



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FREDERICK DOUGLASS ACADEMY VI

DBN (i.e. 01M001): 27Q260

Principal: CARLSTON GRAY

Principal Email: CGRAY3@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carlston Gray	*Principal or Designee	
Thomas Telford	*UFT Chapter Leader or Designee	
Wendy Pratt	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Keith Maldonado Amanda Fyfe	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kim Welch	Member/ Teacher	
Sherene Joseph	Member/ Teacher	
Donna Douglas	Member/ Co-Chair	
Christine Edwards	Member/ Parent	
Ms. Gonsalves	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 27Q260

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	412	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	19	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	11	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	69.7%	% Attendance Rate			80.9%
% Free Lunch	71.8%	% Reduced Lunch			4.4%
% Limited English Proficient	4.2%	% Students with Disabilities			12.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			65.0%
% Hispanic or Latino	31.0%	% Asian or Native Hawaiian/Pacific Islander			2.7%
% White	0.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			2
# of Deans	2	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.1%
% Teaching with Fewer Than 3 Years of Experience	14.3%	Average Teacher Absences			8.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	69.3%	Mathematics Performance at levels 3 & 4			49.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			51.9%
6 Year Graduation Rate	74.3%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The school instituted an online academic program that gave under-credited students the opportunity to gain credits towards graduation. Instructional Lead positions were created to provide teachers with the tools necessary to use DATA to improve instruction. Pearson School Achievement Services were used as a platform for teaching strategies.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Develop a professional plan that reflects differentiated tiered support and consistent feedback to build teacher capacity resulting in enhanced school-wide instructional practices. Explore additional strategies for improving erratic student attendance with plans to engage parents that result in shared commitment to the high expectations of the school. Strengthen the manner in which information is shared with students and their families to include more specific information about student progress and next step learning.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Lack of structures and capacity to use DATA among staff. Low expectations of students by staff and by students Lack of infrastructure to implement programs..			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school did not meet any of the goals as set forth in the 2012-13 SCEP			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
The graduation rate fell to 52% as many students did not complete the course work required to graduate. The low attendance rate had a negative effect on the accumulation of credits by students.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
		X	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Adequate staff was not hired prior to start of the school year. School staff have limited skills set required to implement technology in the classroom 2.5% parent involvement in school activities. Overcoming culture of apathy and low expectations.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Students in School's Lowest Third: Students With Disabilities English Language Learners Cohort Q students			
Describe how the school leader(s) will communicate with school staff and the community.			
Staff will be briefed and updated through emails, professional development, department meetings and faculty meetings			
Describe your theory of action at the core of your school's SCEP.			
If students are actively engaged in their learning, then education becomes meaningful and increase student achievement.			
Describe the strategy for executing your theory of action in your school's SCEP.			
In all classes, students would be actively engaged in seeking solutions to real world problems through the lens of their subject area.			
List the key elements and other unique characteristics of your school's SCEP.			
Students will be actively engaged in writing in every subject area Informational text and real world problems will frame the lessons of each class.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			

Professional development will be provided to teachers by the CFN and the administration

Teachers will visit each other's classroom and debrief on observations.

Best practices will be shared among teachers during department meetings

Teachers will visit other schools to observe best practices.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

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

Accelerate alignment of all curricula to State standards with rigorous tasks, refined for the needs of all students, in order to close the achievement gap.

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader’s vision	X	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By August 2014, students will demonstrate a 3% increase in the Math Regents passing rate and a 3% increase in the ELA Regents passing rate

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

1. Teacher Teams will use Common Planning time to identify students within sub-groups and develop action plans.
2. Teacher Teams will review and adjust Action Plans.
3. Frequent cycle of feedback to teachers from observations based on the Framework For Teaching.
4. Key content personnel will attend monthly ELA, Math, ISS and Math PD offered by the CFN for the alignment of the Common Core Standards.
5. Teachers will meet before/after school to develop curriculum and data to support students’ needs.(R3C9)
6. Teachers will meet before/after school to improve instructional practice in the classroom (R3C4)

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

Key content personnel include Lead Teachers, Assistant Principals and Principal

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

1. Benchmarks will compare baseline data from June Regents (8th Grade Assessment for 9th Graders) to Interim Assessment Results as well as January and June 2013 Regents results. Benchmarks will also include student growth based on report card data and teacher assessments.

▪ Timeline for implementation and completion including start and end dates

6. September 2013 – June 2014

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

1. Embedded after school tutoring in teacher schedules twice weekly. (GNN31)
2. Teachers target under credited students for before/after school and Saturday tutorials.(GNN44)
The program includes five teachers, one supervisor, and 120 students at 2 hours per session.
Students who are not attending will receive follow-up calls, support, Guidance Counselor meetings, etc.
3. Priority Focus - Supporting Great Teachers and Leaders will be used to fund the professional development activities for participating teachers and supervisors (GNMRP)

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
x	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Graduation rate = 51.9%							
Review Type:	Progress Report	Year:	2013	Page Number:	03	HEDI Rating:	NA

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
To increase student graduation rate by 8% for the 2013-14 School Year	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1. February – June 2014- Implement before/after-school credit-bearing courses. Student will attend a course of study utilizing the ILEARN computer (Apex) Program. This before/after school course can also be utilized for students who require additional preparation or enrichment. (R3H1)	
B. Key personnel and other resources used to implement each strategy/activity	
1. This computer-based program will be staffed with four teachers - Social Studies, ELA, Math and Science - and one Administrator. Per session will be utilized for before/afterschool staff	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. By February of 2014 % of cohort P students on track to graduation with credits will be increased to 60,	
2. By February of 2014 number of cohort P students on track to graduation with Regents passes will increase from to 60	
3. By June of 2014 % of cohort P students on track to graduation with credits will be increased to 75	
4. By June of 2014 number of cohort P students on track to graduation with Regents passes will increase from 36 to 75	
D. Timeline for implementation and completion including start and end dates	
1. November 2013 – August 2014	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Before/After school tutorials in core subject areas.(GNN44)	
2. Online classes for students who are under-credited.(GNN31)	
3.	

Budget and Resource Alignment

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
x	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

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

Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings, materials accommodate learners of different ability levels and learning styles are utilized to engage all learners.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #3

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

By June 2014, all teachers teaching SWD and Lowest third students will be provided Professional Development in differentiating lessons through:
 (1) content,
 (2) process,
 (3) product, and
 (4) learning environment

This would be measured by using the Danielson's rubric during formal and informal observations.
 Teachers will meet after/before school to peer-review their instructional practice.(GMLMS)

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Professional Development by CFN
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Network 611 Personnel
 2. School Administration
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Observation of lessons using the Danielson's rubric.
- D. Timeline for implementation and completion including start and end dates**
 1. January through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teachers will be observed using the Danielson's rubric and provided support based on the rubric scores obtained

Budget and Resource Alignment

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

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Attendance rate is 77.8%											
Review Type:	Progress Report	Year:	2012-13	Page Number:	4	HEDI Rating:	I				

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
x	5.2 Systems and partnerships					X	5.3 Vision for social and emotional developmental health				
x	5.4 Safety					x	5.5 Use of data and student needs				

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
To increase attendance rate increase from 77.8% to 81% by the end of the school year.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. Creation of an Attendance Team that will monitor students' attendance weekly.											
2. Chronically absent students will be targeted for attendance improvement by two teachers (Circular 6 assignment).											
3. Daily phone calls to parents of students who are absent or very late.											
B. Key personnel and other resources used to implement each strategy/activity											
1. School Aides											
2. Guidance Counselors											
3. Attendance Teachers											
4. Teachers (Circular 6)											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. Chronic Attendance Tool											
D. Timeline for implementation and completion including start and end dates											
1. November 2013 – June 2014											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. Phone Master – Auto caller											
2. School Aides											
3. Guidance Counselors											

4. Teachers
5. Parent Conferences
6. Program 4.2 & 4.5 Priority funds will be used to pay teachers per-session to the AIS program.
7. Program 4.2 & 4.5 Priority funds will be used to pay teachers for participating in Profession Development.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

Percentage of students earning 10+ credits in 1st year

Review Type:	NYC School Survey	Year:	2012-13	Page Number:	1	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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

Annual Goal #5

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

Through family outreach, 80% of 9th grade students will obtain 10+ credits by June 2014

Strategies to Increase Parental Involvement and Engagement

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

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

1. By June of 2014 Parents will be trained in the Common Core Learning Standards in Mathematics and ELA.
2. Parent workshops will be held including; Transcript Workshop, Marking Period Workshop, College Bound Workshop, ELL Workshops, and Students with Disabilities Workshops.
3. Freshmen students will be scheduled and monitored for regular meetings with Guidance Counselors who will meet with all students at least twice per term. Guidance counselors will also conduct outreach to parents who have at risk students.
4. Parents will receive multiple notifications about opportunities for their children to attend after school programs.
5. Grade teams will monitor students work on a monthly basis and will communicate and meet with parents to address potential academic needs.
6. APs will use the scholarship report to conference with teachers in order to monitor student progress at the end of each marking period.
7. Benchmarks will include attendance logs from workshops and scholarship reports.

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

1. Guidance Counselors
 2. Assistant Principals
 3. Principal
 4. School Aides
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Parents attendance to PTA meetings
 2. Parents visits to school
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 - 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- “Common Core for Parents” institute will expose parents to the shifts in ELA and Math that students must understand to succeed (GNN33/GNN2M)
1. Program 6.5 Priority funds will pay per-session for Guidance Counselor to conduct outreach and workshops for parents.

Budget and Resource Alignment

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

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

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

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

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

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	Interactive writing	Small group, one-to-one, lunch and learn, tutoring, blended learning	During the school day and after school, Saturdays.
Mathematics	Blended/Online learning	Small group, one-to-one, lunch and learn, tutoring, blended learning	During the school day and after school, Saturdays
Science	Interactive & Virtual Learning	Small group, one-to-one, lunch and learn, tutoring	During the school day and after school.
Social Studies	Essay writing/ DBQ's Repeated readings	Small group, one-to-one, lunch and learn, tutoring	During the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Online academic task	Computerized programs	Before/after school day

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

2. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.
Recruitment Process: <ul style="list-style-type: none"> • Principal visit the Hiring Halls on a as needs basis. • CFN referrals • Open Market search • Teaching Fellows list Retention: <ul style="list-style-type: none"> • Teacher attend conferences including, STEM, NCTM, CCLS. CIE • Providing opportunities for professional growth through various PD offered by CFN, Cluster and by other agencies.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In-house Professional Development by Administrative and other school staff Citywide and Network PD for teachers and administrators – Leadership Institute Professional Development for staff by Outside consultants Read 180/ Teq Equipment

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds other sources including Tax Levy and Title 1 will also be used to support student needs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- 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 Common Core and 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 27	Borough Queens	School Number 260
School Name Frederick Douglass Academy VI		

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 Carlston Gray	Assistant Principal Rosemarie Appleton
Coach type here	Coach type here
ESL Teacher Ellis Younger	Guidance Counselor Elasia James
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tonie Roberts
Related Service Provider type here	Other type here
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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	410	Total number of ELLs	22	ELLs as share of total student population (%)	5.37%
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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	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
self-contained										1	1	1	0	3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	4
SIFE	12	ELLs receiving service 4-6 years	3	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	17	7	1	3	2	3	6	3	3	26
Total	17	7	1	3	2	3	6	3	3	26

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
Spanish										0	0	0	0	0
French										0	0	0	0	0
Arabic										0	0	0	0	0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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										9	7	4	1	21
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										1	1	1	1	4
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	0	0	0	1
TOTAL	0	0	0	0	0	0	0	0	0	11	8	5	2	26

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									1	6	2	0	9

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)										4	1	2	0	7
Advanced (A)										6	1	1	2	10
Total	0	0	0	0	0	0	0	0	0	11	8	5	2	26

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0		0	
Global History and	1		2	
Geography	0		0	
US History and	2		2	
Foreign Language	0		0	
Government	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	6		2	
NYSAA Social Studies	0		0	
NYSAA Science	2		1	

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.
The LAB-R, Spanish Lab_R will provide information about the students' English level. This will allow the teacher to scaffold his/her lesson.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Proficiency in listening and speaking but slower in reading and writing
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](#))
ELL teacher analyzes data and uses the data to effect instruction. Teacher differentiates based on students' proficiency levels in each of the modalities.
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. N/A
 - b. Teacher teams use common planning time to identify students and develop an action plan, review the plan and make changes accordingly.
 - c. The school is learning that students are more proficient in speaking and listening. Students helping students, glosseries, translation dictionaries
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.](#))
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Assigned to groups, differentiated instruction, scaffolding, direct translation dictionaries, glossaries, and pair student with another student of the same language
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Based on number of students reaching proficiency level. 57.89% of the students showed progress and among those students three of them reached proficiency level.

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 certified pedagogy meets with the parent and administers the HLIS and interviews parents in English and native language. A certified ESL teacher reviews the HLIS. If the HLIS and interview indicates another language is spoken at home then the child is scheduled for the LAB-R. The LAB-R is hand scored and if the LAB-R scores indicates that student is an ELL – scores at B, I, or A level- the parent is notified and invited to a mandated parent orientation. If the student's native language is in Spanish the Spanish Lab is also administered. During the orientation the parent views a video which explains all the ELL programs that are available in the city of New York – Free standing ESL, Transitional Bilingual Education, and Dual Language. The school ensures that someone who speaks the parent’s language is present to answer all the parent’s questions. If there is no one in the school who speaks the parent’s language then someone from Translation and Interpretation Unit is contacted by phone. If the program that the parent chooses is not available in our school, the parents are informed of his/her right to transfer the child to another school where the program of their choice is offered. We inform parents that if we reach the requisite number of students needed to create a selected program, parents will receive phone calls informing them that the program will commence. We also keep track of parents who choose translation. This process is conducted within ten days of the date of admission.

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.
If the LAB-R score results indicate that the student is an ELL then the parent is invited to an orientation. The invitation goes out via telephone call, email or letter sent home with the student. During the orientation the parent views a video which explains all the ELL programs that are available in the city of New York – Free standing ESL, Transitional Bilingual Education, and Dual Language. At the end of the orientation parent complete the Orientation Survey and Program Selection Form. Parents are also informed that the school keeps track of the number of parents who selected the program and as soon as the school gets enough students to open the program the school is willing to do so and will contact the parents. The ELPC is completed within 20 days of admission.
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 [\[see tool kit\]](#).)
At end of orientation parent completes Parent Survey and Program Selection. Forms are kept on file in the ELL files in the Main Office. Parents are invited to a meeting where the result of NYSESLAT is received and parents sign the Entitlement Letter. If the Program Selection Form is not returned then the default program is the transition Bilingual Education. Entitlement & continuing entitlement letters are also kept on file.
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.
We make sure parent understand the different options and choose a program. The student is place according to parent choice. If program is not available parents are informed of their right to transfer - will implement program when we reach sufficient number of students. We also keep track of parents who choose translation. Within twenty days of admission information about students and parents’ choice of program are entered into ELPC screen in ATS.
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.
WE run the RLER-LAT Report to make sure all ELLs who are entitled to take the test. We also set a schedule for testing.
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. 
Approximately 95% of parents select ESL for their children. The program is aligned to parent request.

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])?
We use the Pull-out model - by level. Advance: 180 minutes for ESL and 180 minutes for ELA; Intermediate: 360 minutes of ESL and 180 minutes of ELA; Beginner: 540 minutes of ESL
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)?
To ensure that the students receive the mandated instructional minutes as per part 154, we program the ESL before other classes. Students are programmed according to their proficiency level. We use the Pull out model. Advanced students receive 180 minutes for ESL and 180 minutes for ELA; intermediate receive 360 minutes of ESL and 180 minutes of ELA and the beginners receive 540 minutes of ESL.
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.
Each content area teacher scaffolds instruction by using ESL strategies that are aligned to the CCLS. In addition to scaffolding they provide native language support by making translation dictionaries and native language glossaries available to the students and they also assign them to groups with students who speak the same language.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Make exam available in their native language. Make glossaries and translation dictionaries available to them.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
There will be formative assessments throughout the unit. At the end of the unit there will be a summative assessment. Teacher evaluated test to check modalities of ELA All four modalities of the language will be assessed throughout each lesson/unit and in all formative and summative assessments of the units.
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).

Vocabulary and grammar are emphasized in each lesson and lessons are differentiated based on the student's performance

levels. After a student tests proficient, they continue to receive modified testing accommodations.

As per the subcategories, instruction is differentiated for ELL as follows:

a.) SIFE students – If possible, content is taught in their L1 while the student takes ESL classes. The teacher will inform the students that tutoring is available for them. Spanish is the predominant language of our students. A large portion of our faculty speaks Spanish and lessons are differentiated accordingly. We also, incorporate interactive activities and questions that the reader comes up with.

b.) In all ESL classes, instruction is differentiated. Lessons coincide and foster: speaking, listening, writing, and reading. As per the remaining subgroups, we infuse, “direct instruction with specific reading strategies with interactive lessons” (<http://www.p12.nysed.gov/biling/docs/NYSEDSIFEGuidelines.pdf>) Long-term ELLs are looked at individually and lessons are tailored to meet their language needs.

As per parts c) and

d.) The teacher will find out what specific(s) areas of language acquisition the student is having difficulty comprehending. Throughout the year, the teacher will scaffold lessons to incorporate their areas of difficulty into the lesson.

e.) In order to assure that former ELLs are proficient in their L2. The ESL teacher will converse with the students content teachers to find out how the student is doing.

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?

Teacher of SWDs and ELLs collaborate to plan lessons. Inquiry teams will conduct a school-wide PD plan to help content teachers continue to support ELLs reaching proficiency. The focus will be on the data-driven classroom and differentiation of instruction. Teachers are trained in analyzing data and developing individual learning goals for the students in their classes. Teachers of ELL-SWDs modify materials in classroom by scaffolding text, using graphic organizers. ELLs who still require additional support may also remain in the free-standing ESL class.

The teacher will provide the student with work that correlates with their lives outside of academia. This will help the student form a connection to the content being taught in their lessons as it is relevant to their life. For example, a lesson being taught to a student who is twenty years old may incorporate life skills such as job applications. While the same content of the lesson can be taught to a ninth grader differently.

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?

These students are programmed first. They look at the IEP to see what their needs are. Examine their NYSESLAT and LABR results to see their English proficiency level, based on their needs. Program the beginners and intermediates during their ELA periods.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

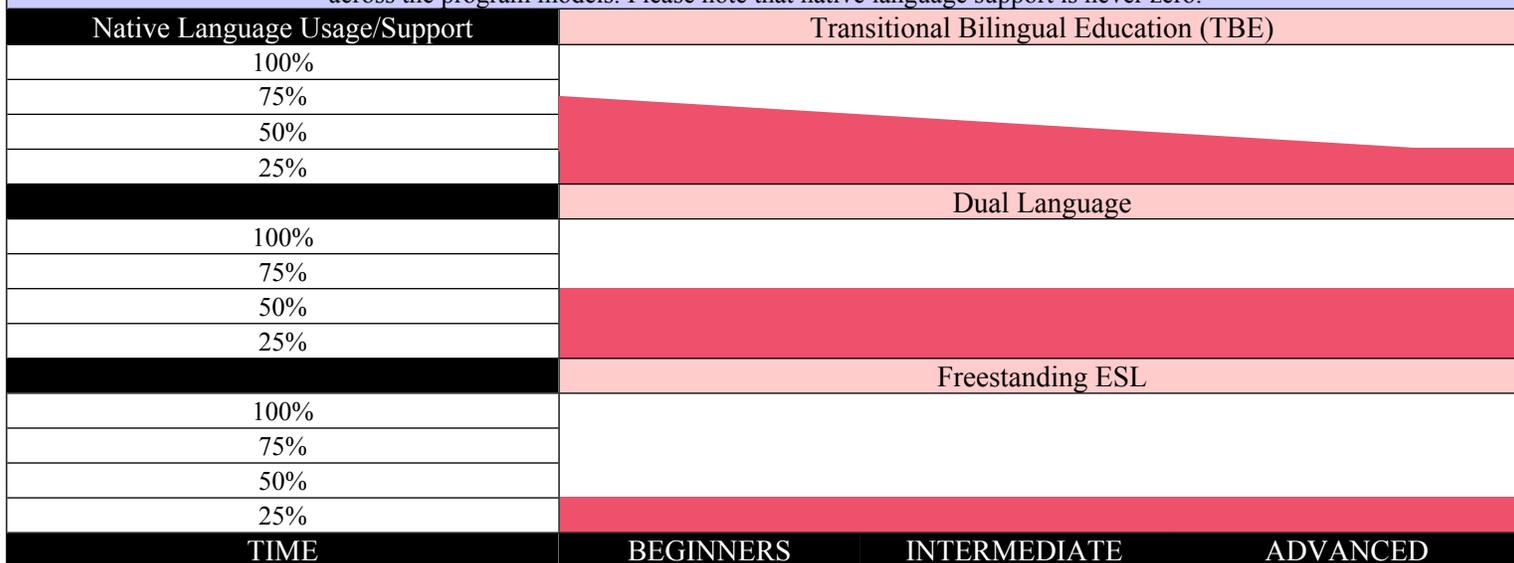
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs are offered additional tutoring during extended day sessions on Tuesdays, Wednesdays and Thursdays 2-2:50 pm; additionally they may receive tutoring during their lunch program or during the Saturday Academy. Lunchtime tutoring is offered 11:31-12:15 daily. Students are given a schedule of which teachers (according to C6 assignments) are available for tutoring during these allocated times.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 57.89% of the students improved their ESL level and three students reached proficiency level. This demonstrates that the program is working. All the entitled ELLs receive the required number of minutes of ESL instruction and are also provided with Native language support in all classes including the content area classes. Content area teachers scaffold instruction to ensure that the ELLs develop conceptual understanding while acquiring the language.
11. What new programs or improvements will be considered for the upcoming school year?
- iLearn, Assistive technology - Voice to Text
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are involved in all programs in the school for example extended day sessions, Saturday Academy, PSAL, clubs, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Computers; Smart boards; Graphic Organizers; translation dictionaries, and glossaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Peer support in their native language; Translation, dictionaries, glossaries, and exams in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All materials are grade and age appropriate.
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.
- Summer Bridge Program, and orientation as they are admitted.
18. What language electives are offered to ELLs?
- Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable.

C. Professional Development and Support for School Staff

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

1. The ELL teacher is provided with all mandated training and professional development, as well as professional development that focuses on the writing process. The ESL teacher also serves as out school's Writing Coordinator and works with staff on incorporating supporting writing strategies into their classes, with specific focus on the needs of ELL students. She also leads an inquiry tea. focusing on ELL methodologies.

2. Mandated PD and training

3. Through inquiry-based work, ELL students are targeted as a focus group and followed within their cohort.

3. All teachers participate in ongoing professional development in the delivery of differentiated instruction. Staff is taught how to identify their ELL students on ARIS and are supported in planning instruction that meets their needs.

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. Parents are encouraged to attend monthly PTA meetings and SLT meetings. In addition, ELL parents are invited to a special reception on Open School Night and Day where they are updated on the services provided to their children and given the opportunity to meet ELL personnel.

2. Currently, the school is exploring options in this area.

3. The needs of parents are evaluated by meeting regularly with the parent coordinator, who has regular contact with parents and by evaluating data from the school's learning environment survey.

4. Activities are based on the requests of parents. Guidance department meets monthly, along with parent coordinator, and the agenda includes parent issues raised during that month and plans to address the issues. For example, it was raised that parents at each grade level had concerns specific to that grade level. PTA workshop; CBO presentations - Parent coordinator; PTA President; Newsletter Parent survey from the PTA communication with the Parent Coordinator. ESL parent workshops and provide translation materials for the parents. Based on the needs of parents, workshops on Common Core Standards, Graduation Requirements, Parent Involvement in the school community, IEP Revisions, Understanding the Annual NYC Parent Survey, Absenteeism, ARIS Parent Link, Domestic Violence, Teen Obesity, First comes Love, They Myth of Self Esteem, Kids and Steroid use, The positive and negative of teens negative behavior, Drinking and driving, STDs, teens and violence, talking to your teens about sex, Getting the Most out of Parent Teacher Conferences, Internet Safety, Gateway Drugs, Teens and Body Image, Teens and Pressures of Competition, Dating violence, Verbal and cbyerbullying will be provide.

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.

PPaste 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)
Carlston Gray	Principal		1/16/14
Rosemarie Appleton	Assistant Principal		1/16/14
Tonie Roberts	Parent Coordinator		1/16/14
Ellis Younger	ESL Teacher		1/16/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q260** School Name: **Frederick Douglass Academy VI**

Cluster: **3** Network: **611**

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

Part A: Needs Assessment Findings

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.

Home Language Survey provides data necessary as indicator of home language, possibly necessitating translation services. Oral interview is conducted through Meet the Teacher activities, scheduled in September. Time spent in ESL is discussed along with strategies to assist students, at school as well as at home.

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

The Home Lanaguage Survey reveals that we need to provide translation services on an as needed basis - not all parents need translation services. Parents have stated their preference for English notification of school activities. Parental pursuit of this policy encourages immersion to acquire proficiency in the language.

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.

School will provide notices to parents in their native language.

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

Oral interpretation will be provided by school staff.

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>.

Parent coordinator will attend training offered by DOE or CFN.

We will utilize translation services provided by DOE

We will hire bilingual staff