



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: Frederick Douglass Academy II

DBN (i.e. 01M001): 03M860

Principal: Osei Owusu-Afriyie

Principal Email: Oowusua@schools.nyc.gov

Superintendent: Ilene Altschul

Network Leader: Derek Jones

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 03M860

School Configuration (2013-14)

Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	429	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	8	# SETSS	6	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	3	# Drama	N/A
# Foreign Language	13	# Dance	4	# CTE	N/A
School Composition (2012-13)					
% Title I Population	64.0%	% Attendance Rate			88.3%
% Free Lunch	75.4%	% Reduced Lunch			5.3%
% Limited English Proficient	8.3%	% Students with Disabilities			21.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			76.9%
% Hispanic or Latino	19.6%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	0.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.26	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	6.5%	% Teaching Out of Certification			19.7%
% Teaching with Fewer Than 3 Years of Experience	41.9%	Average Teacher Absences			4.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.5%	Mathematics Performance at levels 3 & 4			3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			57.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	75.0%	Mathematics Performance at levels 3 & 4			41.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			64.5%
6 Year Graduation Rate	74.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
We focused on Common Core implementation and Teacher practice.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We need to improve the social and emotional supports and systems within the school.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One barrier was access to space and inconsistent funding allocations.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SCEP was completely implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
A challenge this year is the reduction of our budget.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
We are focusing on raising our Regents Pass rate for SWD by 15% in all regents required for graduation. In addition we seek to improve our Math Pass rate and ELA pass rate on the NYS exams by 7%/			
Describe how the school leader(s) will communicate with school staff and the community.			
<ol style="list-style-type: none"> 1. We have established several venues to improve communication of our core values and scholar achievement to our entire school community. <ol style="list-style-type: none"> 1. Students <ol style="list-style-type: none"> 1. Weekly Town Hall Meetings 2. Monthly Scholar Success Assemblies 3. Scholar Handbook and Agenda 4. Grade Level Parent and Student Meetings 2. Parents <ol style="list-style-type: none"> 1. Implementation of Online Grade book and Communication System allowing parents to check in on their child's academic performance and communicate with their teachers. 2. Grade Level Parent and Student Meetings 3. Online School Calendar 4. School Messenger Phone Messages 3. Faculty <ol style="list-style-type: none"> 1. FDA II Weekly Newsletter 2. Skedula Online Grade book and Communication System 3. Monthly Scholar Success Assemblies 4. Faculty Handbook 5. Monthly UFT Consultation Committee Meeting 6. Grade Level Parent and Student Meetings 			
Describe your theory of action at the core of your school's SCEP.			
THEORY OF ACTION ON HOW SCHOLARS LEARN BEST			

Scholars learn best when *Educators*

- Demonstrate that all Scholars can achieve at a high level by planning well developed lessons aligned with the CCLS.
- Models products, activities and/or processes to improve Scholar understanding and quality of their work.
- Scholar performance is actively monitored, recorded and communicated with clear and actionable feedback.

Scholars learn best when *Scholars*:

- Consistently live and practice the Scholar Creed.
- Demonstrate a clear understanding of the learning objectives for the lesson, unit and/or course.
- Initiate and participate effectively in a range of collaborative discussions.
- Defend their ideas and beliefs in various formats with evidence

Describe the strategy for executing your theory of action in your school's SCEP.

Our strategy for executing our theory of action is to use curricula, parent and instructional resources to support our 2013-14 Instructional focus. Educators will utilize discussion and questioning strategies that allow students to respectfully build on the ideas of others and to clearly express their own ideas using text-based evidence.

List the key elements and other unique characteristics of your school's SCEP.

- Collaboration with a new community partner, Teacher's College in support of our entire instructional program.
- Use of teacher teams as a key driver of scholar achievement.
- The pedagogical support of Educators via Individualized Professional Development Conferences.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Our 2013 DQR indicates we are proficient in the structure and practices to support school improvement.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

A review of the 2013 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.

Review Type:	School Survey	Year:	2013	Page Number:	14	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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		2.3 Systems and structures for school development
2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June, 2014 Administration will provide teachers with multiple professional development opportunities including workshops, inter-visitations, and study groups that provide strategies and techniques to improve learning outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Professional Development: PD will be scheduled on an on-going basis including but not limited to the following topics:

- Danielson Framework Competencies
- Understanding the Danielson Framework
- New Teacher Evaluation System
- Best practices that supports teacher effectiveness
- CCLS Instructional Strategies and Techniques Across The Content Area Of Instruction
- Questioning and Discussion Techniques
- Analyzing Student Work To Inform Instruction
- How To Use Qualitative and Quantitative Data from student work/exams and teacher evaluation

1.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Lead Teachers, Staff Developers (external) from Columbia University- Teacher’s college and the CFN

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The effectiveness of professional development initiatives and its

impact on student progress will be measured based on:

- All teachers demonstrating one performance level based on the HEDI rubric
- School-wide implementation of the Danielson’s Framework for Teaching in the 22 competencies with emphasis on 1E, 3B,3C and 3D.
- On-going monitoring of teacher progress through the use of targeted frequent short cycle and formal observations using the Danielson Framework Rubric
- Implementation of professional development strategies and techniques as evident by administrative observations and student work
- Continuous improvement of teachers as evident by administrative observations and teacher feedback

- Student progress based on the analysis of data from teacher-made tests, periodic assessments, midterms and final examinations.

1.

4. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Use of common planning time for Educators to meet in teacher teams to build capacity in meeting expectations on the instructional focus areas.
Use of electronic observation system to develop, monitor and track Educator observations.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- On page 5 of our 2013 Quality Review, the reviewer wrote, "The school has taken strides to revise their curriculum maps and unit plans to meet the guidelines set forth in the Citywide Instructional Expectations and incorporate Learning Targets as a structure to identify targeted student skills. Administrators and teachers emphasize argument writing, which has been a major focus. Teachers developed a common rubric and a baseline writing assessment, and later created the UPDRAFT protocol to review and vet performance tasks in team meetings in order to ensure rigor and alignment. However, teacher teams have not yet fully aligned curricula at the departmental and grade level. For instance, in one subject area, students are assigned to complete the same graphic organizer, with no change in required information or expectations in both 9th and 11th grade. Accordingly, students may encounter varying levels of rigor and challenge in classrooms and tasks between grades and subject areas until curricula is aligned both vertically and horizontally.

Review Type:	DQR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 65% of teachers in the content areas (Math, Science, English, Social Studies, Art, and Health) will be assessed effective in the development and implementation of CCLS-aligned curricula items including curriculum overview, unit plan, pre- and pos-test, Performance Task and rubric, and assessment analysis, aligned to the Danielson Framework for Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> Activity - All teachers receive an average of 6 informal observations to assess practice aligned to competences on the Danielson rubric (SOP, Domains 2 and 3) Activity - All teachers complete an Initial Planning Conference to select their observation option, submit instructional artifacts, and discuss selected MOSL (Advance) Activity - All teachers construct and implement at least 8 effective CCLS-aligned unit plans, pre- and post-tests, Performance Tasks and Assessment Analysis (Domains 1 and 3) Activity - All teachers work in grade and/or department level teams to assess units and provide feedback utilizing the UPDRAFT protocol developed in the 2012-13 school year (Domain 4e) Activity - All teachers revise curricula items and improve their effectiveness, based on feedback from their immediate/content specific supervisor (SOP, Domain 4) 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> New Visions for Public Schools Talent Coach will work with Assistant Principals on norming the observation process aligned to Domains 2 and 3 Assistant Principals (3) conduct IPC with individual teachers in respective portfolios on effective implementation of the teacher evaluation process (Advance) Assistant Principals (3) will provide educators support on shared curricula items and teaching practice via Individualize Professional Development Conference protocol Educators will share their constructed and revised curricula items utilizing the FDA2 community space online Teacher teams, including Grade Level bands/teams and Academic Department teams 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> By the end of school year 2013-14, Assistant Principals (3) and teachers will agree 75% of the time as to whether teacher practice, observed during informal observation process meets the standard of being Highly Effective, Effective, Developing, or aligned with Domains 2 and 3 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> July 2013-June 2014 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<p>Use of common planning time for Educators to meet in teacher teams.</p> <p>Use of electronic observation system to develop, monitor and track Educator observations.</p> <p>Use of cloud based software to capture, organize and share Educator work products (Unit Plans, Assessments, team agendas)</p> <p>Use of partner organizations to support Educator practice in supporting teacher teams in developing curricula and assessments.</p>	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Improve Educator effectiveness in using effective questioning and discussion techniques to develop Scholar understanding of content. Teachers will consistently use instructional practices and strategies organized around, curriculum plan, school-wide goals, and Individualized Professional Plan across classrooms through the use of Danielson's Framework for Teaching.											
Review Type:	DQR	Year:	2012-13	Page Number:	5	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 60% of educators in their 1st – 3rd year of teaching will improve one performance level in the element of, Quality of Question, within the instruction Domain 3 of the Framework of Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

All teachers will participate in professional development to support them in planning cohesive lessons and curriculum in order to shift instructional practices.

1. Activity - Teachers will have a minimum of four classroom observations to observe practices across competencies including
2. Activity - Teachers will write year-long goals which are aligned to school-wide goals around effective questioning and assessment
3. Activity - Teachers attend Individualized Professional Development Conferences to support growth along the continuum Danielson rubric –
4. Activity – All teacher teams will plan cohesive lessons during grade meeting and team meeting to support effective questioning strategies in the classrooms. Unit plans will also be used to support instructions

Activity - Teachers modify lessons and instructional practices based on feedbacks received during post observation conferences

B. Key personnel and other resources used to implement each strategy/activity

All teachers will participate in professional development to support them in planning cohesive lessons and curriculum in order to shift instructional practices.

1. Activity - Teachers will have a minimum of four classroom observations to observe practices across competencies including
2. Activity - Teachers will write year-long goals which are aligned to school-wide goals around effective questioning and assessment
3. Activity - Teachers attend Individualized Professional Development Conferences to support growth along the continuum Danielson rubric –
4. Activity – All teacher teams will plan cohesive lessons during grade meeting and team meeting to support effective questioning strategies in the classrooms. Unit plans will also be used to support instructions
5. Activity - Teachers modify lessons and instructional practices based on feedbacks received during post observation conferences

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. By the end of 2013 - 2014 school year, school leaders and teachers will agree with the calibrated ratings through discussions based on low observation notes during post observations, as it pertains to the Danielson Rubric using the criteria ineffective, developing, effective and highly effective 60% of the time
7. Assistant Principals will keep track of teachers' movement along the continuum
8. Assistant will provide written feedback to teachers based on prior meeting and observed practices
9. Teachers will share minutes, lessons and plans with administrative team in addition to their team members
10. Self-reflections will be used at post observation meetings to compare observed practices and teachers self-reflection on their practices

D. Timeline for implementation and completion including start and end dates

1. All teachers will receive a minimum of four observations both formal and informal and will engage in mid and end of year reflection
2. Monthly meetings with assigned Assistant Principals
3. Assistant Principals will hold bi-weekly and/or monthly Individualized Conference
4. Teachers will email weekly minutes and teacher plans to administrators in addition to unit plans four times per year and units are reviewed with feedback by assigned Assistant Principal.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly calendar updates, helps assistant principals to coordinate observations
2. Built in grade meetings will aide in accommodating planning
3. Planning meeting on the calendar sends out invite to teachers who would acknowledge invitation
4. Work is created in a shared Google Drive giving easy access to communicating information

No cost for this activity

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core				
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	x			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On Page 7 of our 2011-12 Quality Review, we earned a proficient in our 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

Review Type:	School Survey	Year:	2012	Page Number:	7	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

The annual goal will be to have 80% of assessed scholars in grades 8-10 improve their capacity to be resilient and resolve conflicts responsibly.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. This will be achieved with the implementation of the evidence based curriculum Success Highways and Touchstones discussion method that reinforces and refines critical thinking and reading abilities while creating a community environment.

B. Key personnel and other resources used to implement each strategy/activity

6. The program will be implemented by Frederick Douglass Academy II Community Class Teachers, as well as, collaborating MSW and social work interns from Columbia University School of Social Work's Achievement Initiative Program. Resources that will be utilized are Success Highways and Touchstones curriculum, in addition to professional development opportunities and support services from prospective companies.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The target population identified is scholars from grades 8-10 that have indicated risk of disengaging from school in pre assessments designed by Success Highways.

D. Timeline for implementation and completion including start and end dates

1. The timeline for implementation and completion of the strategies/activities will be October 2013 – June 2014.

2.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Pre/Post Assessments will be conducted to measure resiliency skills such as: the importance of school, academic confidence, connections to others, stress

management, balance sense of well-being, and intrinsic motivation. This will allow educators and staff to implement targeted interventions to meet student needs.

The program will also build community, improve student resiliency, engagement, and achievement.

The curriculum will be facilitated during Community Class twice a week.

Touchstones

The Touchstones Program utilizes a discussion method to engage students by providing an opportunity for students to explore ideas and take risk in a safe environment. Students build respect for one another as they share personal strengths and values. At-risk students will be able to exhibit increased maturity, self-esteem, and academic engagement whereas high achieving students will demonstrate a new respect for others' opinions and increased thoughtfulness.

The effectiveness of the program will be measured by a Teacher Evaluation of Student Social & Cognitive Learning Outcomes provided at the end of the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- "The parent coordinator and college advisor actively reach out to families regarding upcoming important dates, parent workshops, and events in the school community through phone calls, emails, and letters distributed to students and mailed home. However, teachers, students, and families do not play an active role in making key decisions regarding the school improvement plan. For example, parents were made aware of the Independent Reading program, but did not participate in selecting book titles or planning school functions around this initiative. "

Review Type:	DQR	Year:	2013	Page Number:	6	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

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

Create a welcoming atmosphere, making parents feel welcomed and informed as well as taking steps to involve and increase parental attendance of school events and Parent Association meetings by at least 5%. In addition continue to increase the number of families that log-on to Pupil Path by 5% as to better understand the academic needs of their child.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Generate an annual calendar of events and Parent Association meetings for parents to be informed and plan to attend.

2. Produce monthly notices in English, Spanish and French of Parent Association meeting and events
3. Mail home and hand out at PA meeting a family survey to help us to engage and increase parental participation.
4. Create and continually update a visible PA bulletin board with all pertinent information to keep parents and students informed.
5. Inform parents of their rights and ability to visit the school
6. A social media page will be created as another form of communication.
7. Distribute the Pupil Path log-in instruction packet.
8. Parent Coordinator will schedule an open house to register parents on Pupil Path.
9. Parent Association with the help of the Parent Coordinator will schedule training session for entering and current parents on Pupil Path and using technology to support the education of their child.
10. Make parents aware of the availability of computers in the Parent Coordinators' office for them to login to Pupil Path

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Association, Parent Coordinator and Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

7. Parent Association meeting attendance, Pupil Path registrants.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Mailings, surveys and school social media page.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

- 1) FDA II ELT will offer a range of high-quality educational, developmental and recreational services for students and their families.
 - a) The school will offer high quality services in core academic areas, e.g. reading and literacy, mathematics and science.
 - b) The school will offer enrichment and youth development activities such as nutrition and health, art, music, technology and recreation.
 - c) The school will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.
 - d) The school will offer services to parents of participating children.
- 2) FDA II ELT participant scholars will demonstrate educational and social benefits and exhibit positive behavioral changes.
 - a) Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
 - b) Students regularly participating in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

2. **Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**
3. All academic ELT programs at FDA II are aligned to the CCSS, including culminating performance tasks reflecting Depth of Knowledge (DoK) skills.
4. All ELT programs at FDA II are delivered through hands-on project-based learning strategies that are typically not offered in the traditional classroom setting.
5. Specific lessons from the ELT program will be provided to FDA II by TC and Columbia University's School of Engineering and Applied Science (CU SEAS) with the intent to 'bridge' the after school to the school day, incorporating many of the project-based learning strategies into the regular school day. These lessons are developed by TC faculty and graduate students, CU SEAS faculty and graduate students, and TC's Office of School and Community Partnerships' Instructional Specialist.
6. All youth development ELT activities at FDA II are aligned to social-emotional standards released by the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL's standards are aligned to the NYSED guidelines for social and emotional development and learning. Additionally, youth development ELT activities are based on best practices document in Conley (2007) *Redefining College Readiness*.
1. All TC graduate student instructors receive professional development in research-based instructional strategies and activities throughout their employment, including planning through use of Understanding By Design, instructional strategies researched and reported by Fisher & Frey, and use of research-based protocols for viewing and discussing student work.
3. **Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**
11. FDA II has established an Extended Learning Time Committee for the 2013/2014 school year. Lead by the high school guidance counselor Mrs. Elizabeth Hughes, the committee meets regularly to discuss the development and implementation of ELT programs at FDA II. The committee also reviews recruitment and retention of students. Mrs. Hughes also participates in establishing and maintaining relationships with community partners.
1. FDA II is in partnership with Teachers College, Columbia University through the Office of School and Community Partnerships. In addition to receiving support for teachers, leadership and parents, TC provides support to FDA II in establishing and maintaining their ELT program. These efforts are led by the Expanded Learning Opportunities Associate, Mrs. Angela Fulcher. Mrs. Fulcher serves as the program manager for the 21st CCLC program at FDA II through partnership

with TC. Mrs. Fulcher also serves on the ELT committee.

4. Identify the target population to be served by the ELT program.

2. The target population to be served by the ELT program includes students with the following characteristics:
 - a. Students who have yet to pass their Regents exams with 85+ points
 - b. Students with an average daily attendance rate under 93%
 - c. Students who are deemed 'almost on track' or 'off track' to graduation by transcript reviews or data reports
2. Students who are otherwise uninvolved in their school community

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the Activities section.

	21st Century	x	Tax Levy	x	Title I SWP		Title I TA	x	Title I PF		C4E
	Title III		Title I SIG		PTA Funded	x	Grants	x	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Partnership with Teachers College, Columbia University provides funding sources and in-kind donations for FDA II.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

2. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

1. Teachers College, Columbia University has been partnered with FDA II since 2012. TC provides FDA II with support in school day instruction, teacher and leadership development, family engagement, student physical and mental health and expanded learning opportunities. TC partnered with FDA II on a NYSED Round 6 21st CCLC for 2013-2016. Through this grant, FDA II has been able to expand their ELT program for students and families. TC provides FDA II with academic, enrichment and youth development activities. TC graduate students support a peer tutoring program at FDA II which allows students to utilize tutoring services to increase their academic performance. TC graduate students serve as instructors in ELT programs that address both academics and enrichment, such as Robotics, Environmental Health, Youth Historians and Digital Storytelling. TC graduate students also provide youth development activities through the Bridging School transitions program, based on best practices document in Conley (2007) *Redefining College Readiness*. 2. The YWCA of New York City is in partnership with FDA II through the NYSED Round 6 21st CCLC program. The YWCA provides a youth development program, focused on exploring students' cultural awareness and community development through project-based learning. For 2013-2014 the YWCA program approaches youth development through the lens of the arts, specifically through street arts and graffiti.

3. Dance Theatre of Harlem is in partnership with FDA II through the NYSED Round 6 21st CCLC program. Dance Theatre of Harlem provides two enrichment and recreation activities at FDA II. Middle school students participate in Positive Community, a youth development program that teaches community and involvement through dance. High school students participate in Technique, a fine arts program that teaches the basics of ballet.

4. Tribeca Film Institute is in partnership with FDA II through the NYSED Round 6 21st CCLC program. Tribeca Film Institute provides two sections of its Tribeca Teaches program, an enrichment opportunity for students interested in film. Both middle school and high school students can participate in all aspects of film making, including script writing, producing, acting and editing. Selected films will be shown at the Tribeca Film Festival.

5. Columbia University's School of Engineering and Applied Sciences supports FDA II ELT programs through a variety of academic and enrichment opportunities. SEAS graduate students partner with FDA II's Robotics team to provide extended learning on different properties of engineering and design. SEAS graduate students also support with the development of abridged ELT academic and enrichment programs at FDA II, such as green technology and construction.

6. Columbia University's Columbia Business School provides FDA II students with an enrichment program in entrepreneurial skills. The program, entitled InVentEd, provides students the opportunity to research and develop their own venture plan, including product prototypes, financial statements and investor pitches.

7. Student Press Initiative at Teachers College, Columbia University is a project-and inquiry-based curriculum, exploring literacy across the disciplines and developing students' academic and social-emotional skills through writing.

8. Barnard University, in partnership with the Howard Hughes Medical Institute, has developed an Environmental Health curriculum that introduces students to one or more public health concern, focusing on the ties between mathematics and the

sciences for middle school students.

9. Young Audiences New York (YANY) is in partnership with FDA II through the NYSED Round 6 21st CCLC program. YANY provides middle and high school students with opportunities to participate in teaching artists residencies in literature, including a high-quality performance of a CCSS anchor text and extension exercises connected to the text. YANY also provides ELT enrichment programs in the fine arts, and family engagement activities centered around the arts and literature.

3. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

FDA II's ELT program is primarily supported by the NYSED Round 6 21st CCLC grant. As the lead agency, TC provides FDA II with technical assistance through use of the Expanded Learning Opportunities Associate. Additionally, the ELO Associate recruits, orients and oversees the TC graduate student providers. Through use of the NYSED Round 6 21st CCLC grant advisory group, FDA II participates in quarterly meetings with representatives from all community partners under the Round 6 21st CCLC. Additionally, the FDA II ELT committee remains in constant communications with representatives of the community partners, discussing student recruitment & retention, student work, and program implementation. Programs not provided through the ELT program continue to work with the FDA II ELT committee to discuss student recruitment & retention and program implementation. FDA II established their ELT program structure and goals at their yearly school retreat in June 2013, drafting SMART goals and action plans in order to meet their diverse student needs in academics and social-emotional development. The school will be participating in another school retreat in 2014, revisiting and revising their vision for ELT programs.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

2. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Through partnership with TC, the FDA II ELT committee ensures that all academic, enrichment, recreational and youth development activities are targeted to increase students' academic and social-emotional growth.

- 1) The committee reviews curriculum maps and lesson plans from ELT programs to ensure for CCSS alignment and DoK.
- 2) The committee reviews student work samples, using a tuning protocol, to ensure students are provided with hands-on, project-based learning activities that support school day learning.
- 3) The committee selects partners and programs that embrace and support the school's mission to provide students with academic and social-emotional growth opportunities.
- 4) The committee provides students the opportunities to showcase their work at a mid-year and end-of-year student showcase, ensuring that all programs and activities participate through completion of hands-on project-based curriculums with culminating projects.
- 5) The committee seeks student and family input into the program design and implementation of the ELT programs. TC graduate students host focus groups for students and families prior to program design, and YSI provides student voice through completion of surveys rating their experiences with the academic, enrichment and recreational programs.

In addition to support from the ELT committee, specific lessons from the ELT program will be provided to FDA II by TC and Columbia University's School of Engineering and Applied Science (CU SEAS) with the intent to 'bridge' the after school to the school day, incorporating many of the project-based learning strategies into the regular school day. These lessons are developed by TC faculty and graduate students, CU SEAS faculty and graduate students, and TC's Office of School and Community Partnerships' Instructional Specialist.

3. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The FDA II ELT program provides academic, enrichment and recreational activities through four different thematic areas.

- 1) **Literacy:** In response to the underperformance in ELA at the secondary level, students will practice critical elements of literacy development through project-and inquiry-based curriculums, including Student Press Initiative, Youth Historians, Tribeca Teaches and Digital Storytelling. Academic support is also provided through tutoring services in the peer tutoring program.
- 2) **STEM:** In response to the underperformance in science on NYS Regents exams, FDA II seeks to provide students with academic and enrichment activities in the STEM field. Academic support is provided through tutoring services in the

peer tutoring program. Students may also participate in bridge lessons during the school day developed by TC and SEAS faculty and graduate students. The Environment Health program pushes into the school day mathematics course, providing project-based learning and application of mathematical skills to real world public health concerns. Enrichment activities include Robotics, both middle school and high school, InVentEd, and short-term ELT programs provided by SEAS graduate students. Summer opportunities are also provided by FDA II through partnership with SEAS, including the Artemis and Apollo Projects, a 5-week computer science program for rising 9th graders at CU SEAS.

3) Bridging School Transitions: In response to the decline in academic achievement and delay in social-emotional developments, FDA II provides students in transitional grades (6, 8, 9, 12) with social emotional programming in order to prepare them for the transition from one educational context to another. Bridging School Transitions focuses on five learning principles (intellectual curiosity & rigor, cultural awareness & exploration, academic resilience & persistence, contextual awareness & skills, and service-learning) that incorporate research on college readiness and are consistent with social-emotional skills emphasized by the University of Illinois-Chicago's CASL. Program services are provided during the school and after school, including YWCA's graffiti program and TC's Rising Up program.

4) The Arts: In response to the decline in arts education in New York City schools, FDA II provides students with arts enrichment programs through their ELT program. Students participate in fines arts programs, including Dance, Film, Visual Arts, and Music. Service providers include Dance Theatre of Harlem, Tribeca Teaches, and YANY. Many of the literacy and stem programs also incorporate the arts into their project-based learning.

4. Describe how the ELT program will address the unique learning needs and interests of all students.

ELT programs are structured and implemented to provide opportunities and support to various learning styles and needs of students. The programs are monitored by the ELT committee for their incorporation of best practices and research-based methods of instruction for students with special needs or students in need of academic support.

The ELT committee includes the following members: 1 guidance counselor, 2 general education teachers, 1 special education teacher, and 1 ELO associate.

Due to the nature of project-based learning, the programs are required to incorporate student interests in order to craft and develop the culminating project or event. Students also participate in a survey at the beginning of the year in order to identify areas of interest as well as student focus groups in order to answer questions about student participation and interests.

5. Are the additional hours mandatory or voluntary?	x	Mandatory		Voluntary
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6. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
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7. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The FDA II ELT committee has established a data protocol that can be used to ensure that students in need of interventions and support services are targeted for ELT participation. Through use of DataCation, the ELT committee selects criteria within each grade level to target and recruit students in need of support services. Additionally, the school faculty and staff have created individual support services plans for students scoring a 75% or below in their core academic courses. These support services plans include ELT programs as a method of intervention.

8. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
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9. Describe how you are evaluating the impact of the ELT program on student achievement.

FDA II is participating in a third-party evaluation of the impact of the Round 6 21st CCLC supported ELT programs on student achievement. The evaluator, Youth Studies Inc., will create a longitudinal data file that represents all ELT participants and nonparticipating students attending FDA II. The data file will include students' results on the NYSED annual assessments for mathematics and ELA. At the end of each program year, YSI will calculate change scores by subtracting each student's prior year's ELA and math scores from their current results. A statistical technique called Propensity Score Matching will be used to compare the change in performance with a group of nonparticipating students with similar characteristics.

Additionally, FDA II's ELT committee will complete the NYSAN Quality Self-Assessment (QSA) Tool twice a year, at mid-year and end-of-year points. The results of the QSA will be used to determine specific action steps for improvements to the ELT program.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<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 exam or need additional test</p>	<p>Tutoring, Small Group Instruction, Individualized Computer instruction</p>	<p>Services are provided during the School day and after school.</p>

	<p>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>		
Mathematics	See Above	See Above	See Above
Science	See Above	See Above	See Above
Social Studies	See Above	See Above	See Above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and Group Counseling focused on effective communication and positive peer relationships Group Counseling, Gender		

	based Groups		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In support of our instructional goals we provided on going high quality professional development. Sample activities are indicated below. <ul style="list-style-type: none"> • Work with the teacher leaders to help them effectively facilitate their teacher team work, including co-planning for and/or co-facilitating team meetings as needed. • Work with the teacher leaders to help them effectively turnkey PD learning to their teacher teams • Observe at least two grade team meetings and one department per month, whenever possible • Collect, review, analyze and share team meeting artifacts (agendas, meeting summary notes) that reflect changes in practice • Collect, review, analyze, and share curricular artifacts from teachers working with teacher leaders • Classroom Management PD Series for new and second-year teachers • Ongoing PD for teachers during Tuesday and Friday planning time periods

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We analyze our cohort data to identify areas of Scholar support. We then develop programs utilizing our funding streams to make sure target scholars are reciving the best support. This is monitored on a regular basis by our Scholar support team and our instructional cabinet.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Educators meet in department teams twice monthly to plan , review and revise assessments. In addition, Educators work on analyzing data to support their daily and long term instructional planning.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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.

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 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.

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:

6. Parent Teacher Conferences: Thursday, October 24, 2013 (evening and afternoon) and Thursday, March 27, 2014 (evening and afternoon)

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

7. Report Cards are mailed to all families every 9 weeks. Report cards are also distributed at individual meetings with guidance counselors or teachers.
8. Parents will also receive the Mid-Marking Period Progress Reports (4 times a year), the results of Quarterly Assessments NY State test results and be provided with internet location of such reports and assessments.
9. 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 FDAll 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District 03	Borough Manhattan	School Number 860
School Name Frederick Douglass Academy II		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Osei Owusu Afriyie	Assistant Principal Philson Victor
Coach Teresa Farinaccio - Literacy	Coach Jennifer Tulley - CTT
ESL Teacher Erin Lee	Guidance Counselor Marlene Otero
Teacher/Subject Area Ryan Dykhouse/Special Educatio	Parent
Teacher/Subject Area Dianna Martinez/Spanish	Parent Coordinator Tracey Stahling
Related Service Provider Agnes Horowitz/Speech	Other
Network Leader(Only if working with the LAP team) Charmaine Gaynor	Other Hana Mosa

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	44	ELLs as share of total student population (%)	9.48%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	11
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	9

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19	4	2	16	1	4	9	0	5	44
Total	19	4	2	16	1	4	9	0	5	44

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	0	0	4	4	3	2	16
Chinese														0
Russian														0
Bengali							0	0	1	0	0	1	0	2
Urdu														0
Arabic							0	0	1	0	0	0	1	2
Haitian										4	1	1		6
French								2	1	3	3		3	12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2	3		1		6
TOTAL	0	0	0	0	0	0	3	2	5	14	8	6	6	44

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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		3	2	0	2	2	10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)								1	2	7	4	3	1	18
Advanced (A)							2		1	7	2		4	16
Total	0	0	0	0	0	0	3	1	6	16	6	5	7	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				3
6	1				1
7	3				3
8	13	1			14
NYSAA Bilingual (SWD)					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	3								3
6	1								1
7	6								6
8	12		1						13
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		9		1				14
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		2	
Integrated Algebra	16		4	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	13		3	
Physics				
Global History and Geography	10		3	
US History and Government	5		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. FDA II's curriculum is Common Core aligned and each class administers initial Pre-Assessments to evaluate students' abilities in respective subjects. The results are then analyzed to evaluate students' literacy skills. Literacy skills are also measured using Acuity Periodic Assessments and Castle Learning. Castle Learning data allows teachers to assess target areas in need for ELLs. The data and questions are broken down by type and skill, which drives instruction. Pre and post assessments are also analyzed via department teams and scaffolded strategies are decided upon in order to meet the instructional plan set forth by the school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns on NYSESLAT exams show that ELLs at FDA II are strong in their speaking and listening skills than their reading and writing skills. 23 of the ELLs are advanced or proficient in Speaking and Listening compared to 12 in Reading and Writing. This shows that there is a breakdown between oral literacy and written literacy. The same is evident in students' abilities to pass Regents exams. Due to this, department teams regularly meet to analyze data to push ELL performances. In addition, CTT classes are utilized with ESL students and small ESL classes are maintained to push student successes in Reading and Writing literacies.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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4. For each program, answer the following:
 - a. 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?

There is only one Freestanding ESL program at FDA II.

A. Students are most successful in Speaking and Listening sections of the NYSESLAT. Two of the three sixth graders are Advanced and one student, who has been in the country less than three years is a Beginner. In ninth grade, twelve out of the fifteen ELLs are Advanced or Proficient in Speaking and Listening, whereas five of the same fifteen students are Advanced in Reading and Writing. In tenth through twelfth grades, seven out of the sixteen students are Advanced or Proficient in Speaking and Listening, compared to four of the sixteen who are Advanced or Proficient in Reading and Writing. The numbers are consistent and show advanced numbers in Listening and Speaking. In regards to test taking, Only one student got a 2 on the NYS ELA and one student got a 2 on the NYS Math exams. In high school, Only four of the sixteen students have passed any Regents examinations. Students struggle with standardized testing and their reading and writing capabilities as a whole. Unfortunately, the majority of students are not literate in their native language due to long-term ELL status and being born and raised in New York, others are from West Africa, where their first language is not written or read, and some students are SIFE. Also, tests are not administered in all native languages, such as Bengali. This prohibits students from taking tests in their native languages.

B. Unfortunately, the ELL Periodic Assessments were only administered once during the 2012-2013 school year and did not provide sufficient data to guide instruction. For this reason, teachers at FDA II administer pre and post assessments to track individual student progress. Castle Learning (as previously mentioned) and Achieve 3000 is the method in which FDA II teachers monitor students' progress. School and teacher leaders are aware of the ELLs in their classes and share strategies to support students during Grade Team and Department Team meetings. Professional development is also given by the ESL teacher/coordinator to support teachers in using data to improve ELLs literacy.

C. As stated above, the ELL Periodic Assessment was only administered once last year and was not a sufficient data to guide instruction. Teachers did use the one administration to note where students' literacy skills fell by category and as a whole improved scores from administration to the NYSESLAT last spring. Native language is used via dictionaries, bilingual glossaries created by teachers and students, and through translated materials in classrooms. Teachers use native language materials, appropriately leveled for ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A FDA II is a 6-12th grade school

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL support strategies that align with native language development are used in all content areas. Supports from OELL are distributed amongst teachers for their use in various contents. In addition, 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.

7. 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?

N/A: FDA II is a Freestanding ESL school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Data is tracked via Pre and Post Assessments for each content area. These assessments allow for teachers to consistently track the successes of ELLs. Also, ELLs utilize programs such as Castle Learning and Achieve 3000, which evaluate ELLs successes throughout contents, units, semesters, and overall school years. The NYSESLAT exam guides ESL instruction, in addition with ESL Periodic Assessments. These tools are all available and used to evaluate ELLs successes.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 FDII. 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. 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.

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 integrate 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 FDII, 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. 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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT exam is administered by the school's ESL teacher/coordinator. She coordinates a schedule for students to meet individually during various periods with an English teacher in the school to conduct the one-on-one speaking part of the exam. Next, the school is divided by grade levels 6th, 7-8th, and 9-12. Each level is assigned two class periods, on three different days, over the course of two weeks to take the Listening, Reading, and Writing sections of the NYSESLAT. Make-up dates are available for up to five days post assigned dates/times of appropriate grade level testing. A team of teachers, usually three, works as a committee to score the Writing section of the NYSESLAT exam.

6. 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.) 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. 
- As a whole, 100% of parents support and believe in the Freestanding ESL program offered at FDA II. As indicated on their Home Language Survey and in informal interviews with parents/students, all entering FDA II parents choose the Freestanding ESL program offered. Parents are given the option of other programs, via interview, conversation with ESL teacher and/or interpreter, however, they consistently choose FDA II's ESL program. 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. 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - A. ESL is a freestanding class, led by the ESL teacher at FDA II. The teacher works with the English department team to align goals and expectations for the students. In addition, the teacher works with the 11th and 12th grade team to support those corresponding grades with ELLs' successes and struggles. The ESL teacher mainly works alone, but is in constant communication with all department teams to coordinate strategies for ELL success.
 - B. Classes are heterogeneously mixed by grade levels. Beginner ESL students are homogeneously grouped during ESL class. Intermediate and Advanced students are heterogeneously mixed during ESL class. Students do not travel together during other classes. They are mixed by grade level class number, therefore other classes are heterogeneously grouped.
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)?

Due to the Freestanding nature of ESL instruction, compliance with the instructional minutes delivered for each ELL is appropriate. Beginners meet with ESL teacher 90 minutes a day from 6-12th grade, Intermediates students receive their allotted 540 minutes of ESL instruction per week, plus an additional ELA class daily. Advanced students have ESL instruction the required 360 minutes per week plus, an additional ELA class period per day.

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 foster language development and meet the demands of the Common Core Learning Standards.

To align with the Common Core Learning Standards, units are planned around the CCLS and ESL standards, CCLS aligned learning targets are included in unit plans and daily lessons plans to ensure students' learning is aligning with standards. In addition, ESL units vary content focus throughout the school year. For example, one unit is centered around Biographies of US Presidents to align with History and another unit is centered around completion of a Science Lab and following directions. Contents shift in each unit, but literacy standards are always the basis for ESL classes. The use of annotating is heavily emphasized in order to allow students to draw meaning of texts in all subject areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Formative Assessments, Pre and Post Unit Assessments, Castle Learning, Achieve 3000, and daily classroom work as used to evaluate students written and read literacy skills on a daily basis across content areas. Students' speaking and listening skills are evaluated through their abilities to follow instruction in class, group work, use of effective questioning, turn and talks, and one-on-one student-teacher conferences. These are the methods used to evaluate all four modalities of English acquisition throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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. Lastly, these students emphasize annotating to make texts comprehensible, a strategy that is used across contents.

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.

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

Accommodations include:

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.

7. 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?

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 ESL 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

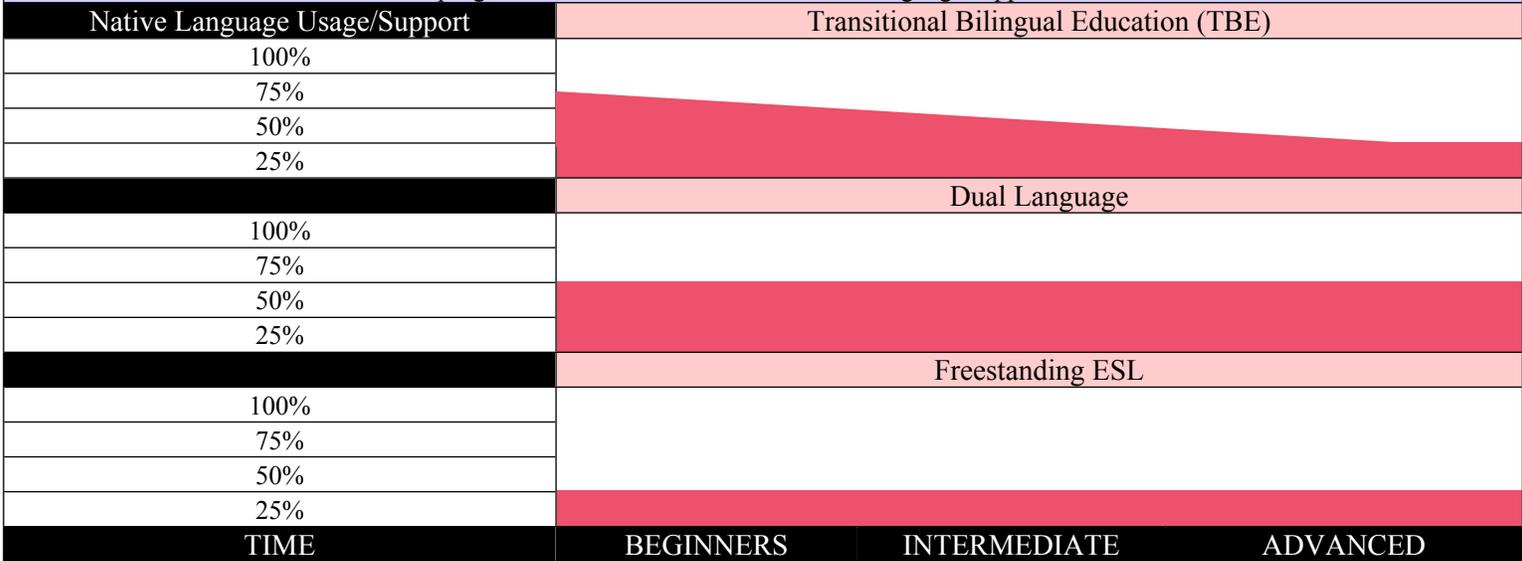
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

9. 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.

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. Its analyses are completed by department teams of Regents exams as well as in class pre and post assessments. These breakdowns target skills of our ELL population and guide instruction on a daily basis. 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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As a whole, the ESL program at FDA II is effective. ELLs are successful in their courses, readily seek assistance from teachers and staff, and complete work diligently. Students' language developments increase at a notable rate throughout the course of school years. The area of struggle for our ELL population is state exams. Students have a difficult time with the academic language in a timed testing format. To combat this, department teams are completing item-analysis of tests for ELLs and conducting extra support classes after school to continue the effectiveness of ELLs content and language acquisitions and bridge these successes toward Regents testing.

11. What new programs or improvements will be considered for the upcoming school year?

ESL classes are continuing to be offered using the data acquired by department teams during lunch and after school program. 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. The parent coordinator is also hosting ELL parent training sessions and introducing parents to PupilPath so parents are more actively aware of their child's progressions.

12. What programs/services for ELLs will be discontinued and why?

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.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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. In addition, iPads have been acquired and will be used to better incorporate technology, facilitate independent learning activities, and differentiate instruction during students' ESL classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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-Bridged 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. Also, FDA II offers Expanded Learning Opportunities (ELO) for high school students to participate and enroll in. Lastly, Street Squash, Beacon Afterschool, and HARlem Children Zone are two of the many opportunities available to ELLs, which they generally become a part of.
18. What language electives are offered to ELLs?
Spanish is the language elective offered at FDA II. 8th, 10th and Regents ready 11th graders Spanish classes. All ESL students in respective grades and who are Regents ready, take Spanish for at least one year and Regents credit if possible.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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. Teachers also are given updates of the PDs available through the OELL and regularly participate in content and grade specific PDs.

2. Teachers participate in PDs developed by the OELL and turn key the information during department and/or grade team meetings in order to support ELLs. In addition, FDA II is partnered with Teacher's College, who provides professional development to department leaders around implementation of the CCLS and differentiation for SWD and ELLs. The ESL teacher is also a Common Core Fellow and is well-versed in supporting ELLs in the new standards. Effective questioning PDs, also from TC, are made available on a monthly basis to all teachers at FDA II. These professional developments are used to support the growing ELL population at our school.

3. 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.

4. 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 Team Leadership 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. In addition, the ESL teacher is also the 11th and 12th Grade Team Leader. She works closely with that dual grade-band in turn-keying strategies useful for ELL development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 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 the principal, parent coordinator, and/or ESL teacher/coordinator.
 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 partiticipate 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.

E. 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.

The ESL program at FDA II continues to grow, flourish, and thrive. ELLs are welcomed in our school community and are becoming successful learners in ESL class and throughout content areas. Being a small school allows teachers, students, parents, and administratioon to form relationships that lead to the successes and address the struggles of each ELL as an individual. This allows for centralized instruction and personal student growth throughout units and years.

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)
Osei Owusu-Afriyie	Principal		1/14/14
Philson Victor	Assistant Principal		1/14/14
Tracey Stahling	Parent Coordinator		1/14/01
Erin Lee	ESL Teacher		1/14/14
	Parent		
Ryan Dykhouse	Teacher/Subject Area		1/14/14
Dianna Martinez	Teacher/Subject Area		1/14/14
	Coach		
	Coach		
Marlene Otero	Guidance Counselor		1/14/14
Charmaine Gaynor	Network Leader		1/14/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M860 School Name: Frederick Douglass Academy II

Cluster: 5 Network:

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

Part A: Needs Assessment Findings

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

The Home Language Survey provides FDA II with an assessment of ELLs languages. This is used to provide interpretation services for documents and during oral communication. The parent coordinator and ESL guidance counselor assist in parental contact for our ELL population. Written documents are translated into appropriate languages (Spanish, French, Arabic, etc) when available. For oral translations, DOE translation services are utilized for personal or small group translations. During in person meetings, bilingual school staff and teachers assist in translating for parents and teachers.

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.

The major findings about FDA II's translation and interpretation needs is that many students' parents speak a non-written or read language, a dialect from West Africa. This poses difficulty because documents are unable to be translated and these interpretation services generally do not exist. It is during these times where the parent coordinator involves parents in the school community who speak such languages as Wolof to assist with interpreting and conveying information to parents of ELLs.

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.

The written translation services are conducted by the parent coordinator and in-house school staff and volunteers. Parents on the PTA also assist the coordinator in this action. Documents are translated and distributed to students the same day or following day as English written documents. The parent coordinator generally distributes the documents during ESL class to the ELLs.

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.

Oral interpretation services are completed in house by school staff, teachers, and counselors. These services are available for teachers to contact parents at home, communicate during IEP meetings, and/or during parent-teacher conferences. Bilingual faculty and staff are utilized to provide the most effective interpretation services to ELL parents.

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>.

FDA II will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements through the support of the parent coordinator, school staff and parent volunteers, and bilingual faculty and staff. Written documents are sent home translated in timely manner in accordance to all English documents sent home to parents. For documents that are unable to be translated, ELL parents are contacted by either the parent coordinator, ESL guidance counselor, or the ESL teacher to confirm important school happenings. For translations, bilingual teachers, in-school staff and parent volunteers are utilized during conferences, IEP meetings, and to call home in case of medical and school emergencies. The DOE translation system is also utilized to conduct phone conferences with parents of ELLs.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

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

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-

Part D: Parental Engagement Activities

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		