



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL

**DBN (i.e. 01M001):** 16K393

**Principal:** ELVIN CRESPO

**Principal Email:** ECRESPO@SCHOOLS.NYC.GOV

**Superintendent:** KAREN WATTS

**Network Leader:** ROBERTO HERNANDEZ

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Elvin Crespo	*Principal or Designee	
Maria Acedo	*UFT Chapter Leader or Designee	
Valerie Myers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Wallace Council Shyan Chambers	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Monalisa Ferrari-Jean	Member/ Staff	
Alexander Bodas	Member/ Staff	
Anthony Shepherd	Member/ Staff	
Crystal Cooper	Member/ Parent	
Melissa Leigh	Member/ Parent	
Cecilia Bennett	Member/ Parent	
Jeltrudes Taveras	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **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
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### ***Priority Schools Only***

<b>X</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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### School Information Sheet for 16K393

School Configuration (2013-14)					
Grade Configuration	08,09,10,11,12	Total Enrollment	155	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	16	# SETSS	1	# Integrated Collaborative Teaching	41
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	67.8%	% Attendance Rate			87.7%
% Free Lunch	78.7%	% Reduced Lunch			9.3%
% Limited English Proficient	2.6%	% Students with Disabilities			22.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			82.8%
% Hispanic or Latino	15.3%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.95	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			1.0%
% Teaching with Fewer Than 3 Years of Experience	11.5%	Average Teacher Absences			7.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.0%	Mathematics Performance at levels 3 & 4			8.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			42.5%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	70.8%	Mathematics Performance at levels 3 & 4			34.4%
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			78.0%
6 Year Graduation Rate	74.2%				
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		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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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		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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The school's SCEP 2012-2013 addressed the specific needs of the school. These needs were identified based on quantitative and qualitative data. Some of the needs of the school included academic intervention services, data-driven differentiated instruction, common planning and parent engagement. Specifically, the strengths of the 12-13 SCEP were as follows: <ol style="list-style-type: none"> <li>1. School leaders were able to create uniformity by monitoring course syllabi and weekly goals to ensure that clear academic expectations were established.</li> <li>2. Teachers were able to design lesson plans with multiple entry points making it possible to better meet students' individual academic needs.</li> <li>3. Also, teachers were able to use the data/strategies generated from their work in weekly inquiry meetings to plan and implement instructional adjustments that led to increased student achievement.</li> </ol>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The main area for improvement in the school's 2012-2013 SCEP is Goal # 2, which aspired to impact instruction and student outcomes by 5%. This goal was not specific enough to significantly improvement student outcomes. The school seeks to improve the 13-14 CEP by making it more specific. Also, this year the school will be using the MOSL data from the NYC Performances Assessment to set instructional and learning goals. The school's priority is to improve student writing and the ability to make claims, counterclaims, etc. in their writing.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Due to staffing constraints, budgetary shortages and register loss, it was very difficult to program the school infusing common planning time for all teachers.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Goal 4 was significantly fully implemented. All staff members were trained using PBIS. For Goal #1, each department was assigned an instructional leader to facilitate weekly meetings to analyze student work.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			Yes    x    No
<b>If all the goals were not accomplished, provide an explanation.</b>			
<ul style="list-style-type: none"> <li>• Data was not used to drive instruction because of a lack of time. Inter-visitations were not conducted effectively because of programming restraints which resulted in a lack of common free time amongst the staff.</li> <li>• Parent workshops were not well attended making it difficult to reach the goal of family and community engagement. This was troublesome to the staff because there were many outreach efforts conducted in order to have the families participate. However, these attempts at outreach were not successful. It is believed that parents/families were aware of the workshops, but chose not to participate. Even though incentives were used and there were different options for attendance in an effort to accommodate parents' time schedules, the parent workshops were still poorly attended. There will be a plan in place to reach out to families to ascertain reasons for non-attendance. After that data is collected, a plan may be put in place to counteract the reasons for non-attendance.</li> <li>• Academic Intervention Services for last year was not as successful because it was hard to get students to stay for courses that were not mandatory or part of their daily schedule since it occurred after school hours. For this academic year teachers have been encouraged to offer incentives for students to participate in AIS.</li> </ul>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			Yes    X    No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Budget, Time, building capacity in all faculty to meet students' learning needs			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
All students will demonstrate improved proficiency in W1 by 10% and all students will increase their performance on state assessments by 5%			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School Faculty meetings, newsletter, Instructional Leads sharing information with their respective departments, SLT meetings, PA meetings			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
Our current student population lacks strong foundational literacy skills. Therefore, by strengthening their literacy skills they will achieve greater levels of academic success in all content areas.			

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

The Instructional Lead Team with support from Administration and Network Achievement Coach will develop and provide ongoing professional development to support all content teachers in developing strong literacy skills in all students. Teachers are being trained in using rubrics to evaluate whether students' have achieved the writing goals which the school has set. Inquiry work is being used to identify whether or not students' have met the aforementioned goals and to target students who have not met them. Teachers are using inquiry time and common planning time to initiate further strategies to further support students' development toward reaching the goals.

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

The school is using the baseline data and CCLS aligned rubrics from the NYC Performance Assessments in ELA to guide the work of developing strong literacy skills.

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

Weekly meetings with Instructional Lead Team and Network Achievement Coach to monitor and revise strategies.

## 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).

The majority of the student work displayed lack a justification for the score received and actionable next steps. In addition, the school does not have a system in place that clearly captures student progress along key standardsDQR

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	E
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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.

<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader's use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **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.

Student proficiency in CCLS W1 will improve by 10% as measured by the 7 points rubric from the NYC Performance Assessment in ELA by June 2014.

### **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. Review baseline data from the MOSL exams administered in October 2013. Identify traits/areas of improvement within subject areas. The school is aware of the high need to accommodate common planning time into the daily schedule. We can then use common planning time to plan instructional shifts based on that evidence. Teachers will then adjust their lessons, units, and classroom assessments to address the gap between what the CCLS require and what their students know and are able to do. All teachers will include writing and close reading of text in every lesson as a means of concentrating the practice required for students to improve in the skill. Students identified as struggling will be referred to Academic Intervention Services. Also inquiry team meetings will focus on brainstorming and putting into practice strategies to help members of the identified subgroup.

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

1. Instructional Lead Team, Administration, Teachers, Network Achievement Coach, Text, 2013-2014 Citywide Instructional Expectations, Common Core Instructional Shifts in ELA/Literacy, and the College/Career Readiness Benchmarks.

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

1. By Jan 24<sup>th</sup> all students will demonstrate a 5% increase in proficiency in trait 1 of the rubric, by March 15<sup>th</sup> all students will demonstrate a 5% increase in proficiency in trait 2 of the rubric, by April 15 all students will demonstrate a 5% increase in proficiency in trait 3 of the rubric and by May 15<sup>th</sup> all students will demonstrate a 5% increase in proficiency in trait 4 of the rubric.

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

1. October 2013 to June 2014

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

1. Teachers will be programmed so that there is time for teachers to collaborate across disciplines and grade levels. This will foster cross-curricular lesson planning and group inquiry based on the data individual teachers produce. That information will then be used to coordinate school wide efforts to target instructional shifts to promote achievement of the aforementioned targets.

2. Program 2.5 from Priority Funding will fund teacher per session hours to be used for activities such as: analyzing the MOSL results, Professional Development, and lesson planning which addresses results of the MOSL data.

### **Budget and Resource Alignment**

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

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

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	X	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 #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).

- **Consistently monitor student learning and provide quality feedback that informs the next steps students have to take in order to improve their academic performance. (2.2)**

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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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.

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

#### 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.

The performance of students identified as being in the lowest-third will increase by at least 5% on classroom and state assessments.

#### 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. Advance data tool to support targeted PD, strategic inter-visitations based on Advance data, Network PD for teachers, Modeling of effective practice, Academic Intervention Services, Saturday Academy, Parent Outreach, Peer Tutoring, Teachers will be incorporating more specific feedback for individual students and groups of students to improve their academic performance, rubrics will be used to communicate to students the expectations for achievement. Teachers will be incorporating more formative assessments in their daily instruction to assess, target, and plan around the immediate needs of students, adjusting as necessary to accomplish instructional objectives.

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

1. Principal and AP, Instructional Lead Team, Network Team, Teachers

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

1. Administration will review the Teacher Level MOTP Detail Report in Advance on a regular basis to identify trends in teacher performance as measured by the Framework for Teaching. 50% of teachers will demonstrate an increase in overall effective practice in Domains 2 & 3 as measured by the Advance system. This will be accomplished by specific and meaningful feedback following classroom observations, PD on Danielson and Framework for Teaching, and Citywide Instructional Expectations. Teachers should seek to provide meaningful feedback on a daily basis to students, both in classroom activities and on assignments. Additionally, teachers will be incorporating more formative assessments in their daily instruction to assess, target, and plan around the immediate needs of students, adjusting as necessary to accomplish instructional objectives. Teachers will be planning benchmark assessments at regular intervals to measure the progress toward the goal. The data from the benchmarks may be used in Common Planning time by teachers to evaluate whether the strategies being employed are effective and help them to identify adjustments that may be needed.

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

1. Sept 2013 to June 2013

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

1. Students identified to be in the lowest-third will be programmed for Saturday Academy, Academic Intervention Services, and/or Peer Tutoring. Outreach will be made to parents of those students identified to enlist their support toward the end of improving student attendance in those programs. Parent workshops and/or conferences will be scheduled to communicate to families the rationale behind their child being scheduled for the instructional strategies/activities described.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
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.										
	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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).

<b>Strengthen teachers' ability to use multiple entry points strategically throughout their lessons so that all students are able to produce rigorous work. (1.2)</b>									
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E		

**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.

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

**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, 90% of all teachers will be using multiple entry points to support student learning as evidenced by their lesson plans, formal and informal observations.

**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.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Multiple PD sessions will be provided by Network Team, administration, and Lead teachers to model effective strategies for incorporating multiple entry points into daily teaching practice. Teacher teams will conduct in house PD sessions to familiarize themselves with the MOSL and share Common Core Strategies to ensure curriculum alignment. Teachers will use common planning time to share Best Practices and collaborate on the effectiveness of strategies and/or resources.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. CFN 611 Instructional Coach, Administrators, Teacher Leaders, Mentors
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Administrators will conduct frequent cycle observations and provide teachers with feedback and results as required by the teacher evaluation tool.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 15 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teachers in all subject areas, particularly instructional leaders, began to participate in a professional development series commencing in the spring of 2013. The purpose of the PD is to foster understanding of the new teacher evaluation system, including the rubric used for evaluations. Since September 2013 the Instructional Coach of CFN 611 has been providing PD on the MOSL, Danielson, Common Core and 2013-2014 QR Rubric. Teacher teams will continue to meet throughout the year 3 times a week to sharpen their skills as they utilize the rubrics in order to meet instructional expectations. Teachers will be programmed so that there is time for teachers to collaborate across and within disciplines and grade levels. This will foster exchange of strategies and group inquiry based on the data individual teachers produce.
2. Program 4.2 Priority Funding will fund Supervisor per session to do Common Core Professional Development.
3. Program 4.5 Priority Funding will fund teacher per session to fund Common Core Professional Development.
4. Program 4.5 will fund supervisor per session in support of the ELT program.

5. Program 4.5 will fund teacher per session in support of the ELT program.

**Budget and Resource Alignment**

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

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

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.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
<b>X</b>	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

**Continue to develop an environment that is conducive to the academic and personal growth of students and adults. (1.4)**

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	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.

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**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.

By June 2014, there will be a 10% reduction in high-level discipline code infractions.

**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**

- Students will participate in the following after-school activities as a way of providing them with social and emotional support:
- Teen Action: This program allows youth enrolled in grades 8 – 10 to design and implement a meaningful service project that meets a need in their community.
- Champs: The CHAMPS Middle School Sport and Fitness League is an initiative of the New York City Department of Education that promotes physical activity among children going through the critical years of middle school. The name CHAMPS derives from the initials of the five values that define our participants: Cooperative, Healthy, Active, Motivated, and Positive Students.
- Student Government Association( SGA): The school meaningfully involves student voices in decision making to initiate, guide and lead school improvement efforts. The student body is involved in decision making through their participation in weekly meetings with the principal, SLT involvement, and participation in C-30 processes, to name a few. In addition, increased participation of the staff in collaboration with SGA is evident in the scheduled activities and celebrations of student achievements throughout the school year to increase morale thus promoting and recognizing academic achievement.

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

- Teen action coordinators, paraprofessionals, Physical Education teacher, C.O.S.A., deans, administration, teaching staff

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

- By Jan 15<sup>th</sup> there will be a 5% decrease in the number of high-level disciplinary infractions as compared to the same time period last year. The OORS Management System will be used to evaluate progress toward that goal. There will be increased student participation in extracurricular activities as evident through student government participation and programs, dance, basketball (boys and girls), and yearbook production. By April 15<sup>th</sup> all teachers will have received professional development on the use multiple entry points to support student learning and will be making progress toward incorporating them daily. The evidence of progress

toward this will be in teacher lesson plans and observations

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

1. September 15 2013 – June 21, 2014

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

1. Students participation in AIS 2 hours weekly as mandated every Tuesday from 2:20 to 3:10 and” Lunch and Learn” daily to strengthen academic performance and achievement. Additional funds obtained recently has allowed us to hire an administrator and recruit teachers in-house for Saturday Academy from 8:30-1:00 PM as a means of reaching struggling or previously failing students and increase levels of student engagement by using progressive teaching in the classroom. The programming of deans will be done in a way that their teaching periods do not coincide with each other, so that there is always a dean available to assist teachers. Administration, teachers will be working closely with school safety agents to identify specific areas of need during school safety meetings and collaborating to plan interventions. Guidance will be working with students to provide options for mediation, conflict resolution, and parent outreach to provide extra support for students needing it.

**Budget and Resource Alignment**

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

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

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. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

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

<b>Review Type:</b>	QR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	E
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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.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

**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.

By June 2014, the school will engage 20% of parents in assisting with their children’s learning and becoming active participants in school decision making

**Strategies to Increase Parental Involvement and Engagement**

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**

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

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

1. Staff members will facilitate the trainings according to their discipline. The guidance counselor may conduct the workshops on topics such as credit recovery, college and career readiness, etc. The Physical Education teacher may conduct health/fitness workshops. Etc. Outside organizations will be used to facilitate some of the training activities as well.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The Parent Coordinator will keep accurate records of efforts communicate with parents, workshops offered, parent attendance at workshops and at parent-teacher conferences, rationale to explain parent non-involvement and interventions, as well as goals for improvement. This information will be provided to administration on a regular basis to evaluate the progress and effectiveness of each strategy, adjusting as necessary. The PC will have a target of at least one parent-workshop per month, not to exceed not to exceed 5 for the Spring semester. The attendance goal for these workshops will be a minimum of 10 parents.
- D. Timeline for implementation and completion including start and end dates**
1. November 2013- June 2014. The parent coordinator will provide a bi-weekly report on interventions and parent communications that is to be available to all staff members. Teachers will provide a monthly report on contact/communications to parents. Parent Coordinator will have a tentative schedule of workshops by February 1, 2014 available for review with at least one workshop per month and ideas for other events that would foster more parent engagement.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent Coordinator will be attending PD workshops to increase her knowledge of resources to assist with garnering more support and involvement from parents. The parent coordinator will be facilitating the communication to parents and the collection of data to assess the needs of parents.
2. Program 6.4 Priority Funding will fund teacher per session.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
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.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

## 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.

##### **INCREASED STUDENT ACHIEVEMENT**

Teacher Teams (e.g., teacher total student load, effective teachers placed to close the achievement gap), student program groupings and interventions, including those for ELLs and SWDs, are strategic, promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining equitable access to college and career readiness

Teacher Teams will seek to improve by 5 percent in the following areas

Areas of very low and high proficiency

Areas where students are not making as much learning progress as they should be

Significant gains or drops in student proficiency between grades

Subgroups that are significantly underperforming

#### **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.

##### **A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

Each student, faculty and staff member brings to our school community the richness of our city's cultural diversity and the desire for respect. PPT (Pupil Personnel Team) members will incorporate PBS strategies to enhance the implementation of the program. The implementation of school wide information system allows school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A referral form for data entry and report generation
- A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements. Special celebration and recognition will be awarded to students in meeting or exceeding the target behaviors on a weekly, bi-weekly, monthly and semester basis. As a method of establishing and maintaining respect and rapport, marking period assemblies will be conducted at the conclusion of each marking period.

1.

##### **B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. The key school based and/or community based personnel that will be used to implement these strategies and activities are: Principal, Assistant Principal, Guidance Counselor, Dean, Special Education Coordinator and teachers in all subject areas as required to promote academic achievement through credit recovery. Students will be given a better chance to focus on graduation and college readiness. The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school's instructional goals and long-range action plans, as evident in meaningful student work products

2.

##### **C. Identify the target population to be served by the ELT program.**

1. The target population to be served are students from 8<sup>th</sup> through 12<sup>th</sup> grade as inclusive of academic success.

#### **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.

	21 <sup>st</sup> Century	X	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		
List any additional fund sources your school is using to support the instructional goal below.											

**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.
<b>A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.</b>
My Fresh Prep: is an innovative student-centered curriculum that uses Hip-Hop music to review the key content and skills tested on the New York State Regents exams.
<b>B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.</b>
Leveraging the appeal and mnemonic power of music, Fresh Prep uses standards-aligned instruction to build confidence, and the critical thinking and writing skills that students need to succeed on the Regents.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.				
<b>A. 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.</b>				
Incentives are being used to reward and promote positive behaviors. Students are being recognized in a public way for their positive contributions to the FDA community. Teachers are collaborating to identify and target students most in need of intervention services and referring them to peer mediation, conflict resolution, or counseling as necessary, and provide alternative tools for students to employ instead of acting out. Progressive Discipline is being used to not only target student misbehavior, but to identify and target the roots of the misbehavior to be more proactive in its prevention. Standards of Conduct are posted and lessons on the conduct code are conducted across disciplines to ensure that students are aware of expectations. Conduct Sheets are being utilized in order to give targeted attention to students in need across discipline and provide more of a concerted effort between teaching staff, deans, administration, and students in preventing student misbehavior. Students also understand that to participate in the enrichment programs, such as trips, shows, etc. they will need to have positive conduct reports and be successful in their academic responsibilities. Teen Action helps students to learn and teach each other constructive ways of dealing with issues such as bullying, understanding/managing emotions, and social interactions. Teen Action members sponsor activities to teach the larger school body some of these methods.				
<b>B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.</b>				
These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements. Special celebration and recognition will be awarded to students in meeting or exceeding the target behaviors on a weekly, bi-weekly, monthly and semester basis. As a method of establishing and maintaining respect and rapport, marking period assemblies will be conducted at the conclusion of each marking period.				
<b>C. Describe how the ELT program will address the unique learning needs and interests of all students.</b>				
Students will participate in the following afterschool activities as a way of providing them with social emotional support:  <u>Teen Action:</u> This program allows youth enrolled in grades 7 – 10 to design and implement a meaningful service project that meets a need in their community. Teen ACTION promotes: <ul style="list-style-type: none"> <li>• Appreciation for service and civic engagement</li> <li>• Life-skills and critical-thinking skills</li> <li>• Supportive relationships with caring adults</li> <li>• Commitment to academic achievement</li> <li>• Promoting Healthy Behaviors</li> </ul>				
<b>D. Are the additional hours mandatory or voluntary?</b>	75	Mandatory	25	Voluntary
<b>E. 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.</b>				
The use of staff and student time is structured such that teams have substantial and regular meetings that are deliberately structured to align teacher workflow to school's instructional goals and maximizes teacher time on instructional work, resulting in improved instruction and all students engaged in challenging academic tasks. Students participation in AIS 2 hours weekly as mandated every Tuesday from 2:20 to 3:10 and "Lunch and Learn" daily to strengthen academic performance				

and achievement. Additional funds obtained recently has allowed us to hire an administrator and recruit teachers in-house for Saturday Academy from 8:30-1:00 PM as a mean of reaching struggling or previously failing students and increase levels of student engagement by using progressive teaching practice into the classroom

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

- **School Messenger:** The School Messenger Program will be utilized on a daily basis to calls parents and inform them of school wide events, announcements and the dates of supplemental academic programs.

**Parental Workshops:** Parents will receive training on a monthly basis on topic that directly affects their child on topic's such as diabetes, childhood obesity, bullying, ARIS, reading and understanding a transcript, transitional services, NYS test preparation and the common core learning standards. They will also have an opportunity to develop alternative strategies that can be used inside and outside of the school. Parents will be given direct links to community based organizations that will help to further support their child's social, emotional and academic needs.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>X</b>	<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

**Student performances on benchmarks and report card grades as cross-referenced with teacher collected soft data will be used. We will also be using reports generated using the data in Oors Management system to analyze the effect of the behavior interventions on incidence rates by infraction code.**

## 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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Differentiated Instruction based on need	At risk SETSS Services – SETSS teacher identifies and supports non-mandated students via small group instruction based on need. Grades 8-12 –ELA skills Work/Reading in the Content Area/Test Preparation/Regents	Small group instruction, push in during the day  Saturday Academy in February  Grades 8-12- Small group instruction, 4 days a week for six weeks  Grades 8-12 –Summer School
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Differentiated Instruction based on need</li> </ul>	Differentiated instruction based on need with tiered assignments  Math Skills Work – Grades 8-12 –Math skills Work/Test Preparation	After school tutoring  Using ARIS to assign skills based on Students ITA performance  Grades 8-12 – small group, Saturdays  Summer School – Grades 8-12 – Small group instruction, 4 days a week for six weeks
<b>Science</b>	<ul style="list-style-type: none"> <li>• Differentiated Instruction based on need</li> </ul>	Reading and writing in the content area instruction with a focus on strategies Use of graphic organizers and audio visual aids	<b>Regents Prep Tutoring</b>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Differentiated Instruction based on need</li> </ul>	Reading and writing in the content area instruction with a focus on strategies Use of graphic organizers and audio visual aids  Use of graphic organizers and audio visual aids	<b>Regents Prep Tutoring</b> <b>Saturday Academy</b> <b>After School tutoring</b>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	ATTENDANCE INTERVENTION  <ul style="list-style-type: none"> <li>• Monitor attendance of At Risk students (less than 90%)</li> <li>• Conducts outreach services</li> <li>• Family counseling</li> </ul>	One to one	During the school Day

- Attendance Teacher
- Referrals to support agencies

ALTERNATIVE INSTRUCTION SUSPENSION PROGRAM

- Superintendent Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Need
- Counseling Provided
- Reduced Teacher ration enabling small group and individualized instruction based on assessed needs.

IN SCHOOL SUSPENSION

- Frequency based on needs
- Counseling

CONFLICT RESOLUTION PROGRAM

- Whole class and small group lessons in conflict resolution
- 1:1 counseling in resolving conflict/anger management
- Small group, peer mediation
- Family outreach and problem solving

GUIDANCE COUNSELOR INTERVENTION

- Group and individual counseling
- Needs based
- Students not meeting promotional/performance standards
- Students experiencing behavioral, emotional, family issues negatively impacting on learning
- Referral to support agencies
- Whole class/small group guidance lessons

ELL SUPPORT COUNSELING

- Guidance counselor support services
- Additional educational assistants or individualized attention
- Frequency based on assessed needs

ATTENDANCE INTERVENTION

- Monitor attendance of At Risk students (less than 90%)
- Conducts outreach services
- Family counseling
- Attendance Teacher
- Referrals to support agencies

	<p>CONFLICT RESOLUTION PROGRAM</p> <ul style="list-style-type: none"><li>• Small group lessons in conflict resolution</li><li>• 1:1 counseling in resolving conflict/anger management</li><li>• Small group, peer mediation</li><li>• Family outreach and problem solving</li></ul> <p>SOCIAL WORKER INTERVENTION</p> <ul style="list-style-type: none"><li>• Small group, individual and family counseling</li><li>• Consultation with classroom teachers for development of behavior intervention plans</li><li>• Crisis intervention/crisis counseling as needs</li></ul> <p>HEALTH SERVICES</p> <ul style="list-style-type: none"><li>• Supervising nurse for each district – monitors services</li><li>• Monitor health needs of all students and provide first aid</li><li>• Referrals to supportive agencies</li></ul>		
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**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• Administrative staff regularly attends hiring fairs to identify and recruit highly- qualified teachers as well as networking with colleagues.</li> <li>• Assign teachers according to their NYS License Area(s).</li> <li>• Provide Mentors to support new and not highly qualified teachers in curriculum development, classroom management and clerical responsibilities.</li> <li>• Targeted Professional development based upon the Formal and Informal Observations will be provided at least twice a month on various topics that focus on using data to drive instruction. Also, professional development sessions will be required to review techniques related to Danielson's Teaching Framework and the Citywide Instructional Expectations .</li> </ul>
Mentors will be assigned to support struggling and teachers who are rated ineffective on their Annual Rating Sheet.

**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).
Teachers, Administrators, paraprofessionals and staff participate in a variety of professional development activities throughout the year. Instructional Lead teachers participate in content specific PD that is provided by the CFN which is then turn-keyed to the rest of the faculty. Administrators attend CFN Principal and Assistant Principal Institutes in addition to training on Advance by the Danielson Group.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Combination of tax levy, fair student funding, contract of excellence, citywide instructions expectations, and other funding will be utilized to support student needs and programs.

**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.
Faculty, Common Planning, and Inquiry Meetings are regularly attended by all teachers. During those times, teachers collaborate with each other to create assessment measures for students. Data generated from the inquiry meetings is used to form the baseline from which the assessments are created. That data is then analyzed by members of the inquiry team, which includes teachers and administrators to determine which forms of professional development are needed for the teachers to be able to use the assessments to improve future instruction.

**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,
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high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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.

**I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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 <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>393</b>
School Name <b>Frederick Douglass Academy IV Secondary</b>		

### 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 <b>Elvin Crespo</b>	Assistant Principal <b>Madison Williams</b>
Coach <b>Narine Bharat</b>	Coach <b>Narine Bharat</b>
ESL Teacher <b>Monalisa Jean-Ferrari</b>	Guidance Counselor <b>Gail Reed Barnett</b>
Teacher/Subject Area <b>Aida Nazario/Special Education</b>	Parent <b>Valerie Myers</b>
Teacher/Subject Area <b>Anthony Shepherd/Special Ed</b>	Parent Coordinator <b>Joyce Oates</b>
Related Service Provider <b>M. Dorce</b>	Other <b>Danielle Davidson, School Psyc</b>
Network Leader(Only if working with the LAP team) <b>Roberto Hernandez</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>155</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.65%</b>
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE											1			1
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### 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											1			1
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	1	0	0	1

\*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
<b>TOTAL</b>	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			1						1	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
SELECT ONE									0	0
<b>TOTAL</b>	0	0	1	0	0	0	0	0	1	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											1			1
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	1	0	0	0	0	0	0	0	0	0	1	0	0	2

## 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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					0
6					0
7					0
8					0
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									0
6									0
7									0
8									0
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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	1			
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.  
For all new admits to our school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, three of our ELLs scored at a proficient level on the 2011 NYSESLAT in listening & speaking. Their lower scores in the reading and writing sections are consistent with their evaluated reading level skills on state tests and on their IEPs. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.
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](#))  
Their lower scores in the reading and writing sections are consistent with their evaluated reading level skills on state tests and on their IEPs. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.
4. 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?
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](#).)
  4. We have not administered the ESL periodic assessment in FDA in a number of years.
  5. N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
  6. We evaluate the results of our ESL program in a number of ways in addition to NYSESLAT scores. We look at students' overall classroom work, their abilities to follow oral and written directions and grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL specialist has a good rapport with our ELLs, their teachers, and families, and this contributes positively to our ELLs' successful integration into school life.
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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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](#).)
  1. Because FDA IV is a 6-12 secondary schools, students arrive here at different times, and in different ways. We have 6th graders who are admitted following the usual articulation process for middle school admission. We also have students who enroll in our high school from other middle schools, following the usual high school admissions process. There are occasionally students who are admitted to FDA IV during the year from DOE regional placement offices. Our ESL specialist is part of our intake team. We follow the mandated procedures for identifying students who are currently, and possibly, ELLs. Families who are enrolling their child for the first time in a NYC school are interviewed by a licensed pedagogue, either the ESL teacher, a school administrator, or the special education coordinator, to informally assess the family and child's ability to understand spoken English, and to administer the Home Language Intake Survey. If deemed necessary, a formal interview is conducted by our ESL specialist. If parents do not speak English, we have staff who speak Spanish, French, and Haitian-Creole who can assist at intake interviews. For students who are entering the NYC school system for the first time, the HLIS is explained and parents fill it out. If required, the LAB-R is administered by our ESL specialist within the first ten days that the student is enrolled here. Our ELL students are assessed annually using the NYSESLAT. Our ESL specialist handles all aspects of NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, and return of documents and test materials.
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.

At the beginning of the school year, and monthly throughout the year, the ESL specialist runs the related ATS reports (RLER, RLAT, RNMR) to check if there have been new students admitted who are ELLs.
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](#)].)

If and when a student applies for admission who is a first time admit to NYC public schools, an informal oral interview with the family is conducted by a staff pedagogue, either our ESL teacher, an ELA teacher, a dean, AP, or Principal, depending on who is available at the time. A Home Language Identification Survey is explained, and given to parents. If the child is an ELL, the ESL teacher is called in to explain the three program choices available in NYC schools, and to describe the ESL program in our school. Because we have a very small ELL population, it is clearly explained to parents that we can only offer a parttime ESL program at this time. In the eight years of this school's existence, we have never had a family who requested a bilingual or a dual language program for their child.
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.

At the beginning of the school year, our ESL specialist drafts and distributes entitlement information letters using NYSED formats-- continuing entitlement letters for current ELLs, and letters for students who are now considered former ELLs who scored at a proficient level on their most recent NYSESLAT. Letters are printed and distributed in both English and in the home language of the parents.
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.

Our school does not have a bilingual program at this time; our seven ELL students comprise fewer than 2% of our student body, and range from grades 6 - 12.

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. ⓘ
- We have only had fewer than five students enrolling for the first time in a NYC school over the past eight years, so there are no consistent trends to report. This neighborhood is not typically an immigrant destination neighborhood in NY City. If our demographics change in the future, and many more ELLs enroll in our school, we would change our program to make the necessary accommodations.

## Part 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])?
- 1/2. The ELL students at FDA IV follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE and the arts. In our middle school, major subject area teaching periods range from five to ten periods per week. High school students are given individualized programs to ensure that students have an opportunity to earn the required credits towards graduation, and to prepare to take and pass the required Regents exams.
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)?

Instruction is provided entirely in English. An itinerant, fully certified ESL specialist provides pull-out instruction in our school for one and one half days per week. Instruction is provided based on the number of mandated minutes for each student's English proficiency level, as determined on their most recent NYSESLAT scores. Students at lower proficiency levels are pulled out for ESL instruction for three or four periods over the two days; students at higher proficiency levels are pulled out for two or three periods per week. Instruction is focused on language development in reading, writing, and oral comprehension, general study skills, vocabulary development for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to help ascertain students' needs, to offer ideas to help differentiate instruction, and to respond to specific classroom situations and needs.

3. 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.

3. N/A; this school does not offer a bilingual program nor a dual language program.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. N/A

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

5 This year, one ELL is a SIFE student. He is literate in his native language, and is receiving specific vocabulary development instruction. On ATS he is listed as having two years of service, which would be 'newcomer' status, but he has been attending schools in this country for five years.

We have three ELLs who have been here 4-6 years; two of them have IEPs and are in CTT classes, with reading abilities below grade level.

Instruction is multi-focused on grammar instruction and review, vocabulary development, writing instruction, and oral comprehension.

We have three ELLs who have been receiving services for longer than six years.

One is a long-term absent truant student. Our attendance committee chairperson has repeatedly reached out to him, but he has not attended school at all this year. He will 'age out' this year, as he is twenty years old. He has already passed all five Regents, and is currently being offered the opportunity to obtain the two remaining credits via the Aventa online credit recovery program.

The other two ELLs are eighth graders who have been receiving ESL services since kindergarten. They are both stronger in listening/speaking than in reading/writing, as is typical, so ESL instruction focuses on those skill areas.

6. 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).

6/7 Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times.

All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, frequent assessments.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training.

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?

Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training.

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?

All teachers in our middle and high school employ several strategies to provide access to content material and to accelerate English language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, arts, and PE classes.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

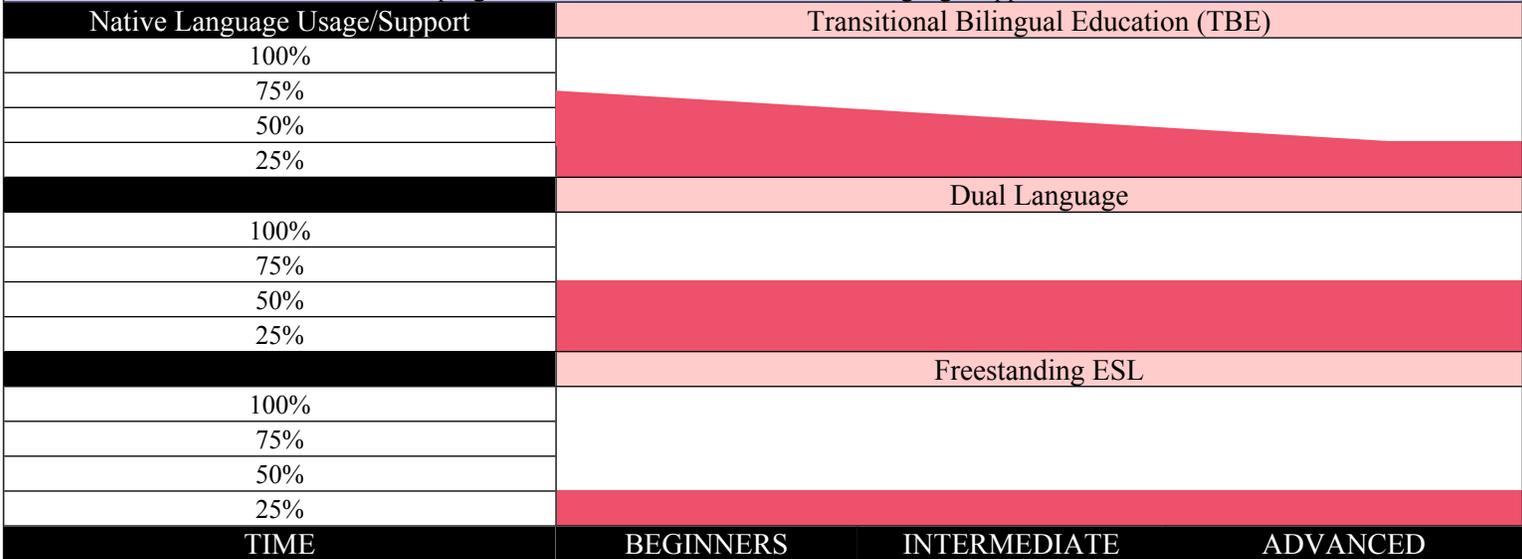
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- We have very only 1 ELL student in our school. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of every school year, and monthly, as new students are admitted. Our ESL specialist met with their teachers regularly to monitor their progress and performance.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 10/11. For the upcoming year, we are not planning new programs, nor are we planning to discontinue any programs or services for our ELL students. The ELL population is negligible in our school, never comprising more than 2% of the student body at the most.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
12. Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all FDA IV's extracurricular activities, including Beacon and PAL community programs. ELL students also participate in college preparedness activities, and all field trips. All school support structures are available to our ELLs: technology in the classrooms, media center and school library, tutoring, Saturday Academy, afterschool programs. All ancillary services provided to students with IEPs are provided to our ELLs with IEPs as mandated: speech, guidance, and resource room.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our seven ELLs are in six different classes. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Instructional materials that help support struggling readers are used in all content areas in all classes; most of our general education students are also reading below grade level.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- N/A
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. FDA IV is a secondary school; we differentiate between our middle school (gr. 6, 7, 8) and our high school (gr. 9-12). All our programs, resources, and supports are specific to the appropriate age group.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. All FDA IV students are offered French as a foreign language..
18. What language electives are offered to ELLs?

French is offered as an elective.

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.

Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional 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?

Parents are surveyed at the beginning of each year, at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community.

ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our ESL specialist communicates regularly with ELL families about ESL scheduling and testing information.

At this time, FDA is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains quite small. This year we have seven ELLs; which is the highest number we have had in the past few years. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.

### **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.

Paste response to question here:

**School Name: FDA IV**

**School DBN: 16K393**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvin Crespo	Principal		1/1/01
Madison Williams	Assistant Principal		1/1/01
Joyce Oates	Parent Coordinator		1/1/01
Monalisa Jean-Ferrari	ESL Teacher		1/1/01
Valerie Myers	Parent		1/1/01
Anthony Shepherd	Teacher/Subject Area		1/1/01
Maria Acedo	Teacher/Subject Area		1/1/01
Barhat Nahrine	Coach		1/1/01
	Coach		1/1/01
Gail Reed Barnett	Guidance Counselor		1/1/01
Roberto Hernandez	Network Leader		1/1/01
Alexander Bodas	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 16K393 School Name: Frederick Douglas Academy IV

Cluster: 6 Network: 611

**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**

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

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Because Bedford-Stuyvesant is not a major immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS. Each year we generally have between four to six families who request Spanish, and occasionally one or two requesting Haitian-Creole or French. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Frederick Douglass Academy IV school events and notices, our staff generally translate the documents in-house, for Spanish, Haitian Creole, and French.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who can translate into Spanish, French, and Haitian Creole when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of two schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.