunch, after school, on Saturday and or during holidays; • Differentiate instruction in all Social Studies classes – Tier I intervention; • Through frequent content and skills based assessment, the effectiveness of Tier I intervention is determined. Students who are not benefiting from Tier I intervention will be referred for Tier II intervention; where a specific plan will be tailored to meet the unique needs of the referred students. 	Small Group Tutoring	During, After School, and Holidays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counselors will provide guidance and crisis Counseling services before school, during school, after school, on Saturday and or during holidays, one period a week or more frequently if needed, to all students, especially SWD, LEP, African-American, Hispanic and economically Disadvantaged	One on One, Small Groups, Grade Level Meetings	Before, During, After School, and Holidays

	students in grades 6-12. The service is offered in English and, with the aid of an interpreter, Spanish and other languages. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.		
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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.

- Work closely with our Director of Human Resources to identify teachers that are compatible with our vision and mission
- Encourage our teachers to refer other effective teachers to join our faculty
- Advertise in various media to recruit effective teachers

- Based on the individual professional needs of teachers, administrators, coaches and other, instructional development team members will design differentiated professional development plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized professional development goals
- Participate in Marilyn Burns Workshops

Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:

- Discuss ways of engaging all students in learning
- Reflect on their teaching practice and actively engage in planning their professional development
- Looking at students work
- Assess student learning
- Create and maintain effective learning environments
- Organize curriculum to facilitate students' understanding
- Presentations by Inquiry Teams
- Learning walk
- Training in Differentiated Instruction and practices
- Peer observation and constructive peer feedback
- Provide teachers with resources/professional development in areas that have been collaboratively identified as in need of improvement
- Learn how to utilize Acuity to analyze diagnostic and predictive results
- Learn how to customize exams to address academic deficiencies
- Train on looking at specific questions that refer to strands of the ELA and Math standards
- Based on the curriculum needs per grade, there will be three separate department meetings to maximize the ability

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Gerry Beirne/Debra Maldonado	District 05	Borough Manhattan	School Number 499
School Name Fredrederick Douglass Academy I			

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

Principal Joseph Gates	Assistant Principal Thomas Ajibola
Coach Lea Brown	Coach Jenifer Hodge
ESL Teacher Papa Tall	Guidance Counselor Chris Middleton
Teacher/Subject Area Micheal Oyedele / Math	Parent Papa Tall
Teacher/Subject Area Markland Walker /ELA	Parent Coordinator Yvette McKenzie
Related Service Provider Yvette McKenzie	Other Nancy Cruz-Martinez / FL
Network Leader Debra Maldonado	Other /ELL Coordinator: Papa Tall

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	6
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	1466	Total Number of ELLs	35	ELLs as share of total student population (%)	2.39%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. a. Since FDA is a grade 6-12 school, most of the ELLs enrolled were already identified as such at their arrival. If the student being considered for admission is not new to the NYC public school, particular attention is paid to the HOME LANGUAGE code on the ATS “BIOD” file. For this student, the home language code is already on the BIOD. If the student is already identified as an English Language Learner (ELL), the student is continued to be served as per the last NYSESLAT result. If possible, the GS will ask for a copy of the Home Language Identification Survey (HLIS) to be faxed while waiting for the record to arrive from the last NYC public school and other school(s) attended by the student.

If this student is new to the NYC public school, the HLIS must be administered in collaboration with an ELL Pedagogue (EP). The “school use” portion, except program placement, of the form must be completed/signed by the EP.

- If the only language indicated is English, the student is not an ELL;
- If a language other than English is indicated, an informal oral interview in English and, if possible, in the native language is conducted by the admission counselor. Then, the counselor arranges for the formal initial assessment which includes the ESL coordinator administering the LAB-R test to the student while the family is completing the admission packet. (LAB-R must be administered within 10 days of the date of admission in ATS). The test will be scored first in-house manually to determine the students eligibility or non-eligibility for ELL services.
- If the student passes (proficient) the LAB-R, the student is not considered an ELL;
- If the student failed the LAB-R and the Home language is Spanish, the student is administered the Spanish LAB-R and

manually

scored. The data from the English LAB-R is still used for service placement.

- Data from the manual scoring must be recorded, e.g. on excel, to show the student’s score for each component of the test.
- Both English and Spanish LAB-Rs scan are sent for scanning as scheduled.

b. The person(s) responsible for conducting the initial screening and administering the HLIS is the Admission Counselor/Social Worker and/or the ESL Teacher/ELL Coordinator. The formal initial screening and the administration of the LAB-R (if necessary) is done by

the ESL Teacher/ELL Coordinator.

c. In addition to periodic formal and informal assessments, the certified ESL teacher uses the RLAT report from ATS to identify and focus on the ELLs that need to take the New York State English As Second Language Achievement Test (NYSESLAT). This exam is administered annually to evaluate and determine gains made by the ELLs, their identified areas of opportunity and level of service. Once eligibility is determined, information from the RLAT is placed on a table and categorized by the four components of NYSESLAT. This allows the ESL teacher to provide a more focus and targeted intervention to the ELLs.

2. We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). Once the LAB-R is completed and the student is determined an ELL through the LAB-R score, the family will be given an orientation. During the orientation, the ELL pedagogue will introduce program options from which the parent/guardian can choose. In addition, the family must watch the Parent ELL Orientation video while being attended to by a pedagogue. Once the

video is viewed, the parent/guardian will complete the "Parent Survey and Program Selection Form"; i.e. Transitional bilingual, Dual Language, or Freestanding English as a Second Language (ESL). Also, an overview of the three program choices was presented to parents during the new students' orientation in June; during open houses in the months of October through March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. When available, parent brochures are disseminated in the native language to enrich an understanding of each available program. Other approaches to informing parents include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents.

If we have parents that have previously chosen a TBE/DL program, we will use the above described mechanisms to inform these parents when the previously chosen program becomes available.

3. Once the program is selected, the EP/ESL teacher will check/complete the program placement on the HLIS (in the "school use" portion) and an entitlement letter is provided to parents to inform them about the student's identification. The student is enrolled in the appropriate program within 10 days. Every effort is made to CHECK AND MAKE SURE THE HLIS FORM IS COMPLETELY AND CORRECTLY FILLED OUT AND SIGNED. The completed HLIS is then filed in the student's record. Also, a copy of the entitlement letter is kept in the student's record maintained in the guidance office and a copy is placed in the student folder kept by the ESL teacher.

4. If the family chose a program that is not available at the school, the family will be supported through discussion with the EP and the PC to find a preferred ELL program. In addition, the family will be informed that if 20 or more students with the same language determination in the same grade are to choose a program that is not currently available, the school will accommodate the needs of the families. (See #2 above for outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available). After the program selection, a placement letter is distributed to the family. A copy of the placement letter is placed in the student's record maintained in the guidance office and a copy is placed in the student folder kept by the ESL teacher. For the continuing students, the continued entitlement letter is placed in the student's record maintained in the guidance office and a copy is placed in the student folder kept by the ESL teacher.

Most written translations and oral interpretations are done in-house through our Foreign Language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services. Parents who need oral interpretation often came with an interpreter. Those parents who need additional written translation and oral interpretation are informed of the existence of the Translation Request Form available on the NYC DOE Translation and Interpretation Unit Web site by our guidance and Parent Coordinator offices.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the general trend is that parents often (about 95%) opt for programs (e.g. ESL) that maximize their children exposure to the ELA.

6. Hence, the program offered at our school is aligned with parent requests.

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 Push-In							2	0	5	6	12	6	4	35
Total	0	0	0	0	0	0	2	0	5	6	12	6	4	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	6

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	20		1	9		3	6		1	35
Total	20	0	1	9	0	3	6	0	1	35

Number of ELLs in a TBE program who are in alternate placement: 0

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 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							1		3	2	1	2		9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											4			4
Haitian											1			1
French									1			1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1	4	6	3	4	19
TOTAL	0	0	0	0	0	0	2	0	5	6	12	6	4	35

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.

A. Programming and Scheduling Information

- 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. Our school currently offers a Freestanding ESL program. a) The organizational model is mainly departmentalized, with some Push-In components. b) The program model is largely Heterogeneous. This model allows students at different levels to be a resource to each other. ELLs at the beginner level are also in homogeneous grouping for their skills building activities.

2. ELLs are programmed for the mandated numbers of instructional minutes as required under CR Part 154. In addition to ESL instruction, ELLs receive in English the same instruction in content areas as non-ELLs. Particularly, they receive at least 10 fifty minutes of ELA instruction per week. ELLs that have performed at advance level on the NYSESLAT receive 4 fifty minutes of ESL instruction per week. Those that performed at intermediate level receive 8 fifty minutes of ESL instruction per week. Beginner ELL is provided with 11 fifty minutes of ESL instruction per week. a) Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises using using ESL methodologies. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc.

3. All ESL classes are self-contained and approach English language learning through activities, literature, compositions, and grammar in context across content areas including ELA, social studies, math, science, etc. Although students may assist each other in their native languages when needed, English is the primary language used in the class. Instructional approaches include student-generated discussion, communication, projects, and group work; teacher guided and supported direction, differentiated use of graphic organizers, art, posters, word walls; bridging and scaffolding of prior knowledge through multi-cultural readings and argumentative speaking/debate; essay writing processes and peer editing; creative and critical writing; listening and oral activities; active engagement in class activities; and teacher as well as peer assessments. Lesson for students are prepared using models such as backward by Design that offer motivation and organization. Furthermore, the instructor is knowledgeable in a variety of instructional tools, such as QTEL, Sheltered Instructional Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Academic Language Scaffolding (ACL), etc. SIOP is a program model for teaching grade level content through adaptation and integration of content, activities and concepts through demonstrations, use of visuals and vocabulary study. CALLA is program model based on cognitive learning theory that links instructional strategies to appropriate language acquisition stages Acad. It integrates content area instruction with language development activities and explicit instruction in learning strategies that increase thinking/study skills. ACL involves a step-by-step process of building students' ability to complete tasks on their own. It consists of several linked strategies, including modeling academic language, contextualizing academic language using visuals, gestures, demonstrations, and hand-on learning activities that involve academic language.

4. Whenever possible, we ensure that our ELLs are appropriately evaluated in their native languages through assessments by our ESL teacher who is proficient in many of the language groups of our ELLs. Furthermore, if the a student failed the LAB-R and the home

A. Programming and Scheduling Information

language is Spanish, the student is administered the Spanish LAB-R to assess the student's level of proficiency in his/her native language.

5. Instruction is differentiated for all ELL subgroups according to students' individual needs, multiple learning styles, and English language proficiency across skill sets (reading, writing, listening, and speaking). Additionally, the following considerations are applied to various ELL subgroups:

a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with these students, especially in order to assess their level of involvement in prior schools and to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize an opportunity for growth.

b. (Newcomers) - Newcomers ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Student are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking so as to eventually reach mastery. Tutorial is also available for students.

c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both intermediate and advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects, essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the internet and creative art. Tutoring is also available after school both in ESL and across content areas for extra support.

d. (Long-Term ELLs: completed 6 years) - Extension of services and extra support is often needed for long-term ELLs to help them meet proficiency levels both on the NYSESLAT and in classes. Support services for ELLs cater to the varying ways that students learn and to the best way each individual student may succeed. Some students need differentiated teaching and learning on reading and learning skills, while others need concentration on writing. Individualized assessment, collaborative group activities, peer-to-peer learning, and modification of tasks and work are all ways to help boost a student's growth and success. After school tutoring is offered to help these students in their most needed areas of English. Students are also encouraged to engage in outside resources, volunteer services, or tutoring organizations that can help with communication skill as well as bolster a student's confidence for all English modalities.

Finally, ELL students are accommodated during the Regents testing period to receive maximum support allowed. This includes testing with extended time, word-to-word glossaries, etc.

6. ELL-SWDs need extra attention and differentiation. Since the teacher receives the IEPs for these students, he/she is familiar with the IEP mandates for these students, including additional testing accommodation, their classroom or academic/emotional needs. Instructional strategies used by ELL-SWD teacher that both provide access to academic content areas and accelerate English language development include student-generated discussion, communication, projects, and group work; teacher guided and supported direction, differentiated use of graphic organizers, art, posters, word walls; bridging and scaffolding of prior knowledge through multi-cultural readings and argumentative speaking/debate; essay writing processes and peer editing; creative and critical writing; listening and oral activities; active engagement in class activities; and teacher as well as peer assessments. Lesson for students are prepared using models such as backward by Design that offer motivation and organization. Furthermore, the instructor is knowledgeable in a variety of instructional tools, such as QTEL, SIOP, CALLA, ACL, etc. SIOP is a program model for teaching grade level content through adaptation and integration of content, activities and concepts through demonstrations, use of visuals and vocabulary study. CALLA is program model based on cognitive learning theory that links instructional strategies to appropriate language acquisition stages Acad. It integrates content area instruction with language development activities and explicit instruction in learning strategies that increase thinking/study skills. ACL involves a step-by-step process of building students' ability to complete tasks on their own. It consists of several linked strategies, including modeling

A. Programming and Scheduling Information

academic language, contextualizing academic language using visuals, gestures, demonstrations, and hand-on learning activities that involve academic language. Other grade-level materials used by ELL-SWD teacher include appropriate textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, DVD/CD/tape player/recorder, CD ROMS, computer softwares, internet access, field trips, etc that both provide access to academic content areas and accelerate English language development.

7. Since our ELLs are mainstreamed in all content areas and extra-curricular activities, they are fully immersed in the use of the English language. This approach uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment.

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			

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

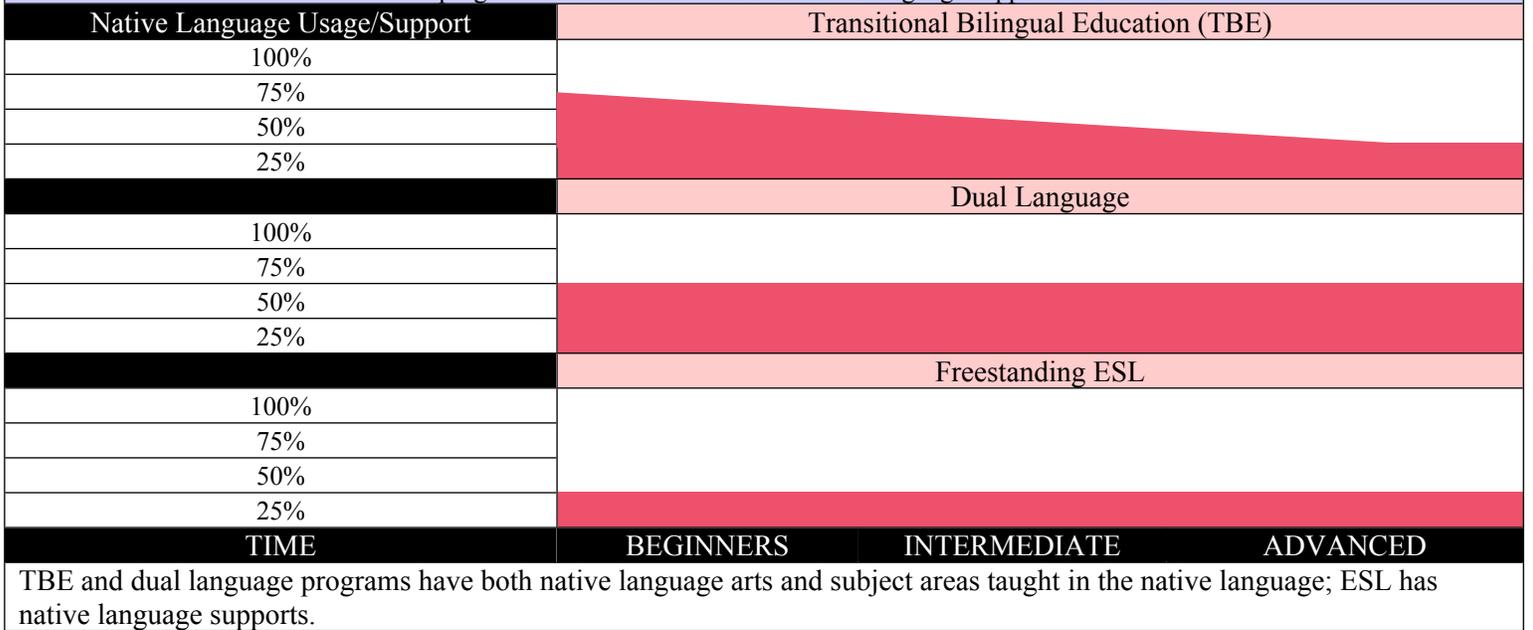
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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. Explicit ESL is delivered to ELLs. They are instructed in the fundamentals of the English language through engaging listening, speaking, reading and writing exercises using ESL methodologies. Pictures, graphics, stories, cultural explorations, etc., are engaging for ELLs. The native language is used to assist our ELLs in the acquisition of English proficiency. As in ELA, the ESL teacher uses individualized and differentiated instruction, workshop model, grouping by skills, and music to enhance listening skills, readers and writers' workshop and conferences, etc. for math, social studies, and sciences. Content area teachers are encouraged to approach the ESL teacher, guidance counselors, and other supervisors with concerns for ELL student progress so that they can help support their content for ELLs. Teachers and ELLs are supported through ELL instructional techniques, individualized help with students, and are freely open to communicate with the ESL teacher. The ESL teacher also sends out email notices offering instructional tools such as links to bilingual glossaries or graphic organizers. Furthermore, the ESL curriculum cuts across content areas to support topics instructed in other content areas, and students are welcomed to discuss and seek help for projects, vocabulary, and lessons. Tutoring across content areas is also available throughout the year for students both within the school and through outside sources. Teachers are encouraged to track students' progress on state assessments and flag any concern. Teachers and parents can track students progress and communicate about grades, attendance, and curriculum through ARIS. Furthermore, teachers are encouraged to share ideas that work in the classroom with ELLs to mutually support each other. This is done often through face-to-face meetings.

9. Every effort will be made to transition long-term ELLs into mainstream English instruction with continuous ESL support. Since this group is often more proficient in speaking and listening, instructional program is designed to focus on their reading and writing skills. While students who reach proficiency on the NYSESLAT no longer need ESL services, they may need additional support from the ESL teacher, other content area teachers, and through after school support services. Effective resources for transitioning ELLs include the use of dictionaries in class, extra time on classroom activities, projects, exams and, where indicated extended time is allowed for former ELLs on state exams. Teachers are encouraged to identify former ELLs through ARIS and to continue to differentiate instruction with language needs in mind. Again, tutoring is support across all content areas, including ESL, for all ELLs, those transitioning out of ELL, and all students throughout the school.

10. We will intensively use data to better understand students' work, progress and plans for improvement.

11. We will continue the current programs/services for our ELLs.

12. a. ELLs have equal access to all our school programs. In addition to supplementary services, ELLs are afforded participation in all academic and extra-curricula extended day, weekend and holiday programs. Since we do not make distinction between our students when it comes take advantage of all available opportunities, all ELLs have access to all that is offered at the school. They have access to all school organizations, sports, tutoring, etc. and are encouraged to participate in events and activities that bolster the general English population's knowledge of multiculturalism, such as the various heritage celebrations. ELLs are involved in the dance and theatre performances.

b. After school tutoring funded through Title III concentrates on both beginners who need tailored support across the modalities as well as as advanced students who want to discuss literature or receive Regents exam help. Such after school tutoring supplement students' core curriculum through graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to search for terms in the dictionary, vocabulary bookmarks, games, etc). Also, after school tutoring helps ELLs with standardized exam preparations, especially

with useful language strategies which can be brought to the test taking situation. Supplemental counseling is offered to ELLs through the guidance counselors.

13. A variety of instructional material is used in ESL classes and in the school (content areas and in the library) to help support ELL students. In the ESL classroom, a variety of reading materials, word-to-word, and English dictionary posters, text readers, and classical literature are staggered by levels and student interests. Classroom libraries are provided for students to peruse for independent and supported reading. Graphic organizers, charts, and anticipation guides are part of the usual routine and aid in differentiating instructions even within level. Film and visuals are used to support writing and reading, as well as to stir creative thinking and imagination. responsible internet use for research and study is encouraged and taught in class. In addition, documentary and historical websites such as PBS and History Channel are used to support text material and offer background videos or timelines. Furthermore, should a student have an IEP that calls for additional help in the classroom with a paraprofessional, then that student is supplied with such aid. The instructional materials used to support the learning of ELLs (including content area as well as language materials) are textbooks, bilingual glossary, dictionary, journals, newspapers, test samplers, language lab, REALIA, video, CD/tape player/recorder, CD ROMS, computer/internet access, field trips, etc.

14. If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.

15. While taking into account the ELLs' grade levels, required services support and resources correspond mostly to their proficiency levels.

16. Newly enrolled ELLs are mandated to participate in our income students Summer Academy. This orientation assist incoming students with their basic skills and plan for improvement.

17. Language electives offered to ELLs include Latin, French, Spanish, and Japanese.

14. If we have NLA, an explicit instruction would be delivered to ELLs by using their native language to assist them in the acquisition of English proficiency. If we have TBE, we would follow the 60%-40%; 50%-50%; 70%-30% policy.

15. Currently, most ELLs travel together by age and grade cohort although proficiency levels must be factored into the equation. Classroom material and instructional support are age, grade, and level specific and are staggered for student ability and within the common ESL classroom. Furthermore, in class text books and reading libraries are labeled for student ease either for English proficiency levels or subject matter.

16. Newly enrolled ELLs are mandated to participate in our income students Summer Academy. This orientation assist incoming students with their basic skills and plan for improvement.

17. Language electives offered to ELLs include Latin, French, Spanish, and Japanese.

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

N/A

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. All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards. Furthermore, professional development plan for all ELL personnel at our school will include ESL program framework, student identification process, data collection and analysis, and key to effective communication with ELLs. We will look at instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Academic Language Scaffolding (ACL), etc.

2. In order to assist ELLs as they transition from elementary and/or middle to high school, the ELLs are introduced to our staff who are encourage to take the time out be a resource. Staff may consult with ESL teachers for clarification and assistance on how to assist the ELLs.

3. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. will include ESL methodologies and strategies, establishing active learning projects, using portfolios to assess performance, modifying assignments, providing opportunities for discussion, repeat, check for understanding, interactive word/phrase boards, engaging in teacher reflections, curriculum mapping. Administrators/supervisors, Teachers, paraprofessionals, guidance counselors, special education teachers, related services staff, secretaries, parent coordinators, etc. will learn/be exposed to how to use ESL methodologies and techniques in ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book. The training will be led by certified ESL teachers and/or specialists and all staff will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of core knowledge. Staff will be trained in methodologies and strategies that can be incorporated into the balance literacy program that will enhance the language acquisition of our ELLs. Collaborative approach where teachers focus on instructional approaches that articulate long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers. Demonstrations and modeling will be the focus of much of the instructional presentations. These include providing many nonverbal clues such as pictures, objects, gestures, and intonation cues. As competency develops, other strategies include building from language that is understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on testing accomodation and alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. These professional development activities will take place during some of our monthly faculty conferences and/or department meetings. Records are maintained by the various facilitators, supervisors, and ESL coordinator.

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

1. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, parents are provided with meetings/workshops focusing on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. Parent coordinator, guidance counselors, teachers and administrators/supervisors are frequently in touch with parents about academic involvement, students achievement and attendance. They encourage ELL parents in particular to contact them with questions or for further updates either at the school or at home. Parental contact involves updates on students concerns as well as acknowledgement of student progress. Parental concerns such as request for extra help through tutoring programs are also implemented, and attempts are made to communicate with parents in their native language when possible either through their own accompanying interpreters or by a faculty/staff that is proficient in the language.

2. The school takes measures to ensure that ELL parents are aware of upcoming events that are offered by the DOE, as for example, with community meetings offered by the DOE's Office of ELL. Information that is gathered is printed out in different languages as well as in English, and as per the primary languages parents and students communicate with at this school. Also, parents are encouraged to keep track of their students and their progress with technology.

3. Direct communication through counselor contact, teacher contact, and parent coordinator outreach help evaluate the needs of parents outside of the bi-annual parent-teacher conferences. Often times, ELLs will approach school officials themselves to request information about parent involvement or services, which can then be looked up and communicated to the parent. This reciprocal approach allows for students, as well as parents and teachers, to communicate and be involved in a system of progress.

4. Parent involvement activities address a variety of themes and subjects. Some of these themes include discussing what is involved for students' academic advancement as per targeted information on attendance or state examinations, particularly with ELL populations. On a family level, parental involvement activities such as award assemblies, honor students and their families welcoming them to feel proud and involved in students gains. Finally, on an interpersonal level, social events for parents allow individuals in the community and school professionals to mix in order to form a sense of purpose and identity with the school, its population, and its environment. Since parent involvement activities are generated and implemented by parents at our school, the level of parents participation could be considered as an indication that these activities address the needs of the parents.

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	0	2	0	1	1	0	4
Intermediate(I)							1	0	1	3	6	3	2	16
Advanced (A)							1	0	2	3	5	2	2	15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	2	0	5	6	12	6	4	35

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	2	0	0	0	0
	I							1	0	1	1	4	2	1
	A							1	0	2	3	3	4	3
	P							0	0	0	2	5	0	0
READING/ WRITING	B							0	0	1	0	0	0	0
	I							1	0	3	3	7	2	2
	A							1	0	1	3	5	4	2
	P							0	0	0	0	0	0	0

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1		2		2				5
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	7		2	
Integrated Algebra	10		8	
Geometry	5		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	7		4	
Physics				
Global History and Geography	9		4	
US History and Government	10		3	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1. FDA I is a grade 6 - 12 school.
2. The data patterns across proficiency levels and grades reveal that 11% of our ELLs is at NYSESLAT beginner proficient level, 46% at intermediate and 43% at advance level. The area of opportunity for our ELLs is reading and writing. Most of the students in this NYSESLAT modality are at intermediate (51%) and advance (46%) levels and none reaching proficiency. The ELLs at the beginner (3%) level are new to FDA I. Most of our ELLs were LAB-R tested at their previous NYC public school.
3. While particular attention needs to be paid to these ELLs at the beginner level, the need to move the other ELLs to proficiency level has impacted our instructional decisions. Patterns across NYSESLAT modalities will affect instructional decision by allowing data to be gathered and categorized across proficiency levels for each child so that instruction can be differentiated for students according to their needs. Analyzing patterns helps further break up students according to high, middle, and lower proficiency skills within a level. Such data helps students when paired with partners or group configurations so that both students and teachers can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning types and to support varying levels of English in a heterogeneous classroom, patterns cards also help reflect modalities that may need extra instruction for further student progress.
4. a) Student results as analyzed by the ESL teacher suggest that most of our ELLs are doing well in areas that involve listening, speaking and calculation skills. This pattern is consistent across proficiency and grade levels. Thus far, our ELLs are faring well in test taken in English in their areas of strength.
- b) Our school leaders and teachers are using the results of the ELL assessments to to identify areas of opportunities and design a cycle of intervention for improvement; which include the identification of the areas of opportunities, design and administration of possible intervention, assessment and evaluation of the effective of the intervention, etc.
- c) We are learning from our assessments that our ELLs need to improve on their reading and writing. These are the areas that need improvement for them to make more gains in the content areas that require extensive reading and writing. Thus, we are focusing on improving the critical reading and thoughtful writing skills of our ELLs. The fact that the ESL teacher is proficient in many of the language groups of our ELLs has helped in how the native language is used to improve their understanding in content areas.
5. NA
6. The success of our programs for ELLs is determined first by the students that become English proficient as determined by the NYSESLAT results and subsequently by how they are faring in their content areas that are wholly taught in English and the extent to which they are college and career ready.

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: <u>Frederick Douglass Academy I</u>		School DBN: <u>05M499</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Gates	Principal		10/11/12
Thomas Ajibola	Assistant Principal		10/11/12
Yvette McKenzie	Parent Coordinator		10/11/12
Papa Tall	ESL Teacher		10/11/12
Papa Tall	Parent		10/11/12
Michael Oyedele / Math	Teacher/Subject Area		10/11/12
Markland Walker / ELA	Teacher/Subject Area		10/11/12
Lea Brown	Coach		10/11/12
Jenifer Hodge	Coach		10/11/12
Chris Middleton	Guidance Counselor		10/11/12
Gerry Beirne	Network Leader		10/11/12
Valcruse Delma / Speech	Other		10/11/12
Nancy Cruz-Martinez / FL	Other		10/11/12
	Other		10/11/12
	Other		10/11/12

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 05M499 School Name: Frederick Douglass Academy I

Cluster: 536 Network: 5

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

Part A: Needs Assessment Findings

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

At the Frederick Douglass Academy I (FDA I) we believe that the success of our students is largely dependent on the school, the students, and families working together in a close partnership to monitor academic progress, help build social and emotional strengths and maintain a focus on the holistic growth of the student. School-home communication is paramount. Hence, we endeavor to establish strong relationships through methods that are efficient, effective and convenient for all parties. In an effort to develop the necessary lines of communication with families who have limited or no oral and/or written English language skills, we have structured various mechanisms to bridge the communication gap.

When entering the NYC DOE school system, students are given the Home Language Identification Survey (HLIS). The HLIS is an instrument that determines the student's status as language minority and identifies preferred home language translation needs. The results of the survey are recorded and maintained in ATS and referred to when communicating with families verbally or in writing and in order to determine the necessary translation supports for documents and events. Students that arrive at our school from other schools in the NYC DOE system have generally been pre-identified through this ATS mechanism (utilizing Authority Coding). Per Chancellor's Regulation A-663, we enter and maintain the preferred language preference for written and oral communication for every parent/guardian new to the NYC DOE system when they enroll at our school in ATS. Also, this information is derived from the Emergency Contact Cards ("blue card") that were supplied to families as a hardcopy at the beginning of each school year and requested that families complete and return to our school for further in-house and ATS processing.

A review of the Preferred Language Report (RAPL) from ATS, shows that 19 of the 36 parents identified English as the language they speak and write, 5 identified French, 4 Arabic, 4 Spanish, 3 Wolof, and 1 Fulani. Most written translations are done in-house through our Foreign Language proficient faculty and staff, parent volunteers, a network of alumni and on-line translation services. Parents who need oral interpretation often came with an interpreter. Those parents who need additional written translation and oral interpretation are informed of the existence of the Translation Request Form available on the NYC DOE Translation and Interpretation Unit Web site by our guidance and Parent

Coordinator offices. These findings and resources are shared with our school community through our Parent Coordinator, guidance and attendance staff. Information regarding the specific interpretation and/or translation needs of our students' families is collected and maintained by our guidance staff in anecdotal and procedural documentation so that it may be easily referred to when communication with families takes place. Additionally, guidance staff, who generally serve as the key point person in communication with families, share critical language support needs information to the rest of the faculty and staff whenever necessary and appropriate. These policies ensure that our commitment to student success through open and ongoing communication with our entire school community is maintained.

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.

In order to assess FDA I's written translation and oral interpretation needs for our students' families and strategize to meet them, we collect and view the preferred languages of families by regularly running an updated RAPL report in ATS when we are creating mass mailings/messages and inviting families in to meet with us. Additionally, we utilize our guidance services to follow up with students regarding the support services necessary to assist all of them and their families with the consistent and ongoing communication between school and home. In 2012- 2013, FDA I has 36 ELLs in the following non-English language areas: Spanish 13, French 8, French-Haitian Creole 4, Arabic 4, Akan 2, Wolof 2, Hausa 1, Malinke 1, Italian 1.

A review of the Preferred Language Report (RAPL) from ATS shows that of the 17 parents/guardians that have self-identified as non-English language preferred individuals speak and write the following languages French (5), Arabic (4), Spanish (4) , Wolof (3), and Fulani (1). Continuing follow up with these families through our personal connections with families via our guidance services have resulted in none of these families requesting written and oral translation services that cannot be supplied through our in-house support system of foreign language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services. These demographics regarding the low number of parents/guardians at our school who self-identify as preferred non-English language individuals has been the case historically. Therefore, we have traditionally been successfully able to supply the requested written and oral translation services primarily through the above described in-house mechanism with no outreach to the Department of Education's Translation and Interpretation Unit. Whenever, the need for further support may arise, we will outreach to the Department of Education's available services as described below.

Students with mono-lingual parents/guardians who are not fluent in English and who self-identify (or are guided by our staff to self-identify) as requiring additional translation supports beyond what we are able to provide in-house are directed through our guidance services or Parent Coordinator office to complete a Continued Entitlement Form which activates the necessary translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone interpretation and/or document translation whenever the school is not able to provide the necessary translation support.

Through the above described procedures, information regarding the specific interpretation and/or translation needs of our students' families is collected and maintained by our guidance staff in anecdotal and procedural documentation so that it may be easily referred to when communication with families takes place. Additionally, guidance staff, who generally serve as the key point person in communication with families, share critical language support needs information to the rest of the faculty and staff whenever necessary and appropriate. These policies ensure that our commitment to student success through open and ongoing communication with our entire school community is maintained.

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.

Ongoing communication with our non-English language preferred parents/guardians through the guidance staff has resulted in a heightened awareness of families who request and require written and/or oral translation services. Generally, we have successfully supplied all requested written and oral translation services through use of our in-house foreign language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services.

Whenever necessary, the guidance staff work in a timely fashion to supply families with translation services that are not met by our in-house support system. The guidance staff and Parent Coordinator are actively involved in all mailings to families and as such monitor the needs of non-English language preferred families simultaneous with those of our English language families, enabling the provision of all essential school documents to all families in the necessary target language.

The Translation and Interpretation Unit of the DOE will be contacted using a Translation Request Form when the translation and/or interpretation need could be handled in-house at the school level. In the event that we cannot translate in any particular language, we will set up instantaneous translated meetings for parents. We will continue to survey parent needs in terms of written translations.

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.

All oral translation needs for the purposes of communicating on and off-site with non-English language preferred parents/guardians (as identified above in Part A Section 1) are also met through a coordinated effort by our in-house foreign language proficient faculty and staff, parent volunteers, and any necessary outreach by the guidance staff for additional support from the DOE's Translation and Interpretation Unit. Through these efforts, timely provision of interpretation services at group and one-on-one meetings between the school and parents/guardians are supplied upon request when such services are necessary for parents/guardians to communicate with the school and Department of Education regarding critical information about the child's education.

Parent may choose to rely on an adult (older than 18 years) friend/companion or relative for language and interpretation services.

Alternatives to Translation:

When the Translation and Interpretation Unit or the school is temporarily unable to provide required translation into one or more covered languages, FDA I provides, in addition to any other assistance, a cover letter or notice on the face of relevant English language documents shared with the school community in the appropriate covered language(s), indicating how best parents/guardians can request free translation or interpretation of such documents.

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>.

Per Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, FDA I families requiring translation and/or interpretation support (as identified through the processes outlined in Part A, section 1, above) are notified of their rights to translation and interpretation services in target languages (available from <http://schools.nyc.gov/Parents/guardians/NewsInformation/BillofRights.htm>). Additionally, signage in the guidance and Parents Coordinator offices further inform parents/guardians of their right to translation services and delineate the steps to be taken to receive those services should they desire them. Signs for all covered languages were printed from the DOE site located at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

The building safety plan contains procedures for ensuring that parents/guardians in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

Since student population at FDA I does not include more than 10% of children who speak a primary language that is neither English nor a covered language, Section VII (sub-section D) of the Notification Requirements of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services are not applicable. Should this demographic data shift in our school, the Regulations will be revisited by school leadership and adhered to.

If parents/guardians are identified by school staff as requiring further translation and/or interpretation support, or request same, than that which we are able to provide in-house, these families are directed to communicate with the guidance staff to receive further information or pursue inquiries regarding the services offered by the Department of Education through the Translation and Interpretation Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Frederick Douglass Academy	DBN: 05M499
Cluster Leader: Debra Maldonado	Network Leader: Ben Soccodato
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

There are 33 entitled ELL students at the Frederick Douglass Academy I. We target all ELL students for our Title III afterschool program. They all need additional support to accelerate and enhance their English language development, succeed in their content area classes, pass the required NYS exams, and be college and career ready. However, there are two populations in particular need of support. We have grades eleven (6) and twelve (3) ELL students who still need to pass 2 or more of the five required Regents exams needed to graduate from high school. Although 66% of these students have passed their required mathematics Regents, two (11=1; 12=1) are also under credited. Most of the 9 students are at the intermediate (55%) and advanced (44%) levels of English language proficiency. Also we have grades 6 through 10 ELL students. Most of these students are currently passing their classes and making progress with their credit accumulation. However, these progress needs to be maintained and the students need to be supported in preparation for the New York State/Regents exams.

This year's Title III Academy will include mainly an after school component: Math, Science, ELA, Social Studies and ESL. Four licensed content areas teachers will work with a licensed ESL teacher to provide language support and development along with achievement in the content areas. The language of instruction will be English, using ESL strategies. The program will run for about 22 weeks from November 2012 to June 2013. All sessions will meet during period 10 (3:41 - 4:29 pm). Math and Science sessions will meet on Tuesdays. Social Studies and ELA will meet on Thursdays. Our Title III immigrant grant will support the additional time.

In addition to per session support, funding from this grant will allow us to renew the Rosetta Stone licenses for the ELLs. This technology would avail the ELLs an opportunity to practice their English language skills and acquire new ones. Laptops computers / ipods for the Title III Academy instructional programs will be purchased. This would allow Title III Academy teachers and students to access the Rosetta Stone programs, do research, access on-line and other electronic resources, practice their writing and speaking skills, etc. Residual of the grant will be use to purchase stationary supplies, English-native language dictionaries, etc. The technologies will be used exclusively in the Title III program.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers and staff that support the ELLs must be skilled in the delivery of instruction and services to these students. Teachers and administrator of the ELL Academy meet once a week during the school day or after school for about 1 hour to discuss student achievement and instructional strategies. These meetings may include professional development by school and/or network staff on topics determined by ELL staff and administrator as important for supporting student achievement. These may include strategies for supporting ELLs in their content areas, collection and analysis of actionable data, intervention design, assessments, and use of technology to support instruction and understand the cultures of our ELL population.

Also, network and/or school staff with ESL and/or content areas expertise are invited (November 6 and January 28) to provide workshops on topics such as reading comprehension strategies, differentiation, building vocabulary in the content areas, and addressing the needs of ELL students.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To ensure higher achievement of our ELLs, their parents/guardians must be engaged in targeted activities. In addition to parent orientation activities during ELL identification process, ELL parents are engaged during the bi-annual parent-teacher conferences and during the periodic award assemblies that recognize students gains and may last for about 1 hour. There are special breakout groups for ESL parents and students at Freshman Orientations in June and August and at the new students parent orientatation meetings.

Workshops are designed to familiarize parents with the NYC public school system (including accessing the NYCDOE website and ARIS), help them support their children's academic achievement (including using technology to learn English), and introduce them to local CBO's and services available to them. Other activities include, but not limited to meetings / workshops focusing on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support their children's academic progress. These activities may be provided in-house, sponsored by the superintendency or the Network.

In addition to the bi-annual parent-teacher conferences, ELL parents are notified of these activities through school phone messenger, mailings, direct communication with counselors, teacher, and parent coordinator. Often times, ELL parents will approach school officials themselves to request information

Part D: Parental Engagement Activities

about ELL related activities. Translations are provided as needed. This reciprocal approach allows for parents and school officials to communicate and be involved in a system of progress. Light refreshments may be provided.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$5520.90	110 hours of per session for for 1 ESL and 4 General Ed. teachers to support ELL students in the core academic areas: 5 teachers x 1 hr/wk x 22 wks x \$50.19 = \$5520.90. (Total @ current per session rate with fringe).
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2500.10	National Geographic Instructional materials for students; laptops / ipads; Reading and writing materials; book on tape, Cassette Recorders, Headphones, exam prep workbooks, visuals/posters, REALIA, chartpapers, markers, etc.
Educational Software (Object Code 199)	\$3,179	50 English (US) levels 1-5 Floating Rosetta Stone Classroom Edition Version 3 @ \$63.58 each
Travel		
Other		
TOTAL	\$11,200	