

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

16K393

School Name:

FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL

Principal:

ELVIN CRESPO

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

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Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

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Section 1: School Information Page

School Information

School Name: Frederick Douglass Academy IV School Number (DBN): 16k393
School Level: 9-12 Grades Served: 9-12
School Address: 1010 Lafayette Ave Brooklyn, New York 11221
Phone Number: 718-574-2820 Fax: 718-5742808
School Contact Person: Elvin Crespo Email Address: ecrespo@schools.nyc.gov
Principal: Elvin Crespo
UFT Chapter Leader: Maria Acedo
Parents' Association President: Antandre Gorman
SLT Chairperson: Elvin Crespo
Ralik Smith
Student Representative(s): Stacey Noezil

District Information

District: 16 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Ave Brooklyn, New York 11221
Superintendent's Email Address: Kwatts@schools.nyc.gov
Phone Number: 718-455-4635 Fax: 718-455-4684

Cluster and Network Information

Cluster Number: 611 Cluster Leader: Jose Ruiz
Network Number: 718-348-2961 Network Leader: Debra Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- III. The original signed 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.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------------------|---|-------------------------|
| Elvin Crespo | *Principal or Designee | |
| Maria Acedo | *UFT Chapter Leader or Designee | |
| Antandre Gorman | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Stacey Noezil Ralik Smith | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Alexander Bodas | Staff | |
| Anthony Shepherd | Staff | |
| Monalisa Ferrari Jean | Staff | |
| Chevan Douglas | Parent | |
| Feona Forester | Parent | |
| Cassandra Adams | Parent | |
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**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|---|---|---|---|---|
| English Language Arts (ELA) | <ul style="list-style-type: none"> • 9th grade students who scored below a 302 on their 8th grade ELA exam • Students who failed the Regents exam • Other 10-12 graders who are in danger of failing or have failed a class | <ul style="list-style-type: none"> • Literacy Skill Development at Saturday Academy • Open Writing Lab every day with teacher support to work on writing skills | <ul style="list-style-type: none"> • Services are offered both in small groups and also include 1-1 tutoring | <ul style="list-style-type: none"> • Saturday Academy is from 9-12 pm every Saturday • Writing Lab is open and staffed by our lead ELA teacher on a daily basis for one period. |
| Mathematics | <ul style="list-style-type: none"> • 9th grade students who scored below a 298 on their 8th grade Math exam. • Students who failed the Regents exam. • Other 10-12 graders who are at risk of failing or have failed a class | <ul style="list-style-type: none"> • Enrichment program in Algebra • Math Support on Saturdays • Additional Algebra and Geometry support is available Tuesdays and Thursdays afterschool | <ul style="list-style-type: none"> • Services are offered in small groups and also as 1-1 tutoring | <ul style="list-style-type: none"> • Saturday Academy is from 9-12 pm every Saturday • Our math AP tutors and works with small groups after school two days a week |
| Science | <ul style="list-style-type: none"> • Students who failed the Regents exam. • Other 10-12 graders who are at risk of failing or have failed a science class | <ul style="list-style-type: none"> • Science support is available at Saturday Academy • Tutoring individually and in small groups during the school day | <ul style="list-style-type: none"> • Science support is available at Saturday Academy • Tutoring individually and in small groups during the school day | <ul style="list-style-type: none"> • Saturday Academy is from 9-12 pm every Saturday • Our lead science teacher tutors and works with small groups during school |

| | | | | |
|---|---|---|---|--|
| | | | | every day |
| Social Studies | <ul style="list-style-type: none"> Students who failed the Regents exam. Other 10-12 graders who are at risk of failing or have failed a social studies class | <ul style="list-style-type: none"> Social studies support is available at Saturday Academy Tutoring individually and in small groups during the school day | <ul style="list-style-type: none"> Services are offered in small group and also as 1-1 tutoring | <ul style="list-style-type: none"> Saturday Academy is from 9-12 pm every Saturday |
| At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>) | <ul style="list-style-type: none"> Students identified as having social and/or emotional issues by teachers, parents, or the guidance counselor | <ul style="list-style-type: none"> Students meet with guidance counselor regularly in support groups' one on one, and on an as-needed basis. Teen Action also offers after-school support for students in a group setting | <ul style="list-style-type: none"> Services are offered in small group and also as 1-1 counseling sessions | <ul style="list-style-type: none"> Services are offered during the school day and occasionally after school |

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

1. Section A. School Overview
2. Section F. Partnerships
3. Section H. Educational Plan, under Section III. Use of Time
4. Section K. Project Plan and timeline in the section which discusses “leading indicators”
5. Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The goals for the (Extended Learning Time (ELT) Program address various student populations in the school: For the students who need to improve their academic achievement and achieve proficiency in certain areas, we are focusing on the following goals:

- By June 2015, 9th grade students who attend ELT will accumulate at least 10 credits by end of June 2015
- By June 2015, students who attend ELT to address their social emotional needs will demonstrate improved attendance
- By June 2015, 80% of students who attend ELT will increase their achievement on a Regents exam in a subject area will increase their scores by 10%.
- By June 2015, students will be better prepared for career and college by participating in ELT extracurricular courses such journalism, and Teen Action as shown by better progress reports from teachers, advisors and guidance counselor. In addition, these students will remain on track for graduation and apply to college programs.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

The ELT Program primarily targets two populations of students, those who need to improve their academic achievement and those who need would benefit from additional opportunities due to their unique learning needs and/or interests.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Our school offers a range of ELT activities to engage and support a diversity of students' needs. We identify and aim to serve students who need; remediation starting in 9th grade, additional support to stay on track, desire additional learning experiences such as art or social emotional support, as well as students who need additional support to graduate. We currently offer hands on college preparatory journalism classes for students who are interested and for students who require opportunities for social emotional growth and support through our Teen Action Program. These activities have been chosen to strengthen students' engagement, attendance and therefore student retention and graduation.

During ELT sessions we use a multi-tiered approach towards instruction, through the utilization of blended learning, small group instruction and one-to-one tutoring. We also use an on-line program to individualize the work as it offers us and students immediate feedback. These programs provide us with data on each student showing areas of growth as well as areas for further support. Each time the students log onto our software programs, they are assessed in the areas on which they specifically need to focus. During small group and individualized instruction and tutoring in both ELA and math, and other subjects, the teacher is able to assess students' progress and adjust instruction for them. We are using our core course data and formative on-going assessments to evaluate the efficacy of our ELT programming. In addition, we will track progress with mock Regents results and formative assessments using components of the Regents' exams. We also offer ELT programs during the school day, after school, as well as Saturdays to capture the maximum number of students. Currently over 50% of our students are served by the ELT programs. Certified teachers teach all of these programs.

| | | | | |
|---|---|-----------|--|------------|
| Part 2c. Is the ELT program voluntary or compulsory? | x | Voluntary | | Compulsory |
|---|---|-----------|--|------------|

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

We are currently serving over 50 % of the population during our Saturday Academy and/or after school. In addition, students attend lunch and learn during their lunch period for additional enrichment skills. Research based activities are also offered during their lunch period to all students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

With support from the AP, Mr. Victor and staff in each subject area, our Principal implements the ELT Program. Our AP, Mr. Victor oversees the ELT Program, with assistance from Mr. Shepherd, our Special Education Coordinator.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

For the ELT program, we employ our own teachers to teach in their subject areas as well as specialized programs such as the Teen Action Program with whom we have partnered for 4 years. In addition, we offer students the opportunity to participate in a journalism program with an organization called "We will Graduate." One certified teacher in each major subject area-History, math, and science teaches classes for students to accumulate needed credits or review and learn content in order to pass required Regents exams. Students also attend ELT to work towards retaking Regents Exams and improve their scores. In addition, our Math AP has begun to tutor students identified as needing to pass required Regents exams in order to graduate.

In addition to afterschool and Saturday school opportunities, our teachers and AP meet with specific students who need support during the school day.

Part 3c. Timeline for implementation and completion, including start and end dates.

The ELT programs were implemented in mid-October and will continue throughout the year and continue into the summer for students who need to make up coursework.

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|------------------------------------|--|---------------------|---|-----------------------|--|-------------------|---|---------------------------------|--|----------------|
| Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program. | | | | | | | | | | | |
| | 21st Century | | Tax Levy | x | Title I SWP | | Title I TA | x | P/F Set-aside | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | Grants | | School Success Grant | | In Kind |
| List below any additional fund sources that will be utilized to support achievement of the goal. | | | | | | | | | | | |
| | | | | | | | | | | | |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- By the end of the Fall semester all 9th grade should have accumulated 5 credits. Teachers will analyze student grades at the end of marking period to identify students who are at risk and develop next steps for them, including individualized action plans.
- During the weekly attendance meetings, students with improved attendance will be recognized and next steps will be planned for a student whose attendance is not improved or is at risk. By the end of the first semester, overall student attendance will demonstrate a 5% increase.
- Teachers will infuse Castle Learning as a tool to improve student individual achievement. Teachers will monitor student progress towards the Regents readiness by reviewing their data on both Castle Learning and mock Regents components. Teachers will address the students' identified needs on Saturdays, afterschool and during school sessions. Students who need to pass the Regents in January will take and pass mock Regents in December.
- Teachers and Guidance Counselor will review students' marking report cards at the end of each marking period to monitor progress and identify which students are on track and which are not. Teachers and the guidance counselor will develop an action plan to plan to address the identified needs to support students to stay on track with credit accumulation. Guidance Counselor and the COSA Advisor will ensure that students are on track with completion of their college application process, through daily monitoring of student progress.

Part 5b. Complete in February 2015.

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 1. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | | | | | |
|---|---------------------------------|--|---|--|--------------------|
| x | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|---|---------------------------------|--|---|--|--------------------|

Part 2: All Title I Schools

2a. 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.

Frederick Douglass Academy IV Staff is all highly qualified in their content areas.

2b. 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).

As a school we participate in a variety of professional development opportunities. Facilitated by our Teachers College Partner, organization, Center for the Professional Education of Teachers, we have implemented a schedule of sessions during our Monday Professional Development sessions that are aligned with our school's focus of close reading to enable all teachers to implement the Common Core Learning Standards and incorporate the CCLS shifts across content areas. Specifically, this fall we have developed and implemented school wide literacy strategies aimed at enabling all students to meet the CCLS. These strategies include text annotation, a template to identify claim, evidence and reasoning, adapted for each subject area.

On Tuesdays, we are following an inquiry cycle of analyzing student work to adjust instruction, including lessons, units and classroom strategies. Professional Development is facilitated by our principal, teacher leaders to build and distribute leadership capacities, and our Teachers College Partner organization, and includes presentations by all teachers. Facilitating professional development offers our teacher leaders the opportunity to develop their leadership capacity.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers participated in choosing the NY City Performance Assessments as a Measure of Teacher Growth. These assessment results are used periodically as information to improve and adapt instruction. Early in the year, our teachers analyzed the results of these assessments to plan and adjust their first units. Teachers will review the results of interim assessments modeled on the Performance Assessments to assess student progress and adjust their instruction. In addition, teachers use the results of the Regents exams to help adjust instruction for individual students and to inform unit and lesson planning.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$128,072.00 | X | Page 10 and 11 |
| Title I School Improvement 1003(a) | Federal | \$16,961.00 | X | Page 13 |
| Title I Priority and Focus School Improvement Funds | Federal | \$32,748.00 | X | Page 8 and 9 |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |

| | | | | |
|----------------|-------|--------------|---|--|
| Tax Levy (FSF) | Local | \$754,273.00 | X | |
|----------------|-------|--------------|---|--|

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Frederick Douglass Academy IV Secondary 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 the school and the families. The 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 the school community. Frederick Douglass Academy IV Secondary 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC) Template

Frederick Douglass Academy IV Secondary 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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. 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 promptly 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;

VI. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--|-------------------------|--------------------------|
| District 16 | Borough Brooklyn | School Number 393 |
| School Name Frederick Douglass Academy IV Secondary | | |

B. Language Allocation Policy Team Composition [i](#) 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 Elvin Crespo | Assistant Principal Madison Williams |
| Coach Narine Bharat | Coach Narine Bharat |
| ESL Teacher Monalisa Jean-Ferrari | Guidance Counselor Gail Reed Barnett |
| Teacher/Subject Area Aida Nazario/Special Education | Parent Valerie Myers |
| Teacher/Subject Area Anthony Shepherd/Special Ed | Parent Coordinator Joyce Oates |
| Related Service Provider M. Dorce | Other Danielle Davidson, School Psyc |
| Network Leader(Only if working with the LAP team) Roberto Hernandez | 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. | 0 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 155 | Total number of ELLs | 1 | ELLs as share of total student population (%) | 0.65% |
|--|------------|----------------------|----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|---|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For all new admits to our school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - . Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, three of our ELLs scored at a proficient level on the 2011 NYSESLAT in listening & speaking. Their lower scores in the reading and writing sections are consistent with their evaluated reading level skills on state tests and on their IEPs. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Their lower scores in the reading and writing sections are consistent with their evaluated reading level skills on state tests and on their IEPs. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
 4. We have not administered the ESL periodic assessment in FDA in a number of years.
 5. N/A

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

6. We evaluate the results of our ESL program in a number of ways in addition to NYSESLAT scores. We look at students’ overall classroom work, their abilities to follow oral and written directions and grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL specialist has a good rapport with our ELLs, their teachers, and families, and this contributes positively to our ELLs’ successful integration into school life.e

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

Not Applicable

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

Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. Because FDA IV is a 6-12 secondary schools, students arrive here at different times, and in different ways. We have 6th graders who are admitted following the usual articulation process for middle school admission. We also have students who enroll in our high school from other middle schools, following the usual high school admissions process. There are occasionally students who are admitted to FDA IV during the year from DOE regional placement offices. Our ESL specialist is part of our intake team. We follow the mandated procedures for identifying students who are currently, and possibly, ELLs. Families who are enrolling their child for the first time in a NYC school are interviewed by a licensed pedagogue, either the ESL teacher, a school administrator, or the special education coordinator, to informally assess the family and child's ability to understand spoken English, and to administer the Home Language Intake Survey. If deemed necessary, a formal interview is conducted by our ESL specialist.

If parents do not speak English, we have staff who speak Spanish, French, and Haitian-Creole who can assist at intake interviews. For students who are entering the NYC school system for the first time, the HLIS is explained and parents fill it out. If required, the LAB-R is administered by our ESL specialist within the first ten days that the student is enrolled here.

Our ELL students are assessed annually using the NYSESLAT. Our ESL specialist handles all aspects of NYSESLAT administration, including ordering, scheduling, administering, writing scoring training, and return of documents and test materials.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1/2. The ELL students at FDA IV follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE and the arts. In our middle school, major subject area teaching periods range from five to ten periods per week. High school students are given individualized programs to ensure that students have an opportunity to earn the required credits towards graduation, and to prepare to take and pass the required Regents exams.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Instruction is provided entirely in English. An itinerant, fully certified ESL specialist provides pull-out instruction in our school for one and one half days per week. Instruction is provided based on the number of mandated minutes for each student's English proficiency level, as determined on their most recent NYSESLAT scores. Students at lower proficiency levels are pulled out for ESL instruction for three or four periods over the two days; students at higher proficiency levels are pulled out for two or three periods per week. Instruction is focused on language development in reading, writing, and oral comprehension, general study skills, vocabulary development for appropriate social interactions and classroom presentations, and content review for test preparation. Our ESL teacher meets regularly with ELL students' content area teachers to help ascertain students' needs, to offer ideas to help differentiate instruction, and to respond to specific classroom situations and needs.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. N/A; this school does not offer a bilingual program nor a dual language program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5 This year, one ELL is a SIFE student. He is literate in his native language, and is receiving specific vocabulary development instruction. On ATS he is listed as having two years of service, which would be 'newcomer' status, but he has been attending schools in this country for five years.
 We have three ELLs who have been here 4-6 years; two of them have IEPs and are in CTT classes, with reading abilities below grade level.
 Instruction is multi-focused on grammar instruction and review, vocabulary development, writing instruction, and oral comprehension. We have three ELLs who have been receiving services for longer than six years.
 One is a long-term absent truant student. Our attendance committee chairperson has repeatedly reached out to him, but he has not attended school at all this year. He will 'age out' this year, as he is twenty years old. He has already passed all five Regents, and is currently being offered the opportunity to obtain the two remaining credits via the Aventa online credit recovery program. The other two ELLs are eighth graders who have been receiving ESL services since kindergarten. They are both stronger in listening/speaking than in reading/writing, as is typical, so ESL instruction focuses on those skill areas.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6/7 Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times.
 All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, frequent assessments.
 Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 All teachers in our middle and high school employ several strategies to provide access to content material and to accelerate English language development. Many of our students read below grade level, and are challenged by the volume and level of required reading and writing in their subject area classes. All subject area teachers emphasize reading and writing skills, including in math, science, arts, and PE classes.

Courses Taught in Languages Other than English 

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

| | | | | | |
|-----------------------|---|--|--|--|--|
| Native Language Arts: | 0 | | | | |
| Social Studies: | | | | | |
| Math: | | | | | |
| Science: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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

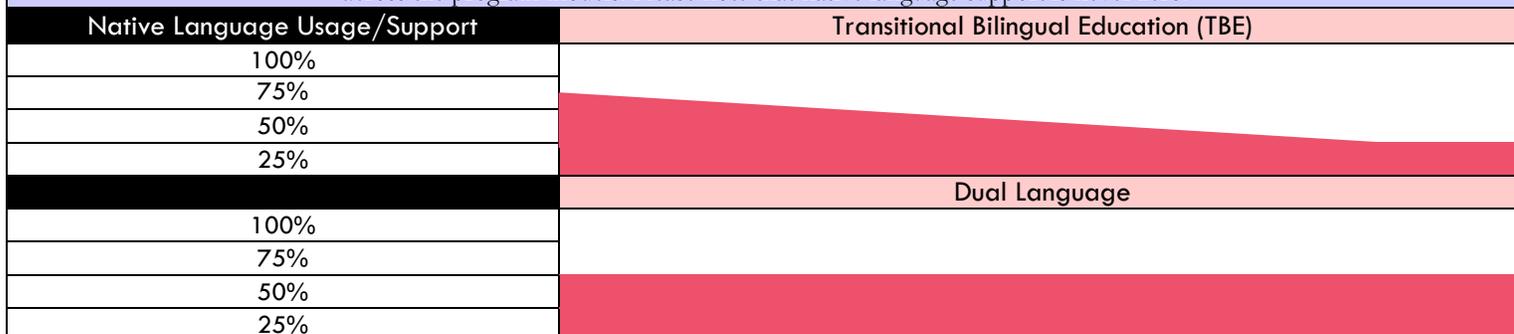
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| 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.



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

B. Programming and Scheduling Information--Continued

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

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

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
- arents are surveyed at the beginning of each year, at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: FDA IV

School DBN: 16K393

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K393 School Name: Frederick Douglas Academy IV

Cluster: 6 Network: 611

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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