



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: FREDERICK DOUGLASS ACADEMY II SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M860

PRINCIPAL: MR. OSEI OWUSU-AFRIYE

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SUPERINTENDENT: **MS. ILENE ALTSCHUL**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Osei Owusu-Afriyie	*Principal or Designee	
Jai-Lin Lambert	*UFT Chapter Leader or Designee	
Danielle Richardson	*PA/PTA President or Designated Co-President	
Persia Plaza	DC 37 Representative, if applicable	
Jaquan Kelsor	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Eula Guest	Member/ Parent	
Gregory Davson	Member/ UFT	
Annette Deleston	Member/ Parent	
Audrey Santos	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A review of the 2012 School Survey identified only 55% of teachers agree with the statement, "School leaders give me regular and helpful feedback about my teaching." (Pg 14). This year we seek to deepen the school community's understanding of what high-quality teaching looks like through professional development on 2 Competencies from Charlotte Danielson's *Framework for Teaching* that support implementation of the Common Core.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

70% of Educators will participate in at least 4 hours of professional development throughout the 2012-13 school year on norming Educator practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, and developing personal development plans.

Instructional strategies/activities

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

In the fall, we will hold professional development, provided by consultants literacy coaches and/or Assistant Principals, to help Educators understand Competency 3b and 3d, of the Frame with a focus on the quality of questions and monitoring Scholar learning.

As a faculty, over the course of the school year watch at least 3 classroom videos together and record low-inference observations. We will focus on one of the focus competencies each time and discuss strategies for providing feedback and strengthening Educator practice, using evidence from the observations.

We will identify resources and structures to support Educators' understanding of our focus competencies. Danielson *Framework* (e.g., videos on ARIS Learn, Educator team meetings, inter-visitations, afterschool PD Clinics).

In the fall, Administrators will meet with Educators to create targeted Semester PD plans aligned to element 3b or 3d. A mid year conference will be held in

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On page 5 of our 2012 Quality Review, the reviewer wrote, “the identification of specific, targeted supports for mastery of or acceleration towards mastery of the core curriculum is inconsistent, resulting in lack of suitable differentiation of instruction for individuals and small groups.” We thus are looking closely at our planned curricula and the resulting Scholar work to identify the areas of targeted support. Aligning our units to the Common core Learning Standards gives us a common lens to examine how we are supporting all Scholars towards meeting the curricula benchmarks.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Scholars in grades 6-12 will experience 2 common core aligned units in English, Math, Science and Social Studies.

Units in the respective disciplines will address at least one of the following Common Core Learning Standards

LITERACY (English, Social Studies, Science)

Reading:

R1.1 Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

R1.10 Read and comprehend complex literary and informational texts independently and proficiently

Writing:

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

MATHEMATICS

Standard of Practice:

Model with Mathematics (#4) and (#3) Construct Viable Arguments and Critique the Reasoning of Others (#3)

Domain of Focus:

6th and 7th Grade: Ratios and Proportional Relationships

8th Grade: Expressions and Equations

Algebra: Reasoning with Equations and Inequalities

Geometry: Congruence

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On page 6 of our 2012 School Quality Review, the reviewer wrote, “Teachers utilize questioning strategies to check for understanding. However, questioning is not fully differentiated for all individual students, and student responses do not always provide sufficient evidence of mastery. This results in incomplete information regarding student understanding.” This school year we will focus on improve teacher practice in this area.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 60% educators in their 1st -3rd year of teaching will improve one performance level in the element of, Quality of Questions, within the Instruction Domain of the Framework for Teaching,

Instructional strategies/activities

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

We will Partner with CPET and Lincoln Center Institute to craft a professional development plan on effective questioning. Educators participate in professional development on effective questioning in the Fall and the Spring. Our Literacy Specialist and Administration will Revise Lesson Plan Template to include space for Educators to make explicit the pivotal questions that will be asked in a lesson. Educators will complete a self-assessment in the Fall and Spring Semesters to identify current level of performance in the element of effective questioning. We will analyze observations to identify current level of performance in the element of effective questioning. Administration will perform cycles of observations to identify educator current level of performance in the element of effective questioning. Instructional Coaches will provide just in time professional development to improve the quality of questions being asked. Members of the educator team conduct peer observations of partner educators to provide feedback on current level of practice of observed educator.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On Page 8 of our 2011-12 Quality Review, we earned a proficient on QR indicator 3.4: Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students. We seek to move this to a well developed

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The annual goal will be to have 90% of all conflicts successfully resolved by staff or trained scholar via or peer mediation/mediation program.

Instructional strategies/activities

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

2 Systems and partnerships - the school participates in systems such as mediation, leadership development, peer mentoring to assist with scholars social and emotional health. The partnerships formed by the school assist in facilitating those systems. The partnerships associated with this practice are College for Every Student, iMentor and Leadership Development Program.

Mediation - at the beginning of the school year and several times thereafter the Guidance Team informs the student body about the mediation system. Situations that could warrant mediations are addressed and the benefits of mediating are disseminated to the scholars. The guidance team will report out to the school community the progress of the mediation program during the course of the school year. By using this system scholars begin to learn to look at their emotions more carefully in order to understand how to deal with them internally as well as externally. By participating in the mediations scholars learn how to discuss these emotions in a non-violent and productive manner. Through the mediations scholars develop conflict resolution skills that will be utilized both in their academic and personal lives.

Peer Mentoring - Fosters academic and personal growth among scholars by providing them a supportive relationship with a more experienced individual who can serve as a role model. Scholars who are mentored make significant academic and social gains. Research confirms that more than 98 percent of Scholars involved

in CFES mentoring programs take measurable steps forward. These gains include improved attendance, better behavior, stronger academic performance, increased motivation, greater self-esteem, successful completion of coursework, and improved relationships with peers and adults. Specific areas of growth vary from Scholar to Scholar, yet the end result is the same: more Scholars graduating from high school and pursuing college or other post-secondary education or training. The bottom line: When a mentor shows interest, the mentee performs (source: <http://www.collegefes.org/resources/modules/mentoring-modules>).

iMentor - Students work with their mentors one-on-one, in-person and online, to develop strong personal relationships, nurture a college aspiration, navigate the college application process, and build critical skills that lead to college success. Pairs meet once a month in-person at group events and email once a week on iMentor's secure online platform. Our program staff facilitates and monitors each mentor-mentee pair's progress through the iMentor curriculum and provides coaching and resources along the way (source: <http://www.imentor.org/about-the-nyc-program>).

Leadership Development Program - through partnerships with College for Every Student and St. Joseph's College Student Government Association scholars interested in developing their leadership potential as well as scholars that are identified by students and staff with innate leadership potential are provided several opportunities throughout the school year to develop and hone the skills necessary for becoming a leader. These opportunities include:

- A monthly meeting with a CFES program director to discuss and plan ideas and activities for the year.
- A Leadership Summit every April facilitated by FDA II scholars for the past two years to assist scholars from Harlem High Schools to help identify leadership qualities that they possess and how to cultivate those qualities in order to bring back to school and community.
- A Leadership Development workshop hosted by the Student Government Association at St. Joseph's College. During the workshop the college students discuss qualities of a leader, how to become a leader in high school, what activities leaders can develop back at their school and in their communities and how to continue to build their leadership style through college and their professional life.

Budget and resource alignment

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

Other-describe here: School Success Grant
NYSTL Textbooks
TI Children First Network Support Hs
 Title I Priority/Focus SWP

- Tax Levy Title IA Title IIA Title III Set Aside Grants

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).
 - Supplies – TI Children First Network Support Hs, Title 1 SWP, Title 1 SWP PS, School Success Grant
 - Instructional Resources – NYSTL Textbooks, Title 1 SWP, Title 1 SWP PS, School Success Grant, Title III LEP
 - Guidance Counselors, Teachers, Principal, Assistant Principal – TL Fair Student Funding, Title 1, School Success Grant
 - Professional Development - TL Fair Student Funding, Title 1 SWP, Title I Priority/Focus SWP
 - Per session Teachers - School Success Grant, Title 1 SWP, TL Fair Student Funding
 - Curriculum and Staff Development Contracts - School Success Grant, Title 1 SWP, TL Fair Student Funding
 - PF Positive Behavior Management Programs - School Success Grant, Title 1 SWP

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>Frederick Douglass Academy II strives towards offering students varied opportunities to continuously support their learning through the following AIS programs:</p> <p>PLATO LEARNING is a online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home.</p> <p>REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents</p>	Tutoring, Small Group Instruction, Individualized Computer instruction	<p>HS: During and Afterschool MS: Before, During school hours and Afterschool</p>

	<p>exam or need additional test preparation support for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June.</p> <p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5th-8th grade ELA and/or Math test at least twice a week.</p> <p>ACHIEVE 3000: Personalized computerized literacy instruction focusing on fluency and comprehension.</p>		
Mathematics	FDA II SOAR, Plato Learning, Academic Skills, Regents Prep	Tutoring, Small Group Instruction, Individualized Computer instruction	HS: During and Afterschool

Science	FDA II SOAR, Plato Learning, Academic Skills, Regents Prep	Tutoring, Small Group Instruction, Individualized Computer instruction	MS: Before, During school hours and Afterschool
Social Studies	FDA II SOAR, Plato Learning, Academic Skills, Regents Prep	Tutoring, Small Group Instruction, Individualized Computer instruction	HS: During and Afterschool MS: Before, During school hours and Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 82	Group Counseling focused on effective communication and positive peer relationships	Group Counseling, Gender based Groups	During the school day

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.

Listed below are the strategies and activities we engage in to ensure teachers are high quality.

RECRUITMENT

- Partnered with the New Teacher Project to recruit experienced highly qualified educators.
- Partnered with the Hunter School of Education to be a pre-service teacher training site

RETENTION

- Partnered with Hunter College to be a pre-service training site for student teachers within their Teacher Education program.
- Increased teacher leadership opportunities within the school by providing veteran educators opportunities to serve as mentors, lead teachers and grade leaders.

PROFESSIONAL DEVELOPMENT

- Monthly Professional Development meetings with administration focused on goals linked to the school-wide professional development goals`
- Using a teacher professional development framework and rubric to build a common language around effective teacher practice throughout the school.
- Implemented a new teacher-mentoring program focused on developing a safe, engaging and supportive learning environment within your classroom.
- Provide content area instructional coaches in to support teacher implementation of the curriculum and teacher effectiveness in improving student learning.

PARENTAL INVOLVEMENT POLICY (PIP) & SCHOOL-PARENT COMPACT Of FREDERICK DOUGLASS ACADEMY II 2012-2013

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 families in educating their children
- 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;

Frederick Douglass Academy II, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build

and develop a partnership that will help children achieve the State's high standards.

1. School Responsibilities

Frederick Douglass Academy II will:

To maintain as an Annual Goal “SMARTER” – Specific, Measurable, Achievable, Realistic and Time Bound, but Energetic and Rigorous and Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, including effective measures that incorporate parental input, as follows:

- Provide students with curriculum and instruction that are clearly organized around major concepts specified in the state standards.
- Provide instruction and assessment focused on student mastery of the core concepts.
- Provide a safe and clean learning environment that is supported by grade advisors, guidance counselors, aides and administrators.
- Provide supplemental classes that address the needs of the students to help them reach the standards.
- Provide research-based supplemental materials that will focus on the students identified area of need to help them become more proficient in those areas.
- Provide parents with suggestions on how they can incorporate their ideas into the school's curriculum or provide parents with a forum to hear their definitive ideas. Example: Parents can utilize the power of the PA to address such ideas and have the SLT incorporate such ideas by resolution or curriculum policy. And whenever possibly provide parents with Professional Development and Coaching for their planning of supplemental targeted and focused instruction to meet the needs of individual students in areas of parent focused academia and related culture.
- Respect cultural, racial and ethnic differences. In particular FDA II will advise all parents of any new sex education course allowing them to review such course in exact detail before implementing such course to FDA II students. FDA II will afford all parents the opportunity to opt their children out of such program or modify such instruction before implementing such curriculum. Parents may utilize the PA and/or parent SLT members for assistance in this area or any other area they deem sensitive.
- Continue to encourage African American History and African History and their subject matter in our U.S. and World History, Humanities and English Literature curriculum.
- Abide by the cell phone policy articulated in the Student and Parent/Guardian Handbook, 2nd Addition 2005-2006, pages 10-11. [**Note:** *In 2008 the New York State Supreme Court, Appellate Division (1st department) upheld a lower court decision that defined the cell phone rules. FDA II's cell phone policy had always been in compliance prior to such ruling. Due to confusion and unnecessary interference FDA II deviated from such policy. Recently it has been discovered that many of our high school students and some middle school students have been extremely late or missing First Period altogether, waiting for the scanning machines to be taken down or dropping their phones off somewhere, rather than having their cell phones confiscated. FDA II will correct that problem by abiding by the correct policy, as articulated by the courts and such Student and Parent/Guardian Handbook. There is no indication that our school would unreasonably not give permission to a student for having a cell phone on his/her person. Thus, a correct application of the policy will improve our attendance in the area of punctuality.*]
- Abide by the FDA II uniform policy established by the SLT.
- Support and encourage PA meetings and other activities concerning financial literacy, gang

awareness, arts and culture, fund raisers, culinary or any other nurturing programs.

- Continue following the policy in our (2010-11) CEP pertaining to Students in Temporary Housing [Appendix 9: Title 1, Part A].

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

*Parent Teacher Conferences: Thursday, October 25, 2012(evening and afternoon)
Thursday, March 14, 2013(evening and afternoon)*

Provide parent with frequent reports on their children's progress. Specifically the school will provide reports as follows:

- Report cards will be distributed at all parent teacher conferences for marking period I, backpacked for marking period 2 and mailed for the final marking period of each school term. Report cards are also distributed at individual meetings with guidance counselors or teachers.
- Parents will also receive the Mid-Marking Period Progress Reports and the results Interim Assessments (currently Acuity) in addition to the NY State test results and be provided with the internet location of such reports and assessments.
- Progress reports are distributed to students 3 weeks into the marking period, and at least 4 times a year to give parents an update on the Students progress during the marking periods.
- Parents receive computer training in pupilpath.com as well as the Parent ARIS Link. Both are tools to help parents become better equipped to monitor and track their child 's progress toward graduation and promotional requirements.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Principal, Assistant Principal, guidance counselors, grade advisors, Deans and Parent Coordinator are available to meet with parents during school hours. Parents must call to set up appointments with respective staff members. Teachers and counselors use their prep periods or lunch-time to meet with parents on an emergency basis. Parents also have access to the staff via email and telephone conferences using the assistance of the Parent Coordinator. For additional assistance, Parents can schedule appearances at SLT meetings to address such concerns or have access to parent SLT members as a means to facilitate communication with such staff. All parent SLT and PA members' contacts will be listed on the school website.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The Parent Coordinator will work with parents to get them to volunteer in the educational or extra-curricular process by inviting parents on school trips and other related school activities. The Parent Coordinator also encourages parents to attend the monthly workshops held in the school that cover curriculum & testing for State exams as well as information to build up academic achievement for students.

Parent workshops have been given for parents about gang awareness, money management, etc. Such workshops may be part of PA meetings but not mandatory.

Parents are allowed to shadow their child throughout the day to get a better understanding of the instruction delivered and protocol of the day. This must be done by appointment and approval of the administrative staff. However, such request may not be unreasonably delayed or denied. Parents may attend SLT meetings and provide the SLT team with feed back of any shadowing experience or assessment or any unreasonable delay or denial of such request. Such SLT meetings will always be scheduled considering parents' availability.

Parent Responsibilities

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

As parents of students at Frederick Douglass Academy II, I understand that it is my responsibility to support my child 's education by reading the Frederick Douglass Scholar Handbook ("Handbook") and ensure that my child abides by the policies set out in the Handbook. I understand that the policies in the Handbook may be changed from time to time by the SLT. I will be notified of these changes and it is my responsibility to abide by the changes. I also understand that I can attend SLT meetings and suggest policies to the SLT team.

In addition, we will further support our children's learning by:

- Support my child 's learning by making education a priority in our home; By making sure my child is on time daily; By making sure my child is prepared with all needed books and supplies; By monitoring attendance regularly;
- Providing my child with a quiet place to study and do homework;
- Limiting the amount of television or other electronic media my child watches
- By talking to my child about his/her school activities everyday;
- Volunteering on school trips and other school activities, including tutoring or coaching;
- By participating, as appropriate, in decisions relating to my child's education, including any sex education class, which I must be notified of such curriculum before such program is taught;
- By praising my child for efforts and discussing with them areas where they experience difficulty; Encourage a time for reading (World News and other age appropriate periodicals);
- Talk with your child about current and world events;
- Review homework and check notebooks and book bags for organizational skills;
- Promoting positive use of my child's extracurricular time;
- Staying informed about my child's education and communicating with the school promptly reading all notices from the school or the school district either received by my child or by mail and responding appropriately;
- Assisting my child in obtaining a library card;
- Communicating positive values and character traits, such as in the Preface to the Twelve Non-Negotiable[s] of the FDAII Handbook; and the Scholar Creed;
- By being an active participant in the educational process;
- Attending SLT meetings when possible.

- Abide by the Cell Phone Policy of the school (supra).

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Follow the Scholar Creed as follows:

- Be dedicated to personal and academic excellence;
- Be obligated to a code of civilized behavior;
- Refrain from and discourage behaviors which threaten the freedom and respect every individual deserves;
- Practice personal and academic integrity Respect the rights and property of others; Discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- Demonstrate concern for others, their feelings and their need for conditions that support their work and development.
- Additionally, we will abide by the cell phone policy of the school (supra).

As well as those suggested by the Department of Education:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc. listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

Frederick Douglass Academy II will:

- **Through its SLT, involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized timely way;**

- **Encourage parents to attend SLT meetings and PA meetings;**
- Involve parents **in the joint development of any** school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform and invite parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible; The PA or SLT may call for such meetings;
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- If a high teacher turnover rate is evident provide parents with information explaining its reasons.

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charmaine Gaynor/Hana Mosa	District 03	Borough Manhattan	School Number 860
School Name Frederick Douglass Academy II			

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

Principal Osei Owusu Afriyie	Assistant Principal Philson Victor
Coach Teresa Farinaccio - Literacy	Coach Kyleema Norman - Math
ESL Teacher Erin Lee/ESL	Guidance Counselor Marlene Otero
Teacher/Subject Area Evelyn Gleason/Special Ed	Parent
Teacher/Subject Area Shannon Gilmartin/Spanish	Parent Coordinator Tracey Stahling
Related Service Provider Agnes Horowitz/Speech	Other
Network Leader Charmaine Gaynor	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	435	Total Number of ELLs	28	ELLs as share of total student population (%)	6.44%
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Part II: ELL Identification Process

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

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

1. During the enrollment process all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey, administered by a licensed pedagogue, the Special Education and ESL guidance counselor. This survey lets school staff know what language is used in the home. After the parents have reviewed and filled out the HLIS, (which is available in nine languages) the parents are interviewed orally in their home language. The oral interview is done in the Parents home language by a qualified translator who can either be in attendance or the translation can be done over the phone. When all of the home language information is assembled and the HLIS is reviewed and the ESL teacher determines that a second language is spoken in the home, the parents are informed of the best ELL options available to their child. Students are also informally interviewed by our pedagogue, the ESL guidance counselor prior to being formally assessed. Parents are made aware of the three ELL programs across New York City, not just the one offered at FDA II. The LAB-R is administered to eligible students within 10 days of their initial enrollment, whether at the beginning of the school year or at any other time. The LAB-R is administered in either Spanish or English. Students whose native language is Spanish are given the Spanish LAB-R assessment and other languages are given the English test. The Spanish LAB-R is administered by the ESL guidance counselor and other LAB-R exams are administered by the ESL teacher. Screening with LAB-R is not necessary if the student's ELL status is available from his or her previous school and is based on an appropriate standardized test, such as the New York State English as a Second Language Achievement Test (NYSESLAT), administered during a prior school year.

The NYSESLAT is administered to all ELL students from K-12 every year and students will continue to receive English as Second Language (ESL) services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes.

The NYSESLAT scores help to determine which instructional standards to focus on, and to evaluate their programs. A workshop for the parents of all ESL students who will be taking the NYSESLAT will be offered in April or May 2012 at FDAII. Parents are interested in having their children perform well on their exams, succeed in their content area classes and to successfully test out of the ESL program. All students in ATS and on FDA II's RMNR report are given the NYSESLAT exam in the Spring of 2012. The ESL teacher is responsible for coordinating the testing. Students who are in the same grades and taking the same test are administered the listening section in groups. Students are given thirty minutes to complete the Listening section. Students are later administered the Reading and Writing sections in same-age ranged groups. These sections are timed accordingly and are completed by students upon the direction of the ESL teacher. The final section is administered over the course of a week in one-on-one speaking times with the ESL teacher. These are private Speaking sessions. Make-ups are available within the testing time frame allotted and also administered by the ESL teacher. Students who receive the NYSESLAT exam are determined through ATS and more specifically, the RNMR form available through the system.

2. When the child is determined to be ELL the parents must be made aware of the three available options. The options are Transitional Bilingual Education, a standards-based subject-matter instruction is provided in the students' native language with intensive support in ESL (60% home language, 40% English). The second option is Dual Language Programs, which intergrade ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages. (50% home language,

50% English). The third option is Freestanding ESL Students, who are taught in English 200% of the time. using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test.

These three ELL program options are clearly explained in the multilingual (DOE) Parent Orientation Video, the ELL parent brochure, and any further questions can be answered by qualified school staff ensuring the satisfaction and comfort of the parent. Parents are made aware of these options before choosing to enroll at FDA II and once enrolled the other ESL program options are reiterated to parents. The parent will then be asked to fill out the Parent Survey & Program Selection Form, which provides parents with the option of choosing the most appropriate program model for their child. If the ELL program model chosen is not available at the child's school, the child will be transferred to a school that does have that program. The ESL teacher and/or ESL Guidance Counselor are responsible for parent outreach. The ESL teacher and Guidance Counselor have the privilege of constant outreach to parents via fliers, email on the school wide Pupil Path system, and phone calls due to the small ESL population of the school. When an alternate program does become available, parents are directly contacted by the ESL teacher or guidance counselor. They use the Department of Education's translation system or their knowledge of second languages, when applicable to directly speak to parents about the alternate ESL programs. Pupil Path is a major means of communication between the parents and ESL teacher.

3. Frederick Douglass Academy II has a small population of ELL students and since we only offer a Free standing ESL program, the ESL teacher hands out a "Letter of Entitlement" (in the appropriate home language) to each ELL student to give to their parent and makes a follow up phone call to the home within the next week to make sure the letter was received and understood. The follow up phone call and email via Pupil Path are both used to ensure parents receive and understand the Letter of Entitlement given to the student. Parent surveys and program selection forms are organized by the ESL guidance counselor and stored in the main office by FDA II's Office Secretary. They are privately stored, but available at any time for the ESL teacher/counselor to reference and used as a reference to gauge parents' satisfaction with FDA II's ESL program. In the past few years the trend at FDAII, as indicated by the parental choice selection form, has been that most parents have opted to have their children remain enrolled and instructed in our Freestanding ESL program. Most parents explained that they liked the idea of their children receiving the 100% English instruction that is offered in a Free standing ESL program. They believe that their children will learn English at a faster rate with 100% English immersion. Our school has a separate ESL counselor who monitors ESL students and parental outreach to ensure parents are constantly aware of options and school-wide events.

4. A Home Language Survey is provided to parents and followed up with by the ESL guidance counselor at FDA II. Within the first ten days of the school year, the LAB-R assessment is given and used to accurately place students in ESL classes. Students previously given ESL support are placed in classes based on their prior year's NYSESLAT results. Students are also administered Department of Education Periodic ELL Assessments beginning in the Fall. These assessments measure students growth throughout the support program and help provide the services the students need. Students at the Beginning level are given 540 minutes of Freestanding ESL per day. Students with Intermediate proficiency are provided with 360 minutes of ESL class per week. Advanced students are provided with 180 minutes of Freestanding ESL support services per week. Since FDA II only has a freestanding ESL program, parents are notified that a bilingual program is not an option at our school. Parents are notified by the parent coordinator and the ESL guidance counselor about the program upon determination of the level and service given to the student. A translator, automated or in person, is provided for parents. Follow-up conferences occur regularly with parents to advocate for the student's growth in ESL and to keep parents informed about the program and school notices in general. Once a student is determined to be an ELL, results are stored and maintained in the main office by the office secretary. Parents are given a Letter of Entitlement explaining FDA II's program. The letter is translated into student's native languages and a follow-up call using the DOE translation system is made to ensure understanding of the school's program. If a parent desires an additional program, the ESL guidance counselor works with the parent to find a more viable option for his or her child. Together, the guidance counselor and parent research schools and programs that would better suit the student. These interests and parental input are also stored by the school secretary in the main office of the school.

5. In general, once notified of the options, parents choose to continue their child's education at Frederick Douglass Academy II with the Freestanding ESL program. Using the Parent Survey, the ESL teacher monitors parent satisfaction with FDA II's ESL program. If a trend or area of concern does arise, the program is tweaked to meet the needs of the parents. For example, parents mentioned that their students did not feel 100% a part of FDA II's school culture. To address this issue the ESL teacher has aligned the ESL curriculum with the New York State Standards, Common Core Standards, and focuses on bridging the ESL population with both FDA II and Harlem's community. If parents express a concern, it is addressed immediately. In the past few years, the trend at FDA II, as indicated by the parental choice selection form, has been that most parents have opted to have their children remain enrolled and instructed in our

Freestanding ESL program. Most parents explained that they liked the idea of their children receiving the 100% English instruction that is offered in a Free standing ESL program. They believe that their children will learn English at a faster rate with 100% English immersion. To increase student comprehension and parent satisfaction, FDA II has begun to administer the DOE provided Interim Assessments in order to have more data to track student progress and have benchmarks to communicate to parents on a more regular basis.

6. As a whole, parents support and believe in the Freestanding ESL program offered at FDA II. They are confident in the program and enjoy the total language aspect to aid in their child's English immersion and learning. Our program is aligned with parents' choices and works to communicate constantly with parents to enable them to have active participation within the school community and their child's education.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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 <input checked="" type="checkbox"/>
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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							3	3	0	5	12	4	1	28
Total	0	0	0	0	0	0	3	3	0	5	12	4	1	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	3
SIFE	5	ELLs receiving service 4-6 years	1	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	21	5	0	1	0	0	6	0	3	28
Total	21	5	0	1	0	0	6	0	3	28

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

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	6	2	0	12
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic								1		1	3			5
Haitian											1			1
French							2	1			1	2	1	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			1				2
TOTAL	0	0	0	0	0	0	3	3	0	5	12	4	1	28

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1.

A. Frederick Douglass Academy II is a school that services a middle and high school population (approximately 435 students), grades 6 through 12. At FDA II, the English as a Second Language program is a free-standing ESL Program that services 28 students from diverse ethnic language and cultural backgrounds. Students receive ESL instruction from one full time ESL teacher. Instructional strategies include the Natural approach, Total Physical Response, and Suggestopedia for the non-English or beginning ELL student and guided reading. In addition, independent reading and 'read-louds' are used and adapted for English Language Learners. Word study supplemented with phonic is a key component of the reading program. English grammar, including morphology and syntax is also taught as part of the writing block. Higher level ESL students participate in the writing process on a more detailed level including the prewriting using visuals, editing, proofreading, and publishing final products. ESL classes are self-contained, but constant communication among grade levels occurs and helps guide ESL instruction to align with grade curriculum. Aside from the ESL periods, students are intergrated throughout classes in their respective grades

B. The beginning ELL students have a double block Freestanding ESL period everyday. They are mixed grades, ranging from one sixth grader, one ninth grader, five tenth graders, and one eleventh grade student. These students are leveled according to ability and have a self-contained ESL class. Aside from ESL, students are integrated among their respective grades. Intermediate and Advanced level students are mixed in other ESL classes and they are separated by middle school and high school. Classes are mixed among grades in these levels as well. Grade is not a focus, language ability is the main source of grouping in FDA II's ESL program.

2. The Freedstanding ESL program model outlines the number of minutes per week the various levels of ESL students are given ESL support services. Students do not receive NLA classes. They are fully immersed in the English language. Beginning ESL students meet with the ESL teacher 540 minutes per week, on average 108 minutes per day, or two block periods and a single period per day. Intermediate students are mandated 360 minutes per day or 72 minutes per day, or two periods a day. Advanced students are given 180 minutes per week, or 37 minutes a day, or one period a day. Students in FDA II's ESL program are scheduled depending on their LEP levels. They can have a triple-block, three periods at separate times during the day, double-block, two periods at separate times during the day, or a single period of ESL. The minutes are counted and monitored closely. Students who are on intermediate or advanced ESL levels also have a period or more of an ELA class period.

3. ESL Instruction is aligned to the NYS Learning Standards for English as a Second Language. The Common Core Standards are also implemented throughout the ESL lessons and instruction. The ESL curricula also support the mainstream English Language Arts curricula

A. Programming and Scheduling Information

and standardized tests, which the English Language Learners are also required to take. It also supports math and other subjects across the curriculum by alternately focusing on vocabulary and texts specific to various subject areas. In the case of social studies, non-fiction texts geared to youth provide grade-level concepts, yet written in English that are readily accessible to ELLs. An example is a youth oriented biography of Barack Obama: complex ideas, core English vocabulary and syntax, and high motivation and inspiration as well. Lessons also capitalize on the international travel and multicultural experiences of the ELL population by including lessons in world geography and cross-cultural studies. For example, Barack Obama's story is read in the context of his world travels as a youth to Indonesia.

ESL instruction is provided based on the English proficiency levels and grade levels of the English Language Learners.

The ELL population is relatively small so instruction is highly individualized and provided in small class circuits. Beginner and Intermediate ELL's or ELL's scattered over more than one class are pulled out and serviced within a small, somewhat heterogeneous group setting.

The ESL teacher is a regular participant in grade team meetings where standards across the grade are set, discussed, and put into action in all subject areas. Dictionaries, translation devices, and native language books are often translated depending on students' English levels and used to teach content. Students are also provided translated texts in other subject areas to support the ESL program.

4. Students new to FDA II are given the LAB-R assessment in English or Spanish. If native Spanish speakers, students are evaluated for their native language proficiency in that manner. Students are also assessed through an oral interview with the ESL counselor. Students are consistently evaluated through oral conversation, parental input, and other native language assessments provided by the ESL guidance counselor or ESL teacher. For formative assessments students are provided with native language dictionaries to help assess their literacy in his or her native languages. Translated materials are also used in students' ESL class and other content classes.

5. The ELLs enrolled at FDA II have mostly attained advanced oral English skills, but need further development in reading and writing academic English. This is particularly true for the long term ELLs. Therefore, literacy and content based English are emphasized

A. In the case of SIFE students, there are very few in our school, but classroom instruction is targeted at the students with strong native language skills or who need additional support. These students are in a self-contained ESL class for two periods daily that focuses on increasing literacy through content area readings and phonetic awareness. The SIFE students are also offered tutoring sessions in small groups, extended day, and Saturday programs during the academic school year as well as, summer school sessions.

B. For the few new arrivals, strategies include English by immersion with a focus on high frequency words and everyday phrases, combined with a strong literacy component. Beginners are given native language support through other staff, such as the Spanish teacher and Hispanic teaching assistants, peer mentoring, bilingual dictionaries and literature. The ESL Teacher also draws upon her knowledge of Spanish, French and German to provide a smoother transition into English. These students also receive double block ESL classes everyday. There is a strong focus on conversational language skills, phonetic awareness, and grappling with the ability to communicate with other teachers and peers in English. Students are also placed in classrooms with more than one teacher in order to balance and allow extra support for their language needs.

C. Students who have received ESL instruction for 4- 6 years receive lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar. Questioning and answering skills are reinforced for speaking and listening communication. The writing process is broken down and reiterated to enhance writing skills.

D. Long term ELL students, often lack the basic reading and writing skills necessary to graduate or meet the demands of college-level coursework. For this reason, the focus at FDA II is on basic skills, effective programs that anchor reading and writing strategies in content areas. Teachers use strategies to strengthen the components of reading and writing (grammar, spelling, writing mechanics, and composition) within and across content areas. Also, to help the long term ELL students be successful, focus on deep vocabulary development, teaching the meaning of words using a variety of methods (visuals, graphic organizers, demonstration), and providing effective word-learning strategies.

The ESL Teacher works with the High School ELLs to prepare them for the Regents, by collaborating with subject area teachers and supporting the preparatory lessons offered by the regular instructors. Additional instruction is provided through small group and after-school tutoring, as the need arises.

For all current former ELLs for up to two years after passing the NYSESLAT test Accommodations are available. Accommodations include:

A. Programming and Scheduling Information

1. time extensions (i.e., time and a half of productive test-taking);
 2. separate locations and/or small group administration;
 3. bilingual glossaries and dictionaries (word-for-word translations only);
 4. simultaneous use of English and other available language editions;
 5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
 6. written responses in the native language; and,
 7. third reading of listening selections (only for the State English Language Arts
- ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Spanish, Language and AP Spanish Literature.
6. For Special Need students who are determined to be ELL there is an Individualized Education Program (IEP). The IEP indicates specific test exemptions, accommodations and promotional criteria for each individual student identified as having a disability, and takes into account the child's language abilities in the native language and English. ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers. Collaborative Team teachers and inclusion Special Education Teachers are in constant communication with the ESL teacher to monitor the language and academic growth of the ELL students with IEPs. Surveys and summary assessments are evaluated by the different teachers to assess student growth and areas of academic strength and weakness. The ESI program at FDA II is a content based curriculum. Collaboration with grade team members is utilized to drive ELL instruction. Data-driven grouping and one-on-one attention are both used to help students with both language acquisition and content material. Students are provided with grade-level materials and have formative assessments that align with the grade wide New York State Common Core Standards.
7. In the past Frederick Douglass Academy II, which is situated in central Harlem, has serviced West African and Latin American students. More recently, due to the influx of South Asian and Afro-Asian students, the multilingual nature of this immigrant community has changed.
- The home languages spoken at FDA II have risen to seven(7) and they are a small minority within the largely African-American community. In the future, with a longer full time program, the part time ESL teacher would like to spend more time concentrating on more multicultural based activities and reinforcing the understanding of cultures with different dress, customs and mores. For example the roles of women in our and other societies and what how it affects the girls already in our school community and the "new immigrant" girls coming in. As part of the ESL standards, ESL classes have a multi-cultural appreciation, acceptance, and influence that is discussed at ease throughout ESL units of instruction. Students are often asked to share parts of his or her culture and connect to the American culture he or she is now a part of. It allows the acceptance of diversity and a common ground for students to feel comfortable in their school environment. There are a variety of electives offered to all FDA II students during the school day, after school, on Saturdays and during the summer. These programs are varied and allow for rich academic and social growth for ESL students. It also provides a sense of acceptance into the culture that FDA II sets forth for the students.
- The guidance counselors at FDA II schedule classes for ESL students so they are fully immersed in the school culture. Students participate in FDA II's Freestanding ESL program for their designated time and ELL students remaining schedule is spent with their non-disabled peers.

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:

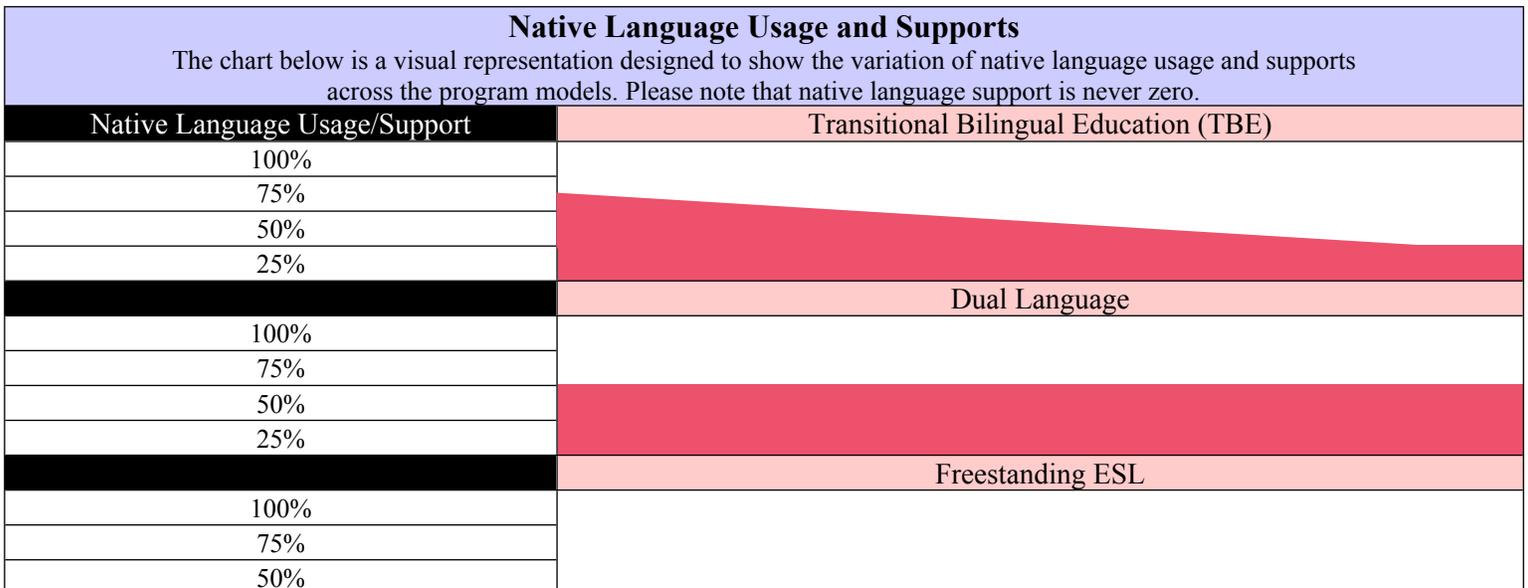
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	n/a	Class/Content Area	Language(s) of Instruction

Social Studies:	n/a
Math:	n/a
Science:	n/a
Foreign Language	Spanish

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The intervention programs at FDA II include the Freestanding ESL program, which utilizes interventions in English. In 6th and 9th grade, FDA II offers a summer-abridged program. The summer-abridged program focuses on building foundational Math, ELA, and core content area knowledge. ELLs are targeted and assessed to receive individualized interventions throughout the program. The program also allows students to become immersed at FDA II from the start and to become part of the school community. During the summer and on Saturdays throughout the school year, students attend school to strengthen core skills. After school programs and lunch and learns are also established by grade teams to help target students in smaller settings, with more specific focuses. Communication between the ESL teacher and other content area teachers is constant and consistent. This allows teachers to target the needs of ELL students as a group and to bridge learning across content areas on a daily instructional basis. All services are given in English, aligning with our program. After school programs are small class sizes, run by the ESL teacher and are integrated with students' non-ELL peers. All content area teachers use translated materials when able to in order to assist their ELL students in class. In all classes ESL students are given time and a half for both summative and formative assessments. The data provided on Interim Assessments, Castle-Hill Learning, Acuity, and Pupil Path, are all studied to ensure students are being targeted in areas that will be most beneficial to content and language learning in all subject areas.

9. Since the ELL population at FDA II is not very large, the ESL teacher is able to maintain a relationship with transitional ESL students. The ESL teacher ensures the transitional student continues to receive appropriate testing accommodations and that the students and parents are aware that language support is readily available if necessary. Communication is established throughout phone conversations, with translator if necessary, and through letters sent home with students. Again, team meetings play a major role in supporting these students who may need additional support in their transition. Teachers review work as a team and designate strategies to ease the student's successful transition out of ESL services.

10. ESL classes are being considered for the after school program in order to further support ESL students. In addition, Saturday language classes are being proposed to parents for both students and parents in order to reinforce language skills outside of traditional class time.

11. No programs or services will be discontinued. FDA II's ESL population is growing and more programs are being implemented to best serve the population of students.

12. ELLs are equal members of the FDA II school community. Electives that are offered twice a week are available to all students. In-day electives include chess, soccer, track, graphic art, creative writing, debate, and drama. All students are able to choose their elective and participate in such classes with their non-ELL peers twice a week. After school academic or recreational clubs are available to ELL students. Extra curriculars after school include dance, fashion, basketball, and academic services. Students are given the ability to enroll in any after school club. Permission slips are translated into students' home languages in order to assist this process. Students are active members of extra curriculars during the day and after school. The electives are two periods and count as credits towards graduation, so students are mandated to participate in their elective of choice. After school activities are optional. Students are always enrolled in 9th period academic support, but have the option to attend. Due to ELL student interest in learning, they often participate in the services as well as a recreational activity. Teachers are well aware of the ELL students and plan electives and after school programs accordingly in order to include all students. FDA II believes the social interaction increased student comfort with and acquisition of the language, which

is our rationale for the extracurricular programs at the school. The goal is for students to learn a fun activity with the structure necessary to be successful at it. In addition, it maintains a close-knit school community, enabling further education of students outside of the school day. Funding is provided through the school budget and through outside community organizations at times. For example, FDA II participates in an CO Street Squash, where many of our ESL students attend three days a week. The program is funded independently and allows a place for students to learn squash, as well as, receive help with schoolwork.

13. Bilingual dictionaries, Empire State ESL/ELL learning guides, projectors, laptops, and the program Castle Hill Learning are all used to support ELLs. Students are exposed to an array of reading and writing materials, internet and DVD multimedia visuals and audios, and participate in the interactive Castle Hill Learning program. Castle Hill can be leveled for students and spans across content areas ensuring cross-curricula learning for ELL students. Native language materials include bilingual dictionaries, native language literature, and translation systems for students.

14. Native language support is delivered via bilingual dictionaries, appropriately leveled libraries, and with native language reading materials. Students have an array of texts to choose from in both English and their native languages to help with their new language acquisition.

15. The required services and resources do correspond to students' ages and grade levels. Higher level, but grade appropriate texts are simplified by the EL teacher in order to maintain student interest and to maintain a relateness of the material being covered. Tasks are given based on grade and age level before ESL level. Being relative and age/grade appropriate are top priorities of the ESL teacher's planning and lesson construction.

16. New ELLs complete the Home Language Survey and are interviewed by the ESL guidance counselor with their parents. Upon enrollment, ESL students are able to participate in the Summer-Abridged Program to familiarize themselves with teachers, material, and peers. In addition, a private conversation-evaluation with the guidance counselor happens within the first few days of school in order to assess students' comfort and alleviate their stress. It opens the door of communication for all students, especially ELLs, who at times struggle to do so.

17. Spanish is the language elective offered at FDA II. 10th graders and Regents ready students take Spanish classes. All ESL student in 10th grade and who are Regents ready, take Spanish for at least one year and Regents credit if possible.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The use of data is an essential part of FDA II's professional development. Studying data of ELL students occurs during PDs as a whole school and in grade and further by department. Teachers note what students struggle with and focus on making short and long term goals during PDs that will aid in the development of ELL's skills. In addition, the ESL teacher attends professional developments outside of the school and shares his/her knowledge of ESL protocol. The ESL teacher attends QTEL professional development, a five-day, 30 hour workshop that focuses on ELL support in content area classrooms. After each session the ESL teacher debriefs with the principal and assistant principals about the information learned. In addition, the ESL teacher is responsible for turn-keying the information attained to the staff. ESL teacher-led professional development occurs during FDA II's bi-monthly meeting and once a month during Grade Leadership Team meetings. Paraprofessionals, psychologists, guidance counselors, therapists, secretaries, the parent coordinator, and content teachers are all present and most are also present at grade meetings too. There are designated times throughout the year where the ESL teacher leads professional development. In addition, the ESL teacher attends all grade level meetings to speak with teachers about strategies that can provide ELL students the most success.

2. To help the transition from elementary to high school, the 6th grade at FDA II is rather small. There is one teacher for each subject area, therefore all of the teachers work with the same group of students. The Summer-Abridged program targets the 6th and 9th grade students to ease transitions into middle and high school. The two-week program helps students interact with peers, teachers, as well as, develop foundational content area skills. This aids in building students' language. Teachers review the data and note the struggles of their ELL students. This information is discussed at grade meetings, shared with the ESL teacher, and interventions are made on a case by case basis. From middle to high school the transition can be fluid since FDA II is both a middle and a high school. Students transitioning from FDA II middle school to the high school are familiar with the program and expectations of the program. Teachers are also then familiar with the students and can help target their key areas. Students who come to FDA II from other middle schools are interviewed by a guidance counselor, who helps ease their transition into the new school. Data is again studied by the ESL teacher, shared with content area teachers, and used as a way to understanding the needs of the student. A strong school culture, complete with weekly Town Hall meetings, is apparent at FDA II. This strong bond that ties the school as a whole is conveyed to ELL students from day one, easing their transitions. Ninth grade classes are targeted once or more a month for "College Readiness" days, lead by the guidance counselor. He leads the ELL and non-ELL 9th graders in workshops to deal with stress, language barriers students may face, and being overwhelmed in high school. They are bonding days for the entire grade and help FDA II observe students interact with one another and promote community, which is very important to ELL students.

3. The ELL training for all staff is included in grade level team meetings and by the ESL turn-keyed professional developments. ELL training is an on-going process that is not limited to 7.5 hours, but is constant and occurs continuously throughout the school year. Upon returning from ESL professional developments, the ESL teacher debriefs with administration. Upon returning from ESL professional developments, the ESL teacher debriefs with administration about key points of interest to share with FDA II's staff. Together key components are decided upon and shared with the school community. The ESL teacher presents the information at Grade Leadership Team meetings, which are attended by all teachers on a weekly basis. The meeting's secretary records attendance as well as the information shared and questions teachers may want to address at a later date. These questions lead to future ELL related professional developments.

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. The ESL guidance counselor and ESL teacher are in personal contact with the parents of ELL students. Since parents and guardians play a foundational role in the education of their children, they are made aware of program choices through orientation meetings, teacher conferences and informational mailings. The ESL Teacher and Parent Coordinator work in partnership to provide resources and information to the parents in the home language or language of the parents' choice. This academic year, all of the ELLs were continuing ELLs. Accordingly, their parents received the continuing entitlement letter early in the fall semester. ELL parents are regularly notified via letters sent home and/or phone to attend parent meetings, school functions, and to be given any important school information. If a student is absence or late for school, parents are regularly notified by the Parent coordinator. These open lines of communication make parents and students comfortable reaching out about any concerns at FDA II. In addition, parents are notified of school activities and student progress through letters in native languages. Also, FDA II utilizes the DOE's translation system to send phone blasts to ELL parents. Lastly, FDA II has an active PTA , which is welcoming to ELL parents. These all provide ELL parents a voice within the school community.

2. Currently, FDA II does not have a partnership that is specifically related to ELL parents. It is a goal of FDA II this year to find a Community Based ORganization that can better involve parents and enhance the community at FDA II for the ELL population. However, ELL students do participate in afterschool programs run bthroughout the community such as Harlem's Children Zone and Street Squash. Students, including ELL students, attend these after school programs and are assisted in their schoolwork and learn new activities and social interactions.

3. The communication between parents and teachers is constant and that is the best way to evaluate parent needs. In addition, the Principal's door is always open and suggestions can be made directly to him.

4. ELL parents are often concerned that their child is "fitting in" and interacting with students who speak English. No child wants his or her child to be ignored. By communicating with parents regularly, parents see that they and their children are valued members of FDA II's school community. This addresses the basic need of the parents and ensures them that their child is getting the attention he or she deserves. Phone blasts in parents' native languages are sent to inform parents of upcoming FDA II events and activities. These parents participate in parent teacher conferences, the school's PTA, student activity meetings, FDA II's honors night, etc on a routine basis. They are actively involved as much as non-ELL parents at our school. Parents are invited and partipcate in parent-teacher conferences. In addition, they are adequatel notified about FDA II's honors dinners, held semi-annually. Parents and students atten and participate as active staples of FDA II's school community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1		1	4	1		8
Intermediate(I)							2			3	5	3		13
Advanced (A)								2		1	3		1	7

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	3	3	0	5	12	4	1	28

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1		1				1		3
6	1		1						2
7									0
8	6		3		1				10
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	5		3		1				9
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	2			
Integrated Algebra	2			
Geometry	4			
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry				
Earth Science	2			
Living Environment	3			
Physics				
Global History and Geography	3		1	
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
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. The early assessment tools used by the ESL teacher are NYSESLAT scores, a mock NYSESLAT exam at the beginning of the year, and the New York City Department of Education Periodic ELL Assessment. By having the most data available, the ESL teacher can assess the target needs, strengths, and weaknesses of the ESL students. Upon learning what students are strong and weak in, the ESL teacher can move forward with the New York State and Common Core aligned curriculum to better serve the ELL population at FDA II. The results show that three students are on the Beginner level in Speaking and Listening in comparison to nine students on the Beginning level in Reading and Writing. These results show an emphasis must be made on enhancing reading and writing skills. Likewise, four students displayed proficiency in Speaking and Listening and only one student in Reading and Writing. The weakness is clear across the results and is a major focus of the ESL teacher.

2. The data reveals that the students who are new to ESL services or are SIFE students are the students who are at a more beginner level. Students who have been receiving ELL services for longer periods of time demonstrate a more Advanced speaking and listening skill set, with focus still needing to be on reading and writing skills. Students who have been in ESL programs for more years are more adept with language skills. In addition, the data shows that students in higher grades and have been in ESL programs for a number of years, are advanced to proficient in at least one focus area and need the ESL class to move forward to full language proficiency. The LAB-R indicates that ELL students have the most trouble with reading and writing skills. Proficiency levels are below standards one reading and writing standards. The listening section is the strongest area on LAB-R assessments for FDA II's ELL students. In addition, the Spanish LAB-R indicates students are not proficient in their native languages too. One student scored a 70% on the Spanish LAB-R, the other students did not receive a passing percentage. For the English LAB-R, most ELL students at FDA II are at least an Intermediate level of speaking and listening, compared to the large number of Beginning students on reading and writing sections. It is important to not this disconnect and focus on writing skills and reading comprehension techniques in ESL classes.

3. Since the modality report shows that only one student proved to read and write proficiently, the emphasis in instruction will be on these two skills. To enhance these skills, the report shows that teachers across grade levels and content areas need a stronger push to enable ELL students the ability to advance and improve these areas of need. The entire school has a strong emphasis on writing across the curriculum. It is a general area of concern for ELL students and the ESL teacher incorporates writing across genres and for information and arguing throughout the ESL curriculum. Special education support staff, the speech teacher, and content area teachers also help focus control and precision with ELL's writing skills. Writing is the focus of concern for ELLs on the NYSESLAT. The modality report shows that only one student scored over a twenty on the Writing portion of the exam compared to all but two students scoring above a twenty on the speaking section. The ESL teacher analyzes the data and the FDA II staff collectively emphasizes writing with the common core standards and across curriculums to address this need of the ELL population.

4. A. Again, the results show a need to focus on reading and writing skills. Students need to do more of both across content areas and in Freestanding ESL classes in order to master these language areas. The ESL teacher and the collective FDA II staff emphasize writing across the curriculum. English teachers also emphasize writing target areas and share with grade Leadership Teams to enhance this target area. Due to the struggle in these subject areas, students tend to struggle on content-area standardized tests. Academic language to enhance

content knowledge must be utilized to enhance these reading and writing skills, as well as, test grades. Students do not generally take Native Language exams. The majority of FDA II's ELL population are either long term ELLs or students that are within their first year of service and exempt from exams. Students do not take native language exams. Based on the Spanish LAB-R students have between an 8 and 70% proficiency in native language. Only one student scored a passed percentage on the Spanish LAB-R, demonstrating students weaknesses in their native languages too.

B. Two times a week, each grade team has meetings. These meetings are called Grade Leadership Team meetings. Together, teachers across the grade study student work in a collaborative way to see common threads of strengths and weaknesses. Together, teachers formulate strategies to help aid these specified areas of need/strength. In addition, teachers use data to creat "Glows and Grows" which targets specific standards and students and helps identify needs for improvement and ways to enhance already mastered skills and ideas. The ESL teacher reports to the princpal regularly and semi-regularly attends the weekly SLT meeting to evaluate ELL student progress and the Periodice Assessment results. The SLT devotes time to abalyzing all student data, including LAB-Rs, NYSESLAT modality results, and periodic assessments.

C. Once received the data will be combined and compared with previous assessments and data about the ELL population. The assessment will be a guide for the ESL teacher's lessons and for content area teachers' focuses for the ESL population. The ELL Periodic Assessment shares that students have increased by an average of 3% between the Spring and Fall assessments. Students are around the avergae grade compared to NYC and other New Vision Schools. FDA II students bary between 1-5% below or above their peers based on the Fall 2011 Periodic Assessment. This shows that our ELLs are progressing, but can be pshed futher across content areas in the future. Native Language is used at the ESL teacher's discretion and encouraged to be used by the ELL students, NL assessments do not occur as with the Freestanding ESL model, English is used 100% of the time.

5. N/A

6. The evaluation process is reflected in student performance. Are students achieving more? Are they understanding content and learning in every class? Do the state test scores an dperiod assessments reflect an enhancing knowledge and understanding of the English language? These questions and many more are discussed at length while studying ELL data. student progress and advancedment is the main aspect of evaluation of the success of the ESL program at FDA II. The success of the FDA II ESL program is attested to by the fact that ELLs who have passed the NYSESLAT perform at an exceptional level. While the ESL teacher monitors their progress, the ELL graduates include several honors students. Also, out of 18 ELLs in the previous academic year, five passed the NYSESLAT--a percentage that far exceeds the norm.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Frederick Douglass Academy II School DBN: 03M860

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

School Name: Frederick Douglass Academy II

School DBN: 03M860

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M860 **School Name:** Frederick Douglass Academy II

Cluster: 5 **Network:** New Vision

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 our school we do the following to create data for written translation and oral interpretation needs:

- We use a language survey to help us determine with accuracy the number of students and/or parents/guardians who do not speak English or English well at home. This becomes our primary data source used to assess our school's written translation and oral interpretation needs to ensure that all parents/guardians are provided with appropriate and timely information in the language they can understand or are comfortable with. Based on this information, we are able to determine the number of parents who need translation services.
- Students and families who require translation services and oral interpretation services are flagged in our data systems. All members of our staff are notified.
- We are also updating our survey to identify parents/guardians who don't know how to read or write.

Examples of the methodologies used to provide our school's written translation and oral interpretation needs once the data to determine such needs is established are:

- Having our French and Spanish speaking staff members who are able to translate to parents who may not be able to communicate effectively in English.
- Providing translation services to parents/guardians who are unable to speak English upon request at our school.

- Sending out letters to/with students via back-pack or mail in such languages about various activities that are happening at our school. Parents and guardians are encouraged to call should they require more information about these activities. (We address this area further in our FDA II PIP.)
- Forming teams of volunteer parents who are literate to assist the school with translation for those parents/guardians who cannot read or write. (currently being organized.)
- Having students coming to school with their parents who have higher translation needs to assist in the necessary translation or interpretation.
- Partnering with CUNY colleges, i.e., City College and Hunter College, to have interns or students needing extra credit to assist our school with translation and interpretation needs.
- For quick communication or emergency, based on a parent/guardian's need, our staff will utilize free Internet translation services, such as Free Translations.com. (We have just started this method. Because of privacy concerns, if needed, we will have parents sign waivers. We understand that a parent/guardian may have reservations about having students, college or otherwise, translate or interpret information he/she deems sensitive.

We will continue to seek ways to encourage Foreign Speaking parents to initiate communication on their own with our school regarding their children's education.

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 2010-2011 our ELL population was considerably small. (Approximately 18 students at our school required ELL services.) At the beginning of the 2011 school year our ELL population was at 28, an increase of approximately 50%. Therefore, we have added other methods to our translation and interpretation resources to accommodate such increase. As our ELL population expands we will also expand our translation and oral interpretation services to serve the needs of our parents and students. As our school grows each year the number of our ELL population will more than likely also increase. Given that increase, we will determine how to enhance our services so that we serve the needs of our parents and students.

A future implementation plan to disseminate this information would be to provide a take home letter summarizing such findings and also how our current translation and oral interpretation methodologies have worked thus far. We believe such letter would allow better tolerance and appreciation for diversity.

In the meantime, we will continue to incorporate such information in our Scholar Creed, our essential features, as well as our tools for success, translated into the various languages spoken by our students' parents/guardians. Every child is given a copy of the parent and guardian/student

handbook, in the applicable language, at the beginning of the school year so that parents are familiar with our guiding principles and school policies.

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.

- Translate the letter/post-cards to parents about upcoming events at least a week before they are set to be mailed out to parents.

Based on our need, the school will continue to have provisions for translations of documents to parents. We will use our staff as well as a translation services (supra Part A) in order to ensure that all of our students and parents continue to receive proper support.

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.

Most of the oral interpretation services that the school will provide and how they will meet identified needs are addressed in "Part A" - including our engagement of using parent volunteers, students and college students. However, in addition to the foregoing we will:

- Have our staff members record outgoing messages in the appropriate languages to parents of ELL students in order to inform them of upcoming events.
- Invite staff members, parent volunteers, or college students (supra) who speak a foreign language to serve as translators during major events such as parent teacher conferences, open-houses, etc.

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>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification of interpretation services by doing the following:

- Continue to administer the language survey to determine the native language of students and parents.
- Provide students who are fluent in Spanish or French to have test booklets in such languages and in English while taking the state exams, as a means to help them to better perform on the state exams.
- Continue to provide translation services to parents through staff, students, outside sources and other available personnel.
- Using free translations services on the internet.
- Use all other methods not mentioned in this Part, as articulated in Part A.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Frederick Douglass Academy II	DBN: 03m860
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 31
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: After school tutoring program on Mondays and Tuesdays. Small group instruction with ESL teacher from 3-4 pm. Instruction will target content area needs of students in grades 6-12. Instruction will be conducted in English by ESL teacher, with the content support of subject area teachers. One certified ESL teacher will work with students on both days. Dictionaries, textbooks, ESL resource materials (Ipads, study guides, etc), computers and technology (castlelearning.com, ixl.com, etc) will be used to supplement instruction. In addition, purchasing of ESL online resource licenses will be used. For example, ixl.com, will be purchased and used to enhance ESL students' math skills.

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: Educators will receive professional development on curriculum, instruction, and assessment for turning struggling readers into high achievers. Educators will participate in QTEL training and other fundamental training to enhance literacy and high school success of students. Participants in the professional development will include the ESL teacher and at least one faculty member from each grade. The rationale is to familiarize as many teachers in the building as possible on the various strategies to support ELLs. The schedule of QTEL professional development is a total of 40 hours over 5 days. Other professional developments vary in length, time, and date depending on the offerings within the DOE. All topics will focus on creating content literacy and comprehension for ELLs.

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

Part D: Parental Engagement Activities

Begin description here: Plan to hold ELL parent meetings to increase family engagement in the school community. ESL curriculum night will be held in the Winter for all ELL parents. The night will become bi-annual moving forward and be held for a period of 3 hours. The topics covered will be to familiarize parents with the school community and goals of ESL class. Tutoring schedules of content area teachers will be relayed to parents to inform them of the many opportunities for their child's success. Lastly, middle and high school graduation requirements will be reviewed. The provider of the meeting will be the ESL teacher, along with the support of FDA II administration. The parents will be notified via dual language letter sent in the mail, dual letter given to child, and a personal phone call from ESL teacher.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

