



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FREDERICK DOUGLASS ACADEMY III

DBN (i.e. 01M001): 09X517

Principal: RAHESHA AMON

Principal Email: RAMON@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: JORGE IZQUIERDO

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
Rahesha Amon	*Principal or Designee	
Albania Rosario	*UFT Chapter Leader or Designee	
Sherma Wheeler	*PA/PTA President or Designated Co-President	
Fatima Anderson	DC 37 Representative, if applicable	
Mohamed Sherif Cristal Molina	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steven Dodell	Member/ Chair	
Annette Evans	Member/ Parent	
Denise Harris	Member/ Parent	
Barbara Evans	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Through implementation of our Four Core Values Rubric (Education, Professionalism, Respect and Community Awareness), Level 3 & 4 Incidents will decrease by 3 percentage points. Students in grades 9-12 will develop strong values, which will help them succeed in high school and better navigate the college and career process.

Comprehensive Needs Assessment

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

Most FDA students pass the regent exams and enroll into colleges and universities. Unfortunately, many of them drop out because they were not prepared with the values one must exhibit to succeed in college-level classes.

Instructional Strategies/Activities

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

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

1. We will train teachers and participating staff on The Core Values and FDA III advisory curriculum. The teachers will meet with students once a month to reinforce the Core Values of Education, Professionalism, Respect and Community Awareness. Administrators will evaluate the advisory's success by surveying students and faculty three times per year. We have a partnership with College Summit in order to build an additional layer of support for our advisory program.

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

1. Grade Leaders will develop the Core Values Rubric and advisory curriculum. All teachers will execute the advisory lessons. All Administration, teachers, guidance personnel and Discipline Associates work to ensure scholars uphold the Core Values.

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

1. Grade Leaders will evaluate the process and grade students on each of the Core Values throughout the school year.

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

1. Advisory will start in October 2013 and complete in May 2014.

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

1. Programmatically, the schedule includes for advisory lessons the last Wednesday of the month in all third period classes across all grades and content areas.

Strategies to Increase Parental Involvement

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

We provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Teachers will develop and improve their pedagogy via a shared characteristic of instruction and Charlotte Danielson's Framework for effective teaching.

Comprehensive Needs Assessment

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

NYC has adopted a new teacher evaluation system, ADVANCE. As a result, teachers must be versed in the Danielson Framework for teaching components.

Instructional Strategies/Activities

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

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

1. Principals, assistant principals and department chairpersons will conduct informal and formal observations using FDA III’s characteristics of instruction and the Danielson rubric to provide meaningful feedback. The instructional team develops and implements a professional development plan focusing on selected areas of the rubric. Teachers will participate in a goal-setting process focused on the rubric as a measure of growth. The various observations take place intermittently throughout the course of the school year. The administration hosts end-of-the-year conferences with teachers, where together with their supervisor, teachers measure their progress on selected components of the rubric.

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

1. Administration, Department Chairs and Grade Leaders

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

1. Using the components of the rubric, we will measure the overall success of our teaching staff. Our goal is to have all instruction at the effective level.

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

1. Sept. 2013 – June 2014. Mid-year check in February 2014.

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

1. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content, grade and as an inquiry team.

Strategies to Increase Parental Involvement

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

Parents have been provided training on both ADVANCE and the Common Core State Standards. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

We will show an increase in overall daily attendance by focusing our time and effort on improvement of the chronically absent scholar population (Students who have missed more than 10% of school days per year).

Comprehensive Needs Assessment

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

We have assessed that our overall attendance has decreased the previous 4 years from 88.96 to 82.30.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups
1. We will identify the chronically absent students by disaggregating attendance data. Students will be paired with a learning community member who they have a positive rapport with and they will meet weekly to discuss attendance goals. One of the key things the mentor will do is be there for encouragement by providing support and positive feedback. Student attendance will be tracked monthly. The data will include the student's name, identification, previous year's attendance, year to date attendance, year to date change, weekly attendance and the mentor's name. There will be weekly and monthly celebrations to culminate the progress of student attendance. Some of the celebrations will consist of: calls home to parents, progress reports home to parents, pizza parties, scholar dollars, etc.
2. Key personnel and other resources used to implement each strategy/activity
All learning community members will play an integral role, but the attendance team will monitor the improvement of attendance. The plan will be shared with the whole staff and everyone will be aware of the students and they will be encouraged to say something positive to those students as they strive to make improvements with their attendance.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The target will be students who are chronically absent (missed more than 10% of school days per year).
4. Timeline for implementation and completion including start and end dates
1. The attendance team will evaluate the efforts of the attendance initiative throughout the year. Attendance initiative on chronic absenteeism will begin in September 2013 and complete in June of 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The tracking of the student's attendance is key to the improvement of chronic absenteeism. The attendance team will evaluate the attendance data (daily, weekly, grade, SPATS reports) in our weekly meetings and make modifications in strategies if needed.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents have been provided access to Jupiter Grades to monitor scholar attendance. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
All content departments (Math, ELA, Science and Social Studies) will align ALL units to Common Core Learning Standards for 9-12 th grades. and integrate the instructional shifts, resulting in coherence across grades and subject areas in a way that promotes college and career readiness for all students.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on assessment data from all content areas, students struggle with reading comprehension and citing relevant evidence in their writing to support their claims. In addition, students struggle with reading non-fiction and informational text due to its complexity as a result of sophisticated and content specific vocabulary.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will meet with their departments to create, reflect, revise and collaborate on units, lessons and performance tasks aligned to the Common Core State Standards. Teachers will use unit plans from last year and Common Core theories in order to revise and improve units, lessons, tasks and activities. Teachers will also incorporate UDL strategies in order to provide multiple entry points for all learners. This reflection, collaboration and revision will improve teacher effectiveness and student outcomes.
2. Through their inquiry protocol, the Math Department will deploy Higher-Order Thinking (HOT) Tasks, baseline assessments, strategic groupings and data analysis in order to improve how scholars analyze and explain processes, display fluency in writing as well as interpret and translate between various forms of models in order to solve problems.
3. The ELA and Social Studies Departments will focus on R1 and W1 Common Core Learning Standards in their units in order to ensure that Scholars are citing evidence from a text to support their ideas both verbally and in writing.
4. The Science Department will incorporate Common Core standards into laboratory procedures and performance tasks, potentially including a real world critical thinking application.

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

1. All teachers, Common Core Standards, Common Core Instructional Shifts, Curriculum Maps, pacing guides, Danielson Framework for Teaching
2. Math teachers, attendance secretary, higher order thinking tasks websites, professional development opportunities, Danielson Framework for Teaching
3. ELA and SS teachers, Common Core Standards, Common Core Instructional Shifts, Curriculum Maps, pacing guides, Danielson Framework for Teaching
4. Science teachers, Common Core Standards, Common Core Instructional Shifts, Curriculum Maps, pacing guides, Danielson Framework for Teaching

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

1. All students in grades 9-12.
2. All students in grades 9-12.
3. All students in grades 9-12.
4. All students in grades 9-12.

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

5. September 2013 - June 2014
6. September 2013 - June 2014
7. September 2013 - June 2014
8. September 2013 - June 2014

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

1. Department Meetings will be held every Monday and Tuesday during Common Planning time and Inquiry Meetings will be held on Thursdays during Common Planning time.
2. Department Meetings will be held every Monday and Tuesday during Common Planning time and Inquiry Meetings will be held on Thursdays during Common Planning time.
3. Department Meetings will be held every Monday and Tuesday during Common Planning time and Inquiry Meetings will be held on Thursdays during Common Planning time.
4. Department Meetings will be held every Monday and Tuesday during Common Planning time and Inquiry Meetings will be held on Thursdays during Common Planning time.

Strategies to Increase Parental Involvement

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

Parents have been provided training on the Common Core State Standards. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Incorporate appropriate scaffolds and differentiation in instruction across the content areas as it pertains to our Students With Disabilities (SWDs) and English Language Learners (ELLs).

Comprehensive Needs Assessment

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

Our data shows a need to close the achievement gap between our SWD/ELL population and their peers and to provide increased access to and participation in the general education curriculum.

Instructional Strategies/Activities

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

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

1. Coordinate the completion of all required/scheduled IEPs, including conferencing with parents, ensuring that students are getting the services mandated by their IEPs, that the classroom environment is conducive to learning, that students are appropriately placed consistent with the rules governing least restrictive environment; and that all records are accurate and up to date.
2. For grades 9 – 12, all teachers will continue to collaborate during common planning time to revise and enrich UBD units. The ELL personnel will push into these common planning meeting to assist with the teams to explore and implement various ELL scaffolds. It will be specific for each ELL student and become the entry point(s) for our ELL population in all of the courses offered at FDA III.

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

1. All SWD teachers and appropriate school faculty, including administration, general education teachers, related service providers and Discipline Associates.
2. All ELL teachers and appropriate school faculty, including administration, general education teachers, related service providers and Discipline Associates.

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

1. SWD Teachers, in cooperation with General Education teachers, will make thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it has achieved its objectives, consistent with Common Core standards, and as specified in IEP.
2. When the PLC meet to align their units to the CCLS, the focus on R1, W1 and speaking will become evident in the portfolios of the content areas as well as the Progress made on the NYSITELL exam.

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

- 1. September 2013 – June 2014
- 2. September 2013 – June 2014

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

- 1. Instructional planning and implementation will occur in direct correlation to the needs of students as revealed through analysis of formal and informal assessment and evidenced by artifacts and documentation.
- 2. Department Meetings will be held every Monday and Tuesday during Common Planning time and Grade Meetings will be held every Wednesday and Thursday during Common Planning time.

Strategies to Increase Parental Involvement

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

Parents are required to attend annual IEP reviews. We also strongly involve parents to keep them apprised of scholar progress, especially when interventions are required or to change the status of an SWD. Parents of incoming ELLs are given an orientation during which they are told about options for their children. We make parents aware that the DOE offers three options for ELLs. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	All departments use Extended Day to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.	Small group	After school. All departments utilize Extended Day Monday, Tuesday and Wednesday from 2:50 p.m.-3:27 p.m. as additional make-up/instructional time for scholars. Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 7 th and 8 th period daily depending on the teachers' meeting schedule.
Mathematics	Extended Day	Small group	After school
Science	Extended Day	Small group	After school
Social Studies	Extended Day	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Credit Recovery Guidance Psychologist Social Worker ICT, Self-Contained, SETSS	Small Group Small group, one-to-one One-to-one Small group, one-to-one Small group	Before and after school During the school day During the school day During the school day During the school day

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

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

In terms of recruitment strategies, we rely heavily on internal referrals from people who currently work at FDA. We believe they understand the mission vision of our school and know the type of candidate that would best meet our needs. Additionally, we use external recruiters, such as Teaching Fellows, and our relationship with universities – Lehman College, Teachers College and Fordham. Once teachers are identified as possible hires, they are interviewed by the following, in this order: department chair, assistant principal and principal.

Candidates must conduct a demo lesson and are asked to spend a day at our school. Assignments are made based on vacancies available and are based on qualifications, referrals and the interview process. The candidates are matched to the vacancy. Once hired, they participate in new teacher professional development, facilitated by the principal and department chair. They are assigned to a department based on their content and are provided a mentor. Like all other staff members at FDA III, they participate in the goal-setting process. Initial goal-setting is mid-year and the end-of-the-year review.

The observation process consists of both informal and formal observations in accordance with ADVANCE. In addition, department chairs conduct informal observations and teachers do inter-visitations of other teachers. Teachers attend department conferences and team meetings, as well as grade-team meetings. Finally, they participate in bi-weekly faculty conferences. We believe all of these ingredients are critical to recruiting, retaining and supporting highly qualified teachers.

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).

Staff are required to attend professional development, not just limited to in-house PD's; staff are given an opportunity to attend workshops outside FDA III and are encouraged to do so. PD's include topics such as CCSS curriculum development, special programs, DOE guidelines and developing leadership skills. Teachers attend weekly Inquiry Meetings by department to advance their instructional practice and aligning to the CCSS.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

For STH, we provide support services, e.g. mentoring and purchase of items not available to them. We also provide scholars with Peer Mediation Services, using scholars trained in mediation techniques to prevent violence between scholars.

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.

FDA III established a Local Measures Committee to explore the State and Local Assessment Measures that are most appropriate for our students. The team shared their findings with the teaching staff and made a recommendation to the Principal.

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 State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- implementing a Core Values Rubric addressing Education, Professionalism, Respect and Community Awareness
- 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;
- providing parents with access the Jupiter Grades platform to monitor student performance;
- 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 with 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 09	Borough Bronx	School Number 517
School Name Frederick Douglass Academy III		

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 Rahesha Amon-Harrison	Assistant Principal Francis Cassidy
Coach type here	Coach type here
ESL Teacher Sheridan Honore	Guidance Counselor Tiolly Capellan
Teacher/Subject Area type here	Parent Sharlyn Wheeler
Teacher/Subject Area type here	Parent Coordinator Jean Hill
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	12	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)	414	Total number of ELLs	43	ELLs as share of total student population (%)	10.39%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										21	11	5	6	43
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	21	11	5	6	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	
SIFE	6	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	28

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	7	4		15	2		21			43
Total	7	4	0	15	2	0	21	0	0	43

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	9	3	5	36
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	0	0	0	0	0	0	0	0	21	10	6	6	43

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)										3	1	0	0	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	5	2	2	19
Advanced (A)										8	5	3	4	20
Total	0	0	0	0	0	0	0	0	0	21	11	5	6	43

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

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	6		4	
Integrated Algebra	19		14	
Geometry	10		7	
Algebra 2/Trigonometry	2		1	
Math	0		0	
Biology	0		0	
Chemistry	3		1	
Earth Science	8		5	
Living Environment	18		12	
Physics	0		0	
Global History and Geography	13		8	
US History and Government	6		3	
Foreign Language	7		7	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We don't use assessment tools at our school for assessing early literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
N/A.
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](#))
The NYSESLAT modalities drive instruction for the ESL classes. Students are grouped per levels of reading/writing and listening/speaking. The focus of this data driven instruction leads to what classes the students in their English class. Mr. Honore, the ESL teacher will push into the English classes that the students are enrolled. The pull-out portion of the students program places them according to levels into the instructional group necessary. The focus of instruction is based on the outcomes of the NYSESLAT.
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. We do not test students in two native languages. Students are mostly in the advanced level with some on the intermediate level for instruction. As the students progress in high school they do tend to acquire the language and test more favorably on the NYSESLAT.
 - b. We take the information from the ELL periodic assessments and drive the intervention plan according to the individual ELL student. All of this information drives the individual student's action plan.
 - c. The ELL periodic assessment provides us interim data as a predictor for the future results. The assessments allow the ESL teacher and the English teacher to adjust instructions and focus.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Through the assessments and observations of the English teacher and the ESL teacher decisions are made for the students plans. The courses are standard and mandated , the interventions by the ESL teacher drive the development of the student. If additional time is needed, we cater the schedule of the student to maximize his/her exposure to their individual learning needs. All subject areas are taught in English with translation glossaries present for those students in need of additional supports. Additional tutorials are held for ELL students after school and during a lunch and learn environment.
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?

We look at the movement of the individual student NYSESLAT scoring: Once our indication, teacher observations and interim assessments, show more support needed, we adjust their interventions.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
This question is difficult to answer because we have had serious attendance issues over the past two years.

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](#).)

The Home Language Identification Survey (HLIS) is always the first form given to a new student and his family. If students say that they speak a language other than English at home, then the informal oral interview is the next step. After these two things are done, the new student is then administered the Language Assessment Battery (LAB-R). This test is then scored. The test results determine if the new student is eligible for ESL services or not. If they're eligible, the test will tell us if they belong in a beginner, intermediate or advanced ESL class. The test results are also sent to the Borough Accounting Office. The Home Language Identification Survey is always administered to the student by a licensed pedagogue. That person is usually me, the English Language Learner Coordinator at Frederick Douglass Academy III. I am a licensed to teach English as a Second Language in grades K through 12 and I have 12 years of experience working for the New York City Department of Education. This is my third year as the English Language Learner (ELL) Coordinator at Frederick Douglass Academy III.

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.

Our first contact with parents of a new student who is a potential English Language Learner (ELL) is when they come in to register their child. This initial meeting gives us the opportunity we need to tell parents about the three options offered in New York City public schools for English Language Learners. The Department of Education website has an introductory video in several languages that we show parents. The overwhelming majority of our students come from Latin America, and so they are shown the video in Spanish. I will also sit down with the parents and give them a brief overview of how we will determine whether or not their child is in fact an ELL. I have a functional level of fluency in Spanish, which makes this possible, but there are several bi-lingual people on staff who I can call on for assistance should I need help. We make it clear to parents that they have three options from which to choose: Transitional Bi-lingual Education, Dual Language and the Freestanding ESL model.

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

Once a determination has been made that a student is eligible for ESL services, a letter is sent to the parent or guardian letting them know. The letter is sent to the parent in the language of their choice. Some parents request that all correspondence from the school be sent to them in their native language. The eligibility letter is available in several languages making it possible for us to do this.

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.

Our parent coordinator, ESL teacher and or guidance counselors work together to assure that all parents understand the three (3) ELL program choices and the ESL program that is provided at FDA III. During this time parents are shown a video which explains the different programs that they can choose from. Parents are also informed that Frederick Douglass Academy III does not have a Transitional Bilingual Education or Dual Language program. Parents complete the selection forms immediately and submit them to the guidance counselor. Letters to parents are always sent in the language of their choice. Most at our school seem to choose English. However, if a parent wants to receive letters in their native language, we are able to do that. Several letters are available in multiple languages on the DOE website. If necessary, we can also turn to the DOE's language translation office for help with translating letters into a parent's native language.

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.

NYSESLAT testing begins in late May. Students are given appointment letters to come and see me for the oral portion of the test. The oral portion of the NYSESLAT is administered by a licensed pedagogue who is not the students ESL or ELA teacher. The students are all given invitation letters to come to certain rooms at certain times for the various parts of the test to be given. There is also a make up period for any of these students who may have failed to report to the testing time and place. All testing is administered by a licensed pedagogue.

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. 

The overwhelming majority of parents, approximately 95 percent, chose a freestanding ESL program for their child.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. At FDA III we have two different models for instruction. All of our ELL students have an English class that Mr. Honore, ESL teacher pushes into the class (heterogenous seating) when necessary. The ELL teacher also has established classes that the heterogenous students have in their programs for intrusive ESL services.
 - b. The ELLs at FDA III are programed to come and see me. Right now, we have two ungraded ESL classes. In addition, we have one period where I push in to their classes. The proficiency levels are mixed in these classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Instruction is delivered according to the mandated number of units states in the NYS CR Part 154. We currently have 4 beginners and 19 intermediate students. The beginners receive their 540 minutes of service through a combination of classroom instruction and push in. Intermediate and advanced students get 360 minutes of instruction through a combination of classroom instructin and push in also. Advanced students receive 180 minutes a week of instruction through classroom instruction only.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All ESL classes are conducted in English. Scaffolding is used a great deal in our ESL program. Each ESL student has various scaffolds in place that each teacher, ESL and regular teacher have available to them and share success at the grade meetings. Currently, we only have an ESL model of instruction. Differentiation of instruction is based on the individual, sometimes groups. These differentiation tools are given to the ESL students as supports for the language acquisition.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The overwhelming majority of our students are Spanish speaking, and they take Spanish as a class. This assessments given in this class allow us to evaluate a student's native language proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through the NYSESLAT
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).

We are in the process of developing a plan that allows us to differentiate instruction for various ELL subgroups. For former ELLs we make both them and their teachers aware that they are still entitled to accomodations even after testing out of ESL. For example, the former ELLs and their teachers both know when taking the ELA regents, former ELLs are still entitled to the 90 additional minutes to complete the test that students still in ESL are entitled to. For newcomers, there is a bigger focus on grammar.

SIFE students will attend classes that give the students vocabulary word banks, printed notes and completed Venn Diagrams to assist in their instruction. The same differentiation is true for all categories of ELL students

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?
Scaffolding is the main instructional strategy used when working with our ELL - SWD population.
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?

N/A

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:				

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

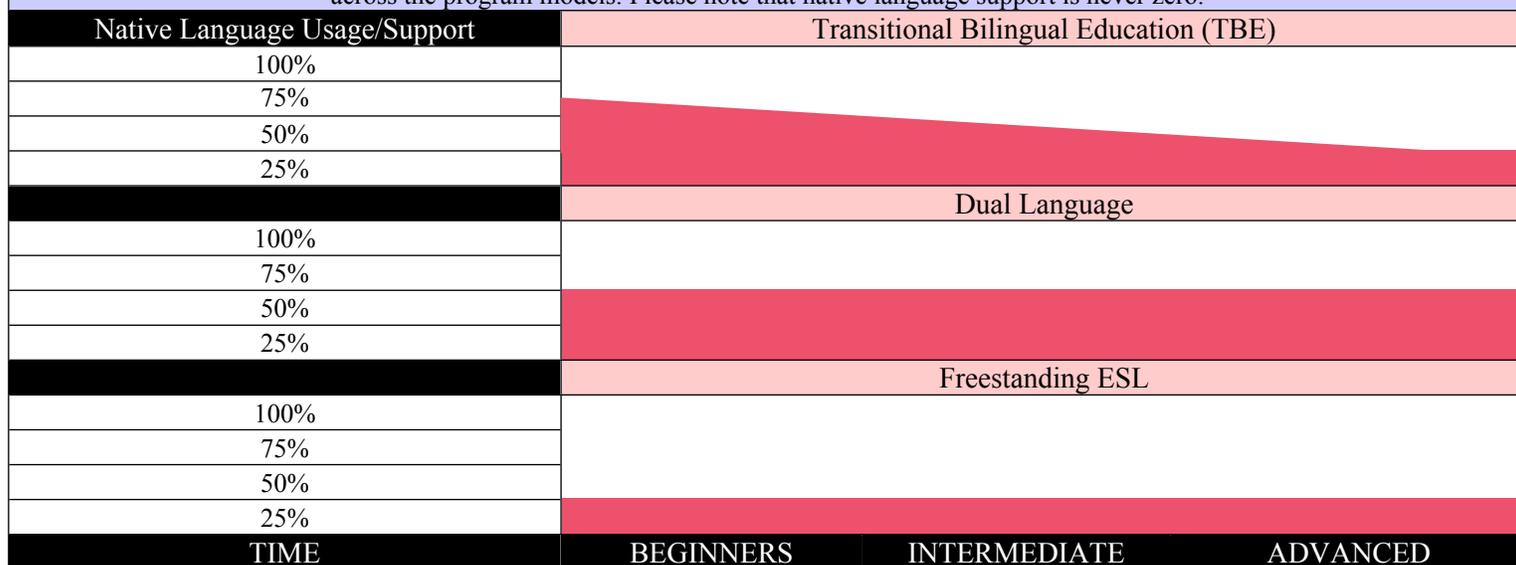
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention plans for each ELL student is designed by the teachers during their common planning time on a weekly basis. Interventions are written into the students individual intervention plan. All courses are offered in the English language. The intervention services range from one-on-one interventions with teachers to whole group learning objective focus meetings with groups of students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of one program is the students increase in their proficiency levels. While we continue to have the students strive for excellence, our current program has had success in the students growth and we have had student attain proficiency on their NYSESLAT exam. All staff members are aware of the ELL population and their desired scaffolds for instruction
11. What new programs or improvements will be considered for the upcoming school year?
We have no new programs to consider in the near future.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs can take full advantage of one extended day and afterschool programs, activities.
We have a variety of enrichment clubs(from Art to Yearbook), quarterly that all students are eligible to participate. We have baseball, volleyball, and female and male basketball teams through the SSAL and the PSAL.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our ELL population has full access to their translation glossaries for each class. We are looking into any additional ELL specific software available for our ELL population. We are exploring the use of Rosetta Stone for the students and their parents.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students are given the option of using native language - English dictionaries in class if they want in our freestanding ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Our freestanding ESL classes are mixed in terms of grades and levels. The students receive instruction through various folk tale and short story appropriate for all age levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
All students including on ELL population participate in a one week intensive of our learning community. This transition week makes the school begin instruction the first day of school. All of the new students are oriented to the FDA III Instructional Model.
18. What language electives are offered to ELLs?
FDA III offers Spanish and Italian for students who want it.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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. We encourage all of our staff to attend professional development. If they seek out a PD we are more than happy to accommodate their request. We will pay for the PD offsite and ask that the person or persons turnkey this PD for the entire staff. All of our pedagogues are trained on scaffolds and types of differentiation for our ELL population. These PDs are developed by our English Department Chair and Mr. Honore, our ESL teacher.

2. Our teacher attends twice weekly content meetings that address the CCLS and the individual courses for our scholars. All teachers of ELLs have the supports usually indicated in their units of study and their individual lesson plans. Our Guidance Counselors receive training from our licensed ESL teacher in ways to assist new incoming ELL students.

3. Our week long transition to high school and the FDA III Learning Community student orientation allows for a better understanding if expectations in high school. The staff are required to include differentiation and scaffolds in their lesson plans for their specific ELL students. We, administration support the teachers in writing their lesson plans.

4. The ELL training will be provided by Mr. Honore, our ESL teacher along with Ms. Babb, our English Department Chair. The trainings will be throughout the school year during the common planning time. Attendance sheets and agendas are kept on file for these meetings.

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. All of our parent workshops, one monthly directed by Ms. Hill, Parent Coordinator we announce to all parents including our ELL population in their native language. We have curriculum nights for each Core Subject that our ELL population parents are invited to in their native language. Translations are available for these parents.
 2. We currently involved with Mercy College and the program is newly started. If we can not accommodate translations for any of our parents, we reach out to the NYCDOE translation services unit.
 3. Our parent surveys dictate the needs and desires of our parents. During registration, our parents fill out the home language survey and we interview all involve to determine eligibility

E. Additional Information

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

.Paste response to question here:

Part VI: LAP Assurances

School Name: Frederick Douglass Academy III

School DBN: 09X517

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rahesha Amon-Harrison	Principal		12/1/13
Francis G. Cassidy	Assistant Principal		12/1/13
Ms. Jean Hill	Parent Coordinator		12/1/13
Mr. Sherdian Honore	ESL Teacher		12/1/13
Sharyln Wheeler	Parent		12/1/13
	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: 09x517 School Name: Frederick Douglass Academy III

Cluster: 05 Network: 511

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.

Frederick Douglass Academy III utilized the home language surveys as the initial method to analyze our language needs. The Pupil Accounting Secretary looks into ATS to find all home languages for all of our students. We "tag" our home with this information so we know to send notices/reports/all correspondence to the home in both English and the native language of the parents.

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.

FDA III surveys the parents with our beginning of the year packet of information. The packet has a home language survey included so we can reach out to those families to ensure that the home languages is captured. We use our SLT meetings and the PA meetings to report all of our school findings.

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.

Currently our translation services are in two languages. We have in house school staff that facilitates our translations to be sent home to parents. Any email correspondence also goes through these staff members. When it became necessary to translate a document in a separate language we will seek an outside vendor.

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.

Our oral interpretation services are first accommodated by our in house staff and parent volunteers. If this can not be accomplished we then go to an outside contractor to fulfill the services. We have not had to go to an outside vendor as of yet but we have the listing of contracted vendors for the service.

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>.

We have currently used in house staff to facilitate the translation needs of our students and parents. We translate all correspondence to be sent home or called home. We have sufficient staff to encounter these needs.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Frederick Douglass Academy III	DBN: 09x517
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 32	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program:	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 30	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Frederick Douglass Academy III has a student population of 458 students out of which 34 are ELLs. The Title III program will focus on the Intermediate and Advanced ELLs since they make up the largest percentage of our ELL population. In an effort to provide additional support for our ELLs, we are implementing an ELL Saturday Program and After School Program. These programs will be taught by a certified ESL teacher and English Language Arts teacher. Our program will focus on developing language by utilizing SIOP and QTEL strategies to increase listening, speaking, reading and writing skills. Our After School Program will run from 2:50 pm to 3:35 pm Tuesday through Thursday. Our Saturday program will run from 10am to 1pm. The ESL certified teacher will team teach with the core subject teacher as they focus on strategies that will increase the students' performance and progress on high stakes tests. The teachers will use NYSESLAT test prep workbooks as well as progressive coach books to develop reading and writing skills.

FDA III's English Lanaguage Learner population is comprised of 34 ELLs where parents opted for the freestanding ELL program. As a result, Frederick Douglass Academy III does not have a TRANSITIONAL BILINGUAL EDUCATION program or a DUAL LANGUAGE program. The Freedstanding ELL program is designed around the needs of the students. Throughout the day the ELL students receive both push-in and pull-out services. The ESL teacher is a licensed and certified TESOL instructor and provides academic English specifically designed for the ELL population.

Part C: Professional Development

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

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

Begin description here: The school provides teachers of ELLs with many opportunities for professional development. Teachers can take advantage of various workshops, which address the needs of ELLs, best practices and NYSESLAT training. This year, Kagan Cooperative Learning is providing professional development for teachers here at Frederick Douglass Academy III. Kagan's emphasis is on showing teachers the corect way to structure cooperative learning and classroom management. Kagan runs professional development at Frederick Douglass Academy III once a week. Topics covered include the correct way to administer independent assignments; building background knowledge; cooperative learning structures and strategies for fostering social skills development.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: With the assistance of our parent coordinator, Ms. Hill, we have made several attempts to reach out to parents to provide workshops that offer suggestions/strategies that support their child's learning needs at home. Our school evaluates the parents' needs by using the Parent Survey. The administrative team reviews the survey results carefully and puts protocols in place to address these needs. Unfortunately, we do not receive the support we would like from parents. It is a struggle to get parents to come in, because many of them work. However, our efforts to reach out to parents continue.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		