



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE FREDERICK DOUGLASS ACADEMY 1
DBN (i.e. 01M001): 05M499
Principal: JOSEPH D. GATES
Principal Email: JGATES@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: GERARD BEIRNE

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
Joseph D. Gates	*Principal or Designee	
Marquis Harrison	*UFT Chapter Leader or Designee	
Levon Smith	*PA/PTA President or Designated Co-President	
Adrianna Buckman	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Harris	Member/ Teacher	
Carey Ma	Member/ Teacher	
Alison Harris	Member/ Teacher	
Henry Encarnacion	Member/ Teacher	
Vilmarie Carmona	Member/ Parent	
Xiomara Fox	Member/ Parent	
Vivian Johnson	Member/ Parent	
Claudia James	Member/ Parent	
Millicent Watson - Henry	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 there will be a 3% increase of 6th graders scoring a level 3 or 4 on NYS Mathematics exams from 8% to 11%

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school must significantly improve the educational achievement levels of middle school students on the NYS Mathematics examination. Based on the NYC School Report Card and state report card, the achievement of middle school students in Mathematics should be at a higher level. Furthermore, the lackluster performance of middle school students in Mathematics has a negative cascading effect on future high school performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. • Instructional leaders will conduct a minimum of 4 - 6 observations for each middle school Mathematics Teacher
2. • Teachers will meet regularly to discuss new Common Core Curriculum
3. • There will be focused extended day activities that target L1 performing students for improvement
4. • Teachers will receive professional development from a network Math specialist
5. • The teachers will receive training in CMP3 curriculum
6. • There will be baseline and ongoing testing where results are compiled and analyzed throughout school year

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

1. Principal and Assistant Principals
2. Teachers, Lead Teachers and Assistant Principal
3. Students, Mentors and Teachers
4. Network Specialist, Assistant Principal and Teachers
5. Network Specialist, Assistant Principal, Teachers and Curriculum Representative
6. Teachers will track progress of initial baseline assessments to post test results

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

1. Advance, MOSL/MOTP Coordinator, Principal and Assistant Principal
2. Weekly grade and team meetings to discuss Common Core Curriculum
3. Administrative team and guidance meetings
4. Teacher logs, portfolio and self-evaluation
5. Unit and benchmark assessments
6. Teachers will track progress of initial baseline assessments to post test results

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

1. All teachers will be observed either formally or informally four to six times a year and will engage in initial planning meetings and end of the year conferences from September 1013 to June 2014
2. Weekly meetings will start December 15 and continue till the end of the school year
3. Extended day activities will take place on Tuesdays and Thursdays from December 2013 until April 2014.
4. The Network specialist will work with MS teachers every Monday from November 15 until May 2014
5. The teachers will have received at least two CMP3 trainings from August 2013 until June 2014
6. The students will finish baseline assessments in October 2013 and be reassessed in April 2014.

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

1. A Framework for Teaching by Charlotte Danielson and NYCDOE Advance System
2. Common Planning working lunches 5th Period on Thursdays
3. Per Session rates for Teaching and Supervisory Staff

4. Network Professional Development Hours utilized to fund Network Specialist
5. When necessary full day coverage and training fees
6. No cost associated for materials as it is a NYCDOE initiative. Grading of materials may need Per Session funding

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will infuse literacy strategies aligned to New York State Standards and the Common Core Learning Standards in the curriculum maps and lesson plans in every course.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

School needs to engage all students in Common Core aligned units of study that include performance based tasks in ELA, Mathematics, Science, and Social Studies. The need for this goal has been determined a priority for all NYC schools by the Chancellor as is has been determined that this goal will improve NYC schools collectively, as well as individually.

(In compliance with NYCDOE aligned instruction across subjects)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers will receive network support for their academic disciplines based on Common Core strategies
2. Teachers will develop units of study based on Common Core Standards that encompass effective to highly effective strategies based on the Danielson Rubric.
3. Teachers will introduce Common Core baseline and post-tests to assess student progression towards meeting the new and changing demands of the Common Core Curriculum

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

1. Network Subject Specialists that are highly trained in new Common Core Curriculum strategies for teaching, Subject Supervisors, and Teachers
2. Danielson Rubric, Common Core Curriculum Guides, External Professional Development, Network Specialist support, Subject Supervisors and Teachers
3. NYCDOE distributed baseline assessments and post-tests, Teachers, Supervisors

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

1. All core subject teachers will receive no less than two professional development sessions related to new Common Core from Network Subject Specialists

2. Teachers from subjects will submit lesson units that focus on effective to highly effective practices from Danielson’s Domain One that are steeped in new Common Core practices
 3. The progress from the baseline assessments will be compared to the results of the post tests
- D. Timeline for implementation and completion including start and end dates**
1. The network will provide two or more training sessions to each individual department on Common Core Standards from September 2013 to April 2014
 2. The teachers will develop lesson plan units based on Common Core Strategies and effective to highly effective practices from Daneilson’s Domain 1 before April 1, 2014
 3. The baseline assessments will take place before October 16, 2013, and the post tests will be administered in the month of April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Use of flexible network hours to fund professional development in individual subjects , teacher professional periods, per session training
 2. Teacher professional periods
 3. Teacher professional periods, per session

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

- invite the NYC public library to do workshops for parents on available resources
- Share the characteristics of quality instruction with parents
- Share the citywide instructional expectations with parents
- Outreach to parents on college and career readiness tools and resources

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, supervisor will conduct a minimum of Four to Six observations per teacher using the Danielson research based framework in order to support teachers’ development. The teachers will have the option of selecting three informal observations and one formal, or six informal observations to be decided in Initial Planning Conference.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The New York City Board of Education has a new observation initiative that has been enacted in all schools under their charge. This system provides consistency and fairness to the observation process.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Supervisors will have Initial Planning Conferences that decide Option 1 (three informal and one formal) or Option 2 (Six Informal Observations)
2. Supervisors will enter teachers preference to be filmed, or not filmed during observations both formal and informal
3. Supervisors will collect artifacts that show a teacher’s effectiveness on the Danielson Rubric
4. Supervisors will enter Observations on the ADVANCE System
5. Supervisors will provide final rating based on all the data collected and entered on the ADVANCE System

B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Subject Supervisors and Teachers, Advance System 2. Supervisors and Teachers, ADVANCE System 3. Artifact Submission Forms, ADVANCE System, Teachers and Supervisors 4. Informal and Formal Observation Templates, ADVANCE System, Teachers and Supervisors 5. Supervisors and Teachers, Advance System, full range of data collection
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Timely entry to Advance System 2. Timely entry into Advance System, and observations that adhere to teacher preferences 3. Folder collection and entry into ADVANCE System 4. Timely entry of required observations 5. Collection of all required materials documented and assessed in the ADVANCE System
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Initial Planning Conferences should be completed before October 16, 2013 2. Filming preferences should be completed by October 16, 2013 3. Artifacts are collected at intervals with a total of no more than eight till final rating is submitted in June, 2014 4. All required observations should have taken place before April 30, 2014 5. Final ratings should be decided 20 days before the end of the 2014 school year in June.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. ADVANCE Training materials, Teacher professional periods 2. Advance System and Teacher professional periods 3. Danielson Rubric, Advance System, teacher submitted artifacts, teacher folders 4. Network training of new observation format, Danielson Rubric, Advance System 5. Teacher professional periods, Advance System

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 3% increase of sixth graders scoring level 3 or 4 on NYS ELA tests (From 37% to 42%)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school must significantly improve the educational achievement levels of middle school students on the NYS ELA examination. Based on the NYC School Report Card and state report card, the achievement of middle school students in ELA should be at a higher level. Furthermore, the lackluster performance of middle school students in ELA has a negative cascading effect on future high school performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. 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. Instructional leaders will conduct a minimum of 4 - 6 observations for each middle school ELA Teacher
2. Teachers will meet regularly to discuss new Common Core Curriculum
3. There will be focused extended day activities that target L1 performing students for improvement
4. Teachers will receive professional development from an network ELA specialist
5. The teachers will receive training in CODEX curriculum
6. There will be baseline and ongoing testing where results are compiled and analyzed throughout school year

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

1. All Supervisory Administrators with assistance from network administrative supports
2. ELA AP and Middle School ELA Staff
3. Supervisory AP, Teachers, Parent permission, and L1 Students
4. Network ELA Specialist and MS ELA staff
5. NYCDOE, Network and CODEX training staff to provide professional development to teachers
6. MS ELA Teachers

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

1. 4 to 6 observations for each ELA teacher
2. Weekly meetings to discuss Common Core Curriculum
3. 30% or more attendance of L1 students in extended day tutorials
4. Progress in implementing the Common Core CODEX Curriculum as documented by walkthroughs with Network Specialist
5. ELA teachers will have documented exposure to at least two CODEX training sessions
6. Teachers will track progress of initial baseline assessments to post test results

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

1. All teachers will be observed either formally or informally four to six times a year and will engage in initial planning meetings and end of the year conferences from September 2013 to June 2014
2. Weekly meetings will start December 15 and continue till the end of the school year
3. Extended day activities will take place on Tuesdays and Thursdays from December 2013 till April 2014.
4. The Network ELA specialist will work with MS ELA teachers every Monday from November 15 till May 2014
5. The teachers will have received at least two CODEX trainings from August 2013 till June 2014
6. The students will finish baseline assessments in October 2013 and be reassessed in April 2014.

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

1. A Framework for Teaching by Charlotte Danielson and NYCDOE Advance
2. Common Planning working lunches 5th Period on Mondays
3. Per Session rates for Teaching and Supervisory Staff
4. Network Professional Development Hours utilized to fund Network ELA Specialist
5. When necessary full day coverage and training fees
6. No cost associated for materials as it is a NYCDOE initiative. Grading of materials may need Per Session funding

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Through SLT and PTA meetings, ARIS parent links, e-messages, conferences, progress/conduct report, etc.

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Targeted support for low performers on Tuesday and Thursday (3 -5PM) extended day activities (Middle School)</p> <p>Homework Support on Saturdays from 8AM – 12PM (Middle School)</p> <p>Regents Preparation Extended Day for each English Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for English and English Literature AP test for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>	<p>Small group, Computer, and One on One tutoring</p>	<p>Extended Day, Saturday, Holidays</p>
Mathematics	<p>Targeted support for low performers on Tuesday and Thursday (3-5PM) extended day activities (Middle School)</p> <p>Homework Support on Saturdays from 8AM – 12PM (Middle School)</p> <p>Regents Preparation Extended Day for each Mathematics Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Mathematics test for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>	<p>Small group, Computer, and One on One tutoring</p>	<p>Extended Day, Saturday, Holidays</p>

<p>Science</p>	<p>Regents Preparation Extended Day for each Science Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Science AP tests for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>	<p>Small group, Computer, and One on One tutoring</p>	<p>Extended Day, Saturday, Holidays</p>
<p>Social Studies</p>	<p>Regents Preparation Extended Day for each Social Studies Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Social Studies AP tests for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>	<p>Small group, Computer, and One on One tutoring</p>	<p>Extended Day, Saturday, Holidays</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselors will provide guidance and crisis Counseling services before school, during school, after school, on Saturday and or during holidays, one period a week or more frequently if needed, to all students, especially SWD, LEP, African-American, Hispanic and economically Disadvantaged Students in grades 6-12. The service is offered in English and, with the aid of an interpreter, Spanish and other languages. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc</p>	<p>Small group, Computer, and One on One tutoring</p>	<p>Extended Day, Saturday, Holidays</p>

**Title I Information Page (TIP)
For Schools 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Work closely with our Director of Human Resources to identify teachers that are compatible with our vision and mission • Encourage our teachers to refer other effective teachers to join our faculty • Advertise in various media to recruit effective teachers • Based on the individual professional needs of teachers, administrators, coaches and other, instructional development team members will design differentiated professional development plans that incorporate coaching, modeling, demonstrations and collaborative planning sessions to reach customized professional development goals • Participate in Marilyn Burns Workshops <p>Teachers and the instructional support team will meet regularly during common planning time, professional development sessions (internal and external), and depart/subject/grade meetings to:</p> <ul style="list-style-type: none"> • Discuss ways of engaging all students in learning • Reflect on their teaching practice and actively engage in planning their professional development • Looking at students work • Assess student learning • Create and maintain effective learning environments • Organize curriculum to facilitate students' understanding • Presentations by Inquiry Teams • Learning walk • Training in Differentiated Instruction and practices • Peer observation and constructive peer feedback • Provide teachers with resources/professional development in areas that have been collaboratively identified as in need of improvement • Learn how to utilize Acuity to analyze diagnostic and predictive results • Learn how to customize exams to address academic deficiencies • Train on looking at specific questions that refer to strands of the ELA and Math standards • Based on the curriculum needs per grade, there will be three separate department meeting to maximize the ability

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).
The school actively utilized the trainings offered by the NYCDOE, particularly those that relate to the Common Core. The school also leverages its Network Support Instructional hours to have on site Network Subject Specialists assist teachers, supervisors and relevant staff on a consistent basis.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school psychologist, shared with CS 200, will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, African-American, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on students' performance and provide prescriptive measures that address student needs by suggesting additional student support services.

Social Workers will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, African-American, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.

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.).

N/A

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 05	Borough Manhattan	School Number 499
School Name Fredrederick Douglass Academy I		

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 Joseph Gates	Assistant Principal Thomas Ajibola
Coach Lea Brown	Coach Jenifer Hodge
ESL Teacher Papa Tall	Guidance Counselor Chris Middleton
Teacher/Subject Area Micheal Oyedele / Math	Parent Papa Tall
Teacher/Subject Area Erika Brantley / ELA	Parent Coordinator Yvette McKenzie
Related Service Provider Valcuse Delma / Speech	Other Nancy Cruz-Martinez / FL
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	7	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1493	Total number of ELLs	38	ELLs as share of total student population (%)	2.55%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							4	2	3	12	3	7	7	38
SELECT ONE														0
Total	0	0	0	0	0	0	4	2	3	12	3	7	7	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14		14	18		18	6		6	38
Total	14	0	14	18	0	18	6	0	6	38

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1		2	2	2	2	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2			1		3		6
Haitian										1			1	2
French									1	1	1	2	3	8
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	2	7			1	12
TOTAL	0	0	0	0	0	0	4	2	3	12	3	7	7	38

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1	1			1	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	0	2	4	2	2	1	12
Advanced (A)							2	2		7	1	5	5	22
Total	0	0	0	0	0	0	4	2	3	12	3	7	7	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	2				2
8	2				2
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	2						4		6
7	1		1						2
8	2		1						3
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	5		6		1				12
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	6		0	
Integrated Algebra	13		9	
Geometry	5		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	10		3	
Physics				
Global History and Geography	5		2	
US History and Government	13		5	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

In assessing the early literacy skills of our ELLs we use data from tools such as LAB R, teacher designed formative and/or summative assessment, and running records. From this data, we notice that about 50% of the ELLs, especially the Arabic speakers, has low literacy and phonetic skills; about 20%, especially the French speakers, has challenges with pronunciation and comprehension; and about 30% , especially English speakers, need to work on phonetic skills.

The data is shared with other core subject teachers of the ELLs and it is used common planning with these teachers, especially the ELA teachers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels and grades reveal that 11% of our ELLs is at NYSESLAT beginner proficient level, 31% at intermediate and 58% at advance level. The area of opportunity for our ELLs is reading and writing. Most of the students in this NYSESLAT modality are at intermediate (49%) and advance (38%) levels and 3% reaching proficiency. The 4 ELLs at the beginner level are new to FDA I. Of these categories, 70% is in high school. Most of our ELLs were LAB-R tested at their previous NYC public school.

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](#))

While particular attention needs to be paid to the ELLs at the beginner level, the need to move the other ELLs to proficiency level has impacted our instructional decisions. Patterns across NYSESLAT modalities will affect instructional decision by allowing data to be gathered and categorized across proficiency levels for each child so that instruction can be differentiated for students according to their needs. Analyzing patterns helps further break up students according to high, middle, and lower proficiency skills within a particular level. Such data helps students when paired with partners or group configurations so that both students and teachers can form supportive networks of language learning. While at all times the maximum number of activities are used to touch on all learning types and to support varying levels of English competencies in a heterogeneous classroom, patterns cards also help reflect modalities that may need extra instruction for further student progress.

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?

a) Student results as analyzed by the ESL teacher suggest that most of our ELLs are doing well in areas that involve listening, speaking and calculation skills. This pattern is consistent across proficiency and grade levels. Thus far, our ELLs are faring well in test taken in

English in their areas of strength.

b) Our school leaders and teachers are using the results of the ELL assessments to identify areas of opportunities and design a cycle of intervention for improvement; which include the identification of the areas of opportunities, design and administration of possible intervention, assessment and evaluation of the effective of the intervention, etc.

c) We are learning from our assessments that our ELLs need to improve on their reading and writing. These are the areas that need

improvement for them to make more gains in the content areas that require extensive reading and writing. Thus, we are focusing on improving the critical reading and thoughtful writing skills of our ELLs. The fact that the ESL teacher is proficient in many of the language groups of our ELLs has helped in how the native language is used to improve their understanding in content areas.

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

N/A

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

ELLs' second language development is considered in instructional decisions, especially with use of cognates and leveled reading of texts that relate to the background of the students. Also, it is considered when grouping students by first language and/or proficiency, for differentiation and for assessment.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

The success of our programs for ELLs is determined first by the students that become English proficient as determined by the NYSESLAT results and subsequently by how they are faring in their content areas that are wholly taught in English and the extent to which they are college and career ready.

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

- If this student is new to the NYC public school, the HLIS must be administered in collaboration with an ELL Pedagogue (EP).

The "school use" portion, except program placement, of the form must be completed/signed by the EP.

- If the only language indicated is English, the student is not an ELL;

- If a language other than English is indicated, an informal oral interview in English and, if possible, in the native language is

conducted by the admission counselor. Then, the counselor arranges for the formal initial assessment which includes the ESL

coordinator administering the LAB-R test to the student while the family is completing the admission packet. (LAB-R must be

administered within 10 days of the date of admission in ATS). The test will be scored first in-house manually to determine the students eligibility or non-eligibility for ELL services.

- If the student passes (proficient) the LAB-R, the student is not considered an ELL;

- If the student failed the LAB-R and the Home language is Spanish, the student is administered the Spanish LAB-R and manually scored. The data from the English LAB-R is still used for service placement.

- Data from the manual scoring must be recorded, e.g. on excel, to show the student's score for each component of the test.

- Both English and Spanish LAB-Rs scan are sent for scanning as scheduled.

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

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.

We have structures in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). Once the LAB-R is completed and the student is determined an ELL through the LAB-R score, the family will be given an orientation. During the orientation, the ELL pedagogue will introduce program options from which the parent/guardian can choose. In addition, the family must watch the Parent ELL Orientation video while being attended to by a pedagogue. Once the video is viewed, the parent/guardian will complete the "Parent Survey and Program Selection Form"; i.e. Transitional bilingual, Dual Language, or Freestanding English as a Second Language (ESL). Also, an overview of the three program choices was presented to parents during the new students' orientation in June; during open houses in the months of October through March; and at the first two PTA meetings of each semester. At private meetings, parents watch the video and discuss options that are available to their children. When available, parent brochures are disseminated in the native language to enrich an understanding of each available program. Other approaches to informing parents include correspondence mailed and phone calls made to home in the home language (whenever possible); gatherings such as special student events or project presentations and dinners; GED, computer literacy, ESL classes and translation services for parents.

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

3. 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 [\[see tool kit\]](#).)

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

4. 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.

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

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

5. 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.

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

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the general trend is that parents often (about 95%) opt for programs (e.g. ESL) that maximize their children exposure to the ELA. Hence, the program offered at our school is aligned with parent requests.

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])?

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

2. 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)?

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

3. 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.

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

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

Whenever possible, we ensure that our ELLs are appropriately evaluated in their native languages through assessments by our ESL teacher who is proficient in many of the language groups of our ELLs. Furthermore, if a student failed the LAB-R and the home language is Spanish, the student is administered the Spanish LAB-R to assess the student's level of proficiency in his/her native language.

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

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by designing engaging activities that involve accountable talk, critical listening, reading, and writing. These modalities may take place during group work, mind mirrors, gallery walks, peer editing, presentation, etc.

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).

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

- a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with these students, especially in order to assess their level of involvement in prior schools and to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize an opportunity for growth.
- b. (Newcomers) - Newcomers ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Student are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking so as to eventually reach mastery. Tutorial is also available for students.
- c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both intermediate and advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects, essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the internet and creative art. Tutoring is also available after school both in ESL and across content areas for extra support.

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

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?

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

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?

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of

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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

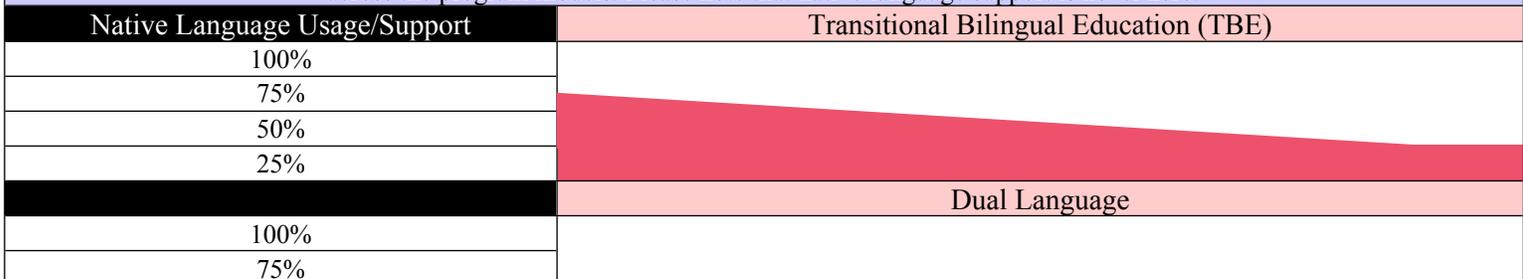
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

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

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

Our current program is relatively effective and it is meeting the needs of our ELLs in both content and language development as shown by the performances on formative and summative assessments, NYSESLAT, and the Regents exams. On the NYSESLAT, most of the ELLs have tested out or at advanced level of proficiency, and others have grown at least a level of proficiency. When the result is favorable on the Regents exam, 30% - 100% of the ELLs who took an exam passed.

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

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

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

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

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

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

b. After school tutoring funded through Title III concentrates on both beginners who need tailored support across the modalities as well as as advanced students who want to discuss literature or receive Regents exam help. Such after school tutoring supplement students' core curriculum through graphic organizers, dictionaries, vocabulary strategies and reading activities (i.e. how to search for terms in the dictionary, vocabulary bookmarkers, games, etc). Also, after school tutoring helps ELLs with standardized exam preparations, especially with useful language strategies which can be brought to the test taking situation. Supplemental counseling is offered to ELLs through the guidance counselors.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs.

Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards. Furthermore, professional development plan for all ELL personnel at our school will include ESL program framework, student identification process, data collection and analysis, and key to effective communication with ELLs. We will look at instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA),

Academic Language Scaffolding (ACL), etc.

2. As they engage in the Common Core Learning Standards in supporting ELLs, teachers of ELLs are offered professional development in methodologies and strategies that can be incorporated into the balance literacy program that will enhance the language acquisition of our ELLs. Collaborative approach where teachers focus on instructional approaches that articulate long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers. Demonstrations and modeling will be the focus of much of the instructional presentations. These include providing many nonverbal clues such as pictures, objects, gestures, and intonation cues.

As competency develops, other strategies include building from language that is understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus

on testing accommodation and alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. These professional development activities will take place during some of our monthly

faculty conferences and/or department meetings. Records are maintained by the various facilitators, supervisors, and ESL coordinator.

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

4. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. will include ESL methodologies and strategies, establishing active learning projects, using portfolios to assess performance, modifying assignments, providing opportunities for discussion, repeat, check for understanding, interactive word/phrase boards, engaging in teacher reflections, curriculum mapping. Administrators/supervisors, Teachers, paraprofessionals, guidance counselors, special education teachers, related services staff, secretaries, parent coordinators, etc. will learn/be exposed to how to use ESL methodologies and techniques in ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book. The training will be led by certified ESL teachers and/or specialists and all staff will

be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of core knowledge.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

Paste response to questions here:

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:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Gates	Principal		11/12/13
Thomas Ajibola	Assistant Principal		11/12/13
Yvette McKenzie	Parent Coordinator		11/12/13
Papa Tall	ESL Teacher		11/12/13
Papa Tall	Parent		11/12/13
Michael Oyedele / Math	Teacher/Subject Area		11/12/13
Erika Brantley / ELA	Teacher/Subject Area		11/12/13
Lea Brown	Coach		11/12/13
Jenifer Hodge	Coach		11/12/13
Chris Middleton	Guidance Counselor		11/12/13
Gerry Beirne	Network Leader		11/12/13
Nancy Cruz-Martinez / FL	Other		11/12/13
Valcruse Delma / Speech	Other		11/12/13
	Other		11/12/13
	Other		11/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M499 School Name: Frederick Douglass Academy I

Cluster: 536 Network: 5

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

Part A: Needs Assessment Findings

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

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

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

The review of a 2013-2-14 Adult Preferred Language Report (RAPL) from ATS, shows that adults for 13 of the 38 ELLs identified English as the language they speak and write, 10 identified English and another language, 3 identified French, 4 Arabic, 5 Spanish, and 3 Haitian-Creole. Most written translations are done in-house through our Foreign Language proficient faculty and staff, parent volunteers, a network of alumni and on-line translation services. Parents who need oral interpretation often came with an interpreter. Those parents who need additional written translation and oral interpretation are informed of the existence of the Translation Request Form available on the NYC DOE Translation and

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

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

In order to assess FDA I's written translation and oral interpretation needs for our students' families and strategize to meet them, we collect and view the preferred languages of families by regularly running an updated RAPL report in ATS when we are creating mass mailings/messages and inviting families in to meet with us. Additionally, we utilize our guidance services to follow up with students regarding the support services necessary to assist all of them and their families with the consistent and ongoing communication between school and home.

In 2013- 2014, FDA I has 38 ELLs in the following non-English language areas: Spanish 10, French 8, Haitian Creole 2, Arabic 6, and Various West African Languages 12. Also, a review of the Adult Preferred Language Report (RAPL) from ATS shows that 17 ELLs whose parents/guardians self-identified as non-English language preferred individuals speak and write the following languages French (3), Arabic (4), Spanish (5) , and Haitian-Creole (3). Continuing follow up with these families through our personal connections with families via our guidance services have resulted in none of these families requesting written and oral translation services that cannot be supplied through our in-house support system of foreign language proficient faculty and staff, parent volunteers, network of alumni and on-line translation services. These demographics regarding the low number of parents/guardians at our school who self-identify as preferred non-English language individuals has been the case historically. Therefore, we have traditionally been successfully able to supply the requested written and oral translation services primarily through the above described in-house mechanism with no outreach to the Department of Education's Translation and Interpretation Unit. Whenever, the need for further support may arise, we will outreach to the Department of Education's available services as described below.

Students with mono-lingual parents/guardians who are not fluent in English and who self-identify (or are guided by our staff to self-identify) as requiring additional translation supports beyond what we are able to provide in-house are directed through our guidance services or Parent Coordinator office to complete a Continued Entitlement Form which activates the necessary translation and interpretation services offered by the DOE Translation and Interpretation Unit. These services provide telephone interpretation and/or document translation whenever the school is not able to provide the necessary translation support. Through the above described procedures, information regarding the specific interpretation and/or translation needs of our students' families is collected and maintained by our guidance staff in anecdotal and procedural documentation so that it may be easily referred to when communication with families takes place. Additionally, guidance staff, who generally serve as the key point person in communication with families, share critical language support needs information to the rest of the faculty and staff whenever necessary and appropriate. These policies ensure that our commitment to student success through open and ongoing communication with our entire school community is maintained.

Part B: Strategies and Activities

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

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

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

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

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

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

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

Alternatives to Translation:

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

There are 38 entitled ELL students at the Frederick Douglass Academy I at the start of the 2013 - 2014 academic year. We target all ELL students for our Title III afterschool program. They all need additional support to accelerate and enhance their English language development, succeed in their content area classes, pass the required NYS exams, and be college and career ready. However, there are two populations in particular need of support. We have grades eleven (7) and twelve (7) ELL students who still need to pass 2 or more of the five required Regents exams needed to graduate from high school. Although 64% of these students have passed their required mathematics Regents, two (11=1; 12=1) are also under credited. Most of the 14 students are at the intermediate (42%) and advanced (50%) levels of English language proficiency. Also we have grades 6 through 10 ELL students. Most of these students are currently passing their classes and making progress with their credit accumulation. However, these progress needs to be maintained and the students need to be supported in preparation for the New York State/Regents exams.

This year's Title III Academy will include mainly an after school component: Math, Science, Social Studies, ELA/ESL and soccer/mentoring. Three licensed content areas teachers will work with a licensed ESL teacher to provide language support and development along with achievement in the content areas. Since most of the ELLs enjoy playing soccer, this would be used as a tool/leverage to ensure that these students' participation is linked to their doing well in their academic classes. The soccer coach/mentor would provide guidance/mentoring to these students and will be available as a resource. The language of instruction will be English, using ESL strategies. The program will run after school for about 20 weeks from November 2013 to June 2014. Math, Science, and Social Studies will meet once a week. ELA/ESL sessions will be available four times a week. Since most of the ELLs enjoy playing soccer, this activity would provide these students an avenue to socialize and be supporting of each other, especially during the transition period. The soccer coach/mentor would provide guidance/mentoring to these students and will be available as a resource. When available, our Title III immigrant grant will support additional support time.

Residual of the grant will be use to purchase/replace stationary supplies, English-native language dictionaries, glossaries, etc.

Part C: Professional Development

Part C: Professional Development

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

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

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

Additional workshops by DOE/network staff and/or school staff with ESL and/or content areas expertise are tentatively scheduled for November 6 and January 28. These workshops would be on topics such as reading comprehension strategies, differentiation, building vocabulary in the content areas, and addressing the needs of ELL students.

Part D: Parental Engagement Activities

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

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

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

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

In addition to the bi-annual parent-teacher conferences, ELL parents are notified of these activities through school phone messenger, mailings, direct communication with counselors, teacher, and parent

Part D: Parental Engagement Activities

coordinator. Often times, ELL parents will approach school officials themselves to request information about ELL related activities. Translations are provided as needed. This reciprocal approach allows for parents and school officials to communicate and be involved in a system of progress. Light refreshments may be provided.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	10,980	220 hours of per session for 1 ESL/Eng teacher and 3 General Ed. (Math, Sci., Social Studies) teachers and 1 soccer coach/mentor to support and mentor ELL students: 1 ESL/Eng teacher x 4hrs/wk x 20wks x \$49.91 = \$3992.80; 3 GE teachers x 1 hr/wk x 20wks x \$49.91 = \$2994.60; 1 soccer coach/mentor x 4 hrs/wk x 20 wks x \$49.91 = \$3992.80 (Total @ current per session rate with fringe)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	220	National Geographic Instructional materials for students; laptops / ipads; Reading and writing materials; book on tape, Cassette Recorders, Headphones, exam prep workbooks, visuals/posters, REALIA, chartpapers, markers, etc.
Educational Software (Object Code 199)	—	
Travel		
Other		
TOTAL	\$11,200	

