

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**05M499**

**School Name:**

**THE FREDERICK DOUGLASS ACADEMY 1**

**Principal:**

**JOSEPH D. GATES**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: 6-12 School Number (DBN): 05M499  
School Type: College Preparatory Grades Served: 6-12  
School Address: 2581 Adam Clayton Powell Blvd. New York NY 10039  
Phone Number: 212 491 4107 Fax: 212 491 4417  
School Contact Person: Joseph Gates Email Address: jgates@achools.nyc.gov  
Principal: Joseph D. Gates  
UFT Chapter Leader: Marquise Harrison  
Parents' Association President: Levon Smith  
SLT Chairperson: Alison Harris  
Student Representative(s): Chanel Cummings  
Elijah Grant

**District Information**

District: 5 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123<sup>rd</sup> Street New York NY 10027  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212 769 7500 Fax: 212 769 7619

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Deborah Maldonado  
Network Number: CFN 536 Network Leader: Gerard Beirne

## 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 Comprehensive Educational Plan (CEP) 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:

1. 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\*.
2. 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.\*\*
3. 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<br>(Blue Ink) |
|---------------------------------|---|-------------------------|
| Joseph D. Gates                 | *Principal or Designee  |                         |
| Marquise Harrison               | *UFT Chapter Leader or Designee   |                         |
| Levon Smith                     | *PA/PTA President or Designated Co-President  |                         |
| Adrianna Buckman                | DC 37 Representative, if applicable   |                         |
| Chanel Cummings<br>Elijah Grant | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                                 | CBO Representative, if applicable   |                         |
| Henry Encarnacion               | Member/ Teacher   |                         |
| John Harris                     | Member/ Teacher   |                         |
| William Price                   | Member/ Teacher   |                         |
| Carey Ma                        | Member/ Teacher   |                         |
| Alison Harris                   | Member/ Teacher   |                         |
| Juno Liverpool                  | Member/ Parent  |                         |
| Vilmarie Carmona                | Member/ Parent  |                         |
| Christine Camarino              | Member/ Parent  |                         |
| Stephanie Woodley               | Member/ Parent  |                         |
| Xiomara Fox                     | Member/ Parent  |                         |
| Egerton Mendis                  | Member/ Parent  |                         |

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |   |
|--|---|
| 1.   | <b>Rigorous Instruction:</b> 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. |
| 2.   | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3.   | <b>Collaborative Teachers:</b> 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.                  |
| 4.   | <b>Effective School Leadership:</b> 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.                                 |
| 5.   | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.   | <b>Trust:</b> 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.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development**

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school is nationally recognized as one of the finest college preparatory schools in the nation. Our team of educators is committed to providing a rigorous, innovative, and rewarding curriculum that will not only lead all of our students to attend the college of their choice, but also prepare them for the academic demands of a college setting. At present we offer 14 Advanced Placement classes and we continue to develop relationships with colleges and universities so our students can earn college credits while in high school. We encourage and expect all of our students to graduate with an Advanced Regents Diploma.

The Frederick Douglass Academy (FDA), serving the Harlem community of New York City, has had one very special mission since 1991: to prepare students from the surrounding community to succeed at the college or university of their choice. This is accomplished by offering opportunities for personal growth through extracurricular activities, providing support in the college process for students & their families, and ensuring a rigorous curriculum that prepares students for the academic expectations of the top colleges and universities in our nation.

First and foremost, college preparation is the primary focus for all students at FDA. In addition to traditional courses, FDA offers a wide variety of Advanced Placement (AP) classes in all subject areas, including history, literature, foreign language, mathematics, and the sciences. Students who take and score highly on AP exams earn credits toward colleges and universities. During the application process, this shows potential colleges and universities how prepared a student is for the rigors of college level course work.

FDA's commitment to college preparation extends to its College Office where students and their families are guided through the college process. The College Office regularly communicates with students and their families to support them throughout the college process. The College Office also cooperates with the guidance department and teachers at FDA. From start to finish, the College Office strives to serve students and their families in the application process, financial aid, acceptance, and scholarships. We have many successful and vibrant college partnerships which include collaborations with Columbia University, Cornell, Ithaca College, Syracuse University and MIT.

Our strength is College and Career Readiness where 100% of our graduates are accepted to college and 80% of our students are enrolled in college within the first 6 months of graduation, which far exceeds both New York City averages. It should also be noted that ELL students are at the extreme top percentile for four year diploma rates. One of our challenges is to achieve a graduation rate above 90%, and have created several high interest courses to achieve that end. These courses include Engineering, Robotics, Aviation and Computer Programming.

Our school has made its growth in percentages of 9<sup>th</sup> grade students achieving honor roll status which has improved by 12% in a one year period. As a result, 9<sup>th</sup> grade credit accumulation of 10 or more credits in the freshman year have increased by close to 30%. This improvement will bolster our mission to graduate no less than 90% of our students within 4 years.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 6% increase of 7th graders scoring a level 3 or 4 on NYS Mathematics exams. (12%)

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| Instructional leaders will conduct a minimum of 4 - 6 observations for each middle school Mathematics Teacher   | Teaching Staff   | October 1, 2014 – June 1, 2015                            | Principal and Assistant Principals   |
| Teachers will meet regularly to discuss new Common Core Curriculum  | Teachers, Lead Teachers and Assistant Principal        | September 4, 2014 – June 30, 2015                         | Principal, Assistant Principals  |
| The teachers will receive ongoing training in CMP3 curriculum   | Network Specialist, Assistant Principal,               | September 4, 2014 – June 10, 2015                         | Principal, Assistant Principal, Network Support  |

|  |  |                                |                          |
|--|--|--------------------------------|--------------------------|
|  | Teachers and Curriculum Representative |                                |                          |
| There will be baseline (October 2014) and ongoing testing where results are compiled and analyzed throughout school year (January and June 2015) | Students                               | October 1 2014 – June 10, 2015 | Teachers, Administrators |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |  |               |  |           |  |           |  |        |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|
| X | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Middle School Grant with Sports & Arts in Schools Foundation

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

The School will administer a Math practice exam during the week of January 15, 2015 and compile results.

**Part 6b. Complete in February 2015.**

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 6% increase of sixth graders scoring level 3 or 4 on NYS ELA tests

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>7. Strategies to increase parent involvement and engagement<br>8. Activities that address the Capacity Framework element of Trust |  |   |  |
| Instructional leaders will conduct a minimum of 4 - 6 observations for each middle school ELA Teacher   | Middle School ELA Teachers                             | October 1, 2014 – June 10, 2015                           | All Supervisory Administrators with assistance from network administrative supports                      |
| Teachers will receive intensive professional development from an network ELA specialist   | Middle School ELA Teachers                             | September 4, 2014 – June 20, 2015                         | Network ELA Specialist   |
| The teachers will receive training in CODEX curriculum  | Middle School Teachers                                 | September 4, 2014 – June 20, 2015                         | NYCDOE, Network and CODEX training staff to provide professional development to teachers under           |

|  |                        |                            |   |
|--|------------------------|----------------------------|---|
|  |                        |                            | supervision of ELA Assistant Principal  |
| There will be baseline (October 2014) and ongoing testing where results are compiled and analyzed throughout school year (January and June 2015) | Middle School Students | September 2014 – June 2015 | Teachers will track progress of initial baseline assessments to post test results |

**Part 4 – Resources Needed**

|   |  |
|---|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |  |
| 1.  | A Framework for Teaching by Charlotte Danielson and NYCDOE Advance   |
| 2.  | Common Planning working lunches 5th Period on Mondays  |
| 3.  | Per Session rates for Teaching and Supervisory Staff   |
| 4.  | Network Professional Development Hours utilized to fund Network ELA Specialist                                   |
| 5.  | When necessary full day coverage and training fees   |
| 6.  | No cost associated for materials as it is a NYCDOE initiative. Grading of materials may need Per Session funding |

**Part 5 – Budget and Resource Alignment**

|  |          |  |               |  |           |  |           |  |        |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |  |               |  |           |  |           |  |        |
| X  | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |  |               |  |           |  |           |  |        |
| Middle School Grant with Sports & Arts in Schools Foundation   |          |  |               |  |           |  |           |  |        |

**Part 6 – Progress Monitoring**

|   |  |  |     |    |
|---|--|--|-----|----|
| <b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: |  |  |     |    |
| 9.  | Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.        |  |     |    |
| 10.   | Specify a timeframe for mid-point progress monitoring activities.  |  |     |    |
| The School will administer a ELA practice exam during the week of January 15, 2015 and compile results.   |  |  |     |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>   |  |  |     |    |
| 11.   | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes | No |
| 12.   | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |    |
|   |  |  |     |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The school will significantly improve the four year graduation rate of High School Students. The school has completed an internal audit and determined that more comprehensive and effective guidance practices and course offerings could improve timely graduation rates.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase of the HS graduation rate for High School Students

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>17. Strategies to increase parent involvement and engagement<br>18. Activities that address the Capacity Framework element of Trust |  |   |  |
| Rigorously monitor HS Seniors’ grades throughout year to identify struggling students earlier and provide supporting extended day activities  | 12 <sup>th</sup> Grade Students                        | September 4, 2014- June 25, 2015                          | Guidance Department, Assistant Principals, Principals  |
| Provide student assemblies that stress the importance of passing high school regents and achieving honor roll grades  | 12 <sup>th</sup> Grade Students                        | September 2014- June 2015                                 | Teachers, Guidance, Administrators   |
| Provide custom schedules for students in need of specific classes to meet graduation requirements   | 12 <sup>th</sup> Grade Students                        | September 4, 2014 – June 25, 2015                         | Guidance Department, School Programmer   |
| Use Naviance program for students to chart their progress in the college application process  | 12 <sup>th</sup> Grade Students                        | September 4, 2014 – June 25,                              | College Office   |

|  |  |      |  |
|--|--|------|--|
|  |  | 2015 |  |
|--|--|------|--|

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Planning meetings in May that are ongoing through August
2. Past, current and future HS English Regents materials from the state
3. Individual high school transcripts
4. Naviance System
5. Creation of HS Advanced Placement Course Guide and school wide advertising campaign “Are You Ready for AP?”

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |  |                      |  |                  |  |                  |  |               |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
| X | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Charles Hayden Foundation Funding, Mr. Bob Schwartz Foundation

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

The Guidance Department will do an internal audit of transcripts and report cards to chart progress towards meeting goal. These audits will occur at every marking period with a midyear audit during the week of January 29, 2015 .

**Part 6b.** Complete in **February 2015**.

|  |  |     |  |    |
|--|--|-----|--|----|
| 21. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |
|  |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

The school will significantly improve the passing rate of High School Students in Ninth Grade English classes. The school has completed an internal audit and determined that a higher success rate in the High School English in the Ninth grade would boost timely graduation rates.

(A historically problematic passing rate in the Ninth Grade High School English places students off course of the timely completion of graduation requirements)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase of the HS passing rate on the High School English for Ninth Grade Students

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>27. Strategies to increase parent involvement and engagement<br>28. Activities that address the Capacity Framework element of Trust |  |   |  |
| Administer uniform benchmark exams in English and use results to guide instructional practices  | 9 <sup>th</sup> Grade Students                         | September 2014 – June 2015                                | HS ELA Teachers  |
| Rigorously monitor HS English grades throughout year to identify struggling students earlier and provide supporting extended day activities   | 9 <sup>th</sup> Grade Students                         | September 2014 – June 2015                                | HS Teachers and HS Guidance  |
| Create an enhanced advertising campaign for Advanced Placement courses that have HS English Regents score pre-requisites to inspire students to achieve at a higher level to gain access to AP courses  | 9 <sup>th</sup> Grade Students                         | September 2014 – June 2015                                | Principal, Guidance Department   |
| The HS English department will receive professional development on future implementation of Common Core on Regents  | 9 <sup>th</sup> Grade Students                         | September 2014 – June 2015                                | Principal, Assistant Principals, Network Support   |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Planning meetings in May that are ongoing through August
2. Weekly common planning periods
3. Past, current and future HS English Regents materials from the state
4. Achieve Now grant (\$100,000) for under credited HS students
5. Individual high school transcripts
6. Naviance System
7. Creation of HS Advanced Placement Course Guide and school wide advertising campaign “Are You Ready for AP?”

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |                 |  |                      |  |                  |  |                  |  |               |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|
| X | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|--|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

|  |
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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

The Guidance Department will enlist the help of the ELA department to do an internal audit of transcripts and report cards to chart progress towards meeting goal

**Part 6b.** Complete in **February 2015**.

|  |  |     |  |    |
|--|--|-----|--|----|
| 31. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

In examining issues that have strong effects on the families and community of our students, we have found that parents need a safe space for students to engage in academic work during the hours of 3 to 6 PM on a daily basis. It is during this time period that students are typically unsupervised by parents and the effect can be unproductive for middle school and high school achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school will partner with community organizations and seek benefactors to support after school programs that will be able to foster student learning during the critical hours where parents are typically still at work. The school will engage 30% or more of its students in academically oriented Extended Day programs before January 1, 2015.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>37. Strategies to increase parent involvement and engagement<br>38. Activities that address the Capacity Framework element of Trust |  |   |  |
| The school will partner with community organizations to host after school programs that will be able to support Middle School student learning during the critical hours where parents are typically still at work. We will partner with the Sports and Arts in Schools Foundation to support academic growth from 3-6 PM all weekdays.   | Middle School Students                                 | September 20, 2014 – June 31, 2015                        | FDA Staff Members, Sports and Arts Foundation  |
| The school will have a mandatory extended day period programmed for all ELL students so that they may attend all regular classes during the school day without scheduling conflicts. This will support families of ELL Students.  | High School ELL Students                               | September 4, 2014 – June 31, 2015                         | ELL Assistant Principal, ELL Teaching Staff  |
| The School will offer Extended Day Tutorials for Special Needs and AIS General Education Students for classes through private grants funded by CEI-PEA.   | Special Needs, AIS students                            | October 1, 2014 – June 1,                                 | Teaching Staff, Special Needs Teaching Staff,  |

|  |             |                         |                                   |
|--|-------------|-------------------------|-----------------------------------|
|  |             | 2015                    | Assistant Principal of Guidance   |
| Advanced Placement tutorials for high functioning students. The School offers 14 AP classes and students can perform better with tutorials during the critical extended day timeframe. | AP Students | October 2014 – May 2015 | Advanced Placement Teaching Staff |

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. NYCDOE funding for Middle School Extended Day Programs
2. Funding from CEI-PEA
3. Teaching Staff
4. Supervisory Staff
5. Parent Volunteers to assist with programs

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                 |   |                      |  |                  |   |                  |   |               |
|--|-----------------|---|----------------------|--|------------------|---|------------------|---|---------------|
|  | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title IIA</b> | X | <b>Title III</b> | X | <b>Grants</b> |
|--|-----------------|---|----------------------|--|------------------|---|------------------|---|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Funding provided from various donors to CEI-PEA.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

The progress of all programs will be compiled during the month of January 2015. We will chart attendance rates and improvements on transcripts during this month.

**Part 6b.** Complete in **February 2015.**

|     |  |  |     |  |    |
|-----|--|--|-----|--|----|
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|-----|--|--|-----|--|----|

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|--|--|--|--|
| <b>English Language Arts (ELA)</b>                 | <p>All Students with the course grade of 65, and lower during each marking period.</p> <p>All students identified during the marking period for needing academic support.</p> <p>All 11<sup>th</sup> and 12<sup>th</sup> graders who have not passed the ELA regents.</p> <p>All students in Advanced Placement classes that are identified as needing academic support.</p> | <p>Targeted support for low performers on Monday through Friday (3 -5PM) extended day activities (Middle School)</p> <p>Regents Preparation Extended Day for each English Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for English and English Literature AP test for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p> | <p>Small group, Computer, and One on One tutoring</p>                                | <p>Extended Day, Saturday, Holidays</p>  |
| <b>Mathematics</b>                                 | <p>All Students with the course grade of 65, and lower during each marking period.</p> <p>All students identified during the marking period for needing academic support.</p> <p>All 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders who have not</p>  | <p>Targeted support for low performers on Monday through Friday (3-5PM) extended day activities (Middle School)</p> <p>Regents Preparation Extended Day for each Mathematics Regents class using a</p>   | <p>Small group, Computer, and One on One tutoring</p>                                | <p>Extended Day, Saturday, Holidays</p>  |

|                       |   |   |   |   |
|-----------------------|---|---|---|---|
|                       | <p>passed the Mathematics Regents.</p> <p>All students in Advanced Placement classes that are identified as needing academic support.</p>   | <p>20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Mathematics test for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>   |   |   |
| <b>Science</b>        | <p>All 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders who have not passed the Science Regents.</p> <p>All students in Advanced Placement classes that are identified as needing academic support.</p>         | <p>Regents Preparation Extended Day for each Science Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Science AP tests for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p>               | <p>Small group, Computer, and One on One tutoring</p> | <p>Extended Day, Saturday, Holidays</p> |
| <b>Social Studies</b> | <p>All 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders who have not passed the Social Studies Regents.</p> <p>All students in Advanced Placement classes that are identified as needing academic support.</p> | <p>Regents Preparation Extended Day for each Social Studies Regents class using a 20 hours to be decided from each teacher from January till regents date (High School)</p> <p>Advanced Placement Preparation Extended Day for Social Studies AP tests for 20 hours to be decided and utilized by teacher from January till Advanced Placement test (High School)</p> | <p>Small group, Computer, and One on One tutoring</p> | <p>Extended Day, Saturday, Holidays</p> |

|  |   |  |   |   |
|--|---|--|---|---|
| <p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>All students identified by Guidance Counselors and Social Workers as needing behavioral modification services.</p> <p>All students identified by Deans, in consultation with the Guidance Counselor Record, as having accumulated three conduct referrals during any marking period.</p> | <p>School counselors will provide guidance and crisis Counseling services before school, during school, after school, on Saturday and or during holidays, one period a week or more frequently if needed, to all students, especially SWD, LEP, African-American, Hispanic and economically Disadvantaged Students in grades 6-12. The service is offered in English and, with the aid of an interpreter, Spanish and other languages. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc</p> | <p>Small group, Computer, and One on One tutoring</p> | <p>Extended Day, Saturday, Holidays</p> |
|--|---|--|---|---|

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

|  |                                 |   |                    |
|--|---------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. |                                 |   |                    |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

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

**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).

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

#### 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).

N/A

### 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.).

N/A

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

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  | 744,704   | X  | 8-17                            |
| Title I School Improvement<br>1003(a)                  | Federal  |   |  |                                 |
| Title I Priority and Focus<br>School Improvement Funds | Federal  |   |  |                                 |
| Title II, Part A                                       | Federal  |   |  |                                 |
| Title III, Part A                                      | Federal  | 11,200  | X  | 8-17                            |
| Title III, Immigrant                                   | Federal  | 7,913   | X  | 8-17                            |
| Tax Levy (FSF)   | Local  | 7,418,282   | X  | 8-17                            |

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 8: 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 CEP 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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[The Frederick Douglass Academy]**, 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. **[The Frederick Douglass Academy]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

**[The Frederick Douglass Academy]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

|  |                          |                          |
|--|--------------------------|--------------------------|
| District <b>05</b>                                 | Borough <b>Manhattan</b> | School Number <b>499</b> |
| School Name <b>Fredrederick Douglass Academy I</b> |                          |                          |

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |             |                      |           |   |              |
|--|-------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>1493</b> | Total number of ELLs | <b>38</b> | ELLs as share of total student population (%) | <b>2.55%</b> |
|--|-------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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           | 14                |      | 14  | 18               |      | 18  | 6                                  |      | 6   | 38    |

| 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      |           |  |
| <b>Total</b>  | <b>14</b> | <b>0</b> | <b>14</b>        | <b>0</b> | <b>18</b> | <b>6</b>                           | <b>0</b> | <b>6</b> | <b>38</b> |  |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> |           |          |                  |          |           |                                    |          |          |           |  |

**C. Home Language Breakdown and ELL Programs**

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

\*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       |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE                                     |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|                 | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10       | 11       | 12       | TOTAL     |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Beginner(B)     |          |          |          |          |          |          | 1        |          | 1        | 1         |          |          | 1        | 4         |
| Intermediate(I) |          |          |          |          |          |          | 1        | 0        | 2        | 4         | 2        | 2        | 1        | 12        |
| Advanced (A)    |          |          |          |          |          |          | 2        | 2        |          | 7         | 1        | 5        | 5        | 22        |
| Total           | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>4</b> | <b>2</b> | <b>3</b> | <b>12</b> | <b>3</b> | <b>7</b> | <b>7</b> | <b>38</b> |

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING            | I                 |   |   |   |   |   |   |   |   | 1 | 2 |    | 2  | 1  |
|                     | A                 |   |   |   |   |   |   | 1 | 1 |   | 3 | 1  | 2  | 2  |
|                     | P                 |   |   |   |   |   |   | 2 | 1 |   | 7 | 2  | 3  | 4  |
| READING/<br>WRITING | B                 |   |   |   |   |   |   | 1 |   | 1 | 2 |    |    |    |
|                     | I                 |   |   |   |   |   |   | 1 | 1 | 1 | 4 | 2  | 5  | 4  |
|                     | A                 |   |   |   |   |   |   | 2 | 1 |   | 5 | 1  | 2  | 3  |
|                     | P                 |   |   |   |   |   |   | 0 |   |   | 1 |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 |         |    |         |    |         |    |         |    | 0     |
| 8 | 5       |    | 6       |    | 1       |    |         |    | 12    |

| 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        | 6                          |                 | 0                           |                 |
| Integrated Algebra           | 13                         |                 | 9                           |                 |
| Geometry                     | 5                          |                 | 0                           |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math _____                   |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                | 2                          |                 | 0                           |                 |
| Living Environment           | 10                         |                 | 3                           |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography | 5                          |                 | 2                           |                 |
| US History and Government    | 13                         |                 | 5                           |                 |
| Foreign Language             | 4                          |                 | 4                           |                 |
| Other _____                  |                            |                 |                             |                 |
| Other _____                  |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

In assessing the early literacy skills of our ELLs we use data from tools such as LAB R, teacher designed formative and/or summative assessment, and running records. From this data, we notice that about 50% of the ELLs, especially the Arabic speakers, has low literacy

and phonetic skills; about 20%, especially the French speakers, has challenges with pronunciation and comprehension; and about 30% , especially English speakers, need to work on phonetic skills.

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

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

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

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

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

4. For each program, answer the following:

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

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

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

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

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

N/A

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

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

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

N/A

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

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

## Part IV: ELL Identification Process

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

- 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](#).)
  - Since FDA is a grade 6-12 school, most of the ELLs enrolled were already identified as such at their arrival. If the student being considered for admission is not new to the NYC public school, particular attention is paid to the HOME LANGUAGE code on the ATS "BIOD" file. For this student, the home language code is already on the BIOD. If the student is already identified as an English Language Learner (ELL), the student is continued to be served as per the last NYSESLAT result. If possible, the GS will ask for a copy of the Home Language Identification Survey (HLIS) to be faxed while waiting for the record to arrive from the last NYC public school and other school(s) attended by the student.
    - If this student is new to the NYC public school, the HLIS must be administered in collaboration with an ELL Pedagogue (EP). The "school use" portion, except program placement, of the form must be completed/signed by the EP.
    - If the only language indicated is English, the student is not an ELL;
    - If a language other than English is indicated, an informal oral interview in English and, if possible, in the native language is conducted by the admission counselor. Then, the counselor arranges for the formal initial assessment which includes the ESL coordinator administering the LAB-R test to the student while the family is completing the admission packet. (LAB-R must be administered within 10 days of the date of admission in ATS). The test will be scored first in-house manually to determine the students eligibility or non-eligibility for ELL services.
    - If the student passes (proficient) the LAB-R, the student is not considered an ELL;
    - If the student failed the LAB-R and the Home language is Spanish, the student is administered the Spanish LAB-R and manually scored. The data from the English LAB-R is still used for service placement.
    - Data from the manual scoring must be recorded, e.g. on excel, to show the student's score for each component of the test.
    - Both English and Spanish LAB-Rs scan are sent for scanning as scheduled.

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

a. (SIFE) - SIFE students need extra attention and differentiation both within the classroom and outside so as to make the transition into a school setting and with socialization easier. It is essential to also have parent communication with these students, especially in order to assess their level of involvement in prior schools and to allow parents to also transition into the child's current school environment and its expectations. SIFE students are supported through group work, graphic organizers, paired-student activities through a buddy system, maximized individualized attention from the ESL teacher, and available tutoring with ESL teacher after school. Tutoring across the content areas is also available inside and outside the school for SIFE students to seize an opportunity for growth.

b. (Newcomers) - Newcomers ELLs are assessed for their prior educational knowledge and settings, as well as for their knowledge of English, and administered the LAB-R examinations if it is their first time entering the New York City school system. Student are supported through a variety of teaching strategies and student tools, including graphic organizers; peer, team, and group work/activities; age appropriate and culturally authentic literature; and grammar supported through reading, writing, listening, and speaking contexts. Students are also encouraged to share their life experiences so as to help transition into the classroom experience. Classes are heavily based on bridging writing and reading educational gaps, and essay writing for critical thinking so as to eventually reach mastery. Tutorial is also available for students.

c. (ELLs receiving service 4 to 6 years) - ELL students receiving ELL services 4 to 6 years should be approaching the transitioning stages out of ESL and towards proficiency of the English Language. At the assessment level, these students are monitored for progress and flagged for intervention with parents and extra services support if extra time is needed per student. Curriculum for both intermediate and advanced student levels is heavily based in an ELA component to support mastery in reading, writing, listening, and speaking with classic and modern literature in mind. This literature is important for students who are quickly approaching the ELA Regents exam. Classroom activities include group work projects, essay writing, peer review, and presentations; choral and individual reading; poetry, theater, and film. Students are also encouraged to support projects with technology including research on the internet and creative art. Tutoring is also available after school both in ESL and across content areas for extra support.

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

Finally, ELL students are accommodated during the Regents testing period to receive maximum support allowed. This includes testing with extended time, word-to-word glossaries, etc.

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

ELL-SWDs need extra attention and differentiation. Since the teacher receives the IEPs for these students, he/she is familiar with the IEP mandates for these students, including additional testing accommodation, their classroom or academic/emotional needs. Instructional strategies used by ELL-SWD teacher that both provide access to academic content areas and accelerate English

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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

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

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

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

|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
|  | <b>Beginning</b> | <b>Intermediate</b> | <b>Advanced</b> |
|--|------------------|---------------------|-----------------|

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

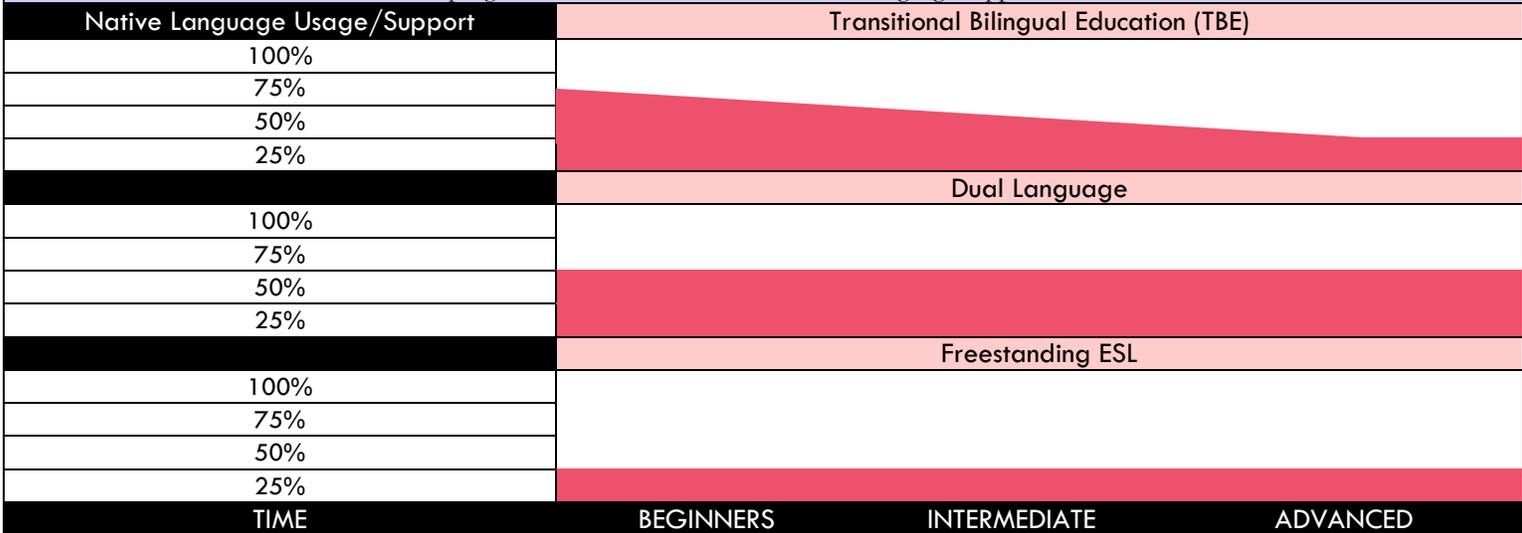
|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. All personnel, including ELL teacher, receive professional development on ESL and ELA standards; on pedagogy, including individualized instruction, workshop model, Ramp-up, QTEL, mastery learning, questioning technique; and needs specific to ELLs. Teachers participate in weekly learning walks and intervisitations. Every effort is made to align instruction with the standards. Furthermore, professional development plan for all ELL personnel at our school will include ESL program framework, student identification process, data collection and analysis, and key to effective communication with ELLs. We will look at instructional strategies such as Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Academic Language Scaffolding (ACL), etc.
  2. As they engage in the Common Core Learning Standards in supporting ELLs, teachers of ELLs are offered professional development in methodologies and strategies that can be incorporated into the balance literacy program that will enhance the language acquisition of our ELLs. Collaborative approach where teachers focus on instructional approaches that articulate long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers. Demonstrations and modeling will be the focus of much of the instructional presentations. These include providing many nonverbal clues such as pictures, objects, gestures, and intonation cues. As competency develops, other strategies include building from language that is understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on testing accommodation and alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. These professional development activities will take place during some of our monthly faculty conferences and/or department meetings. Records are maintained by the various facilitators, supervisors, and ESL coordinator.
  3. In order to assist ELLs as they transition from elementary and/or middle to high school, the ELLs are introduced to our staff who are encourage to take the time out be a resource. Staff may consult with ESL teachers for clarification and assistance on how to assist the ELLs.
  4. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. will include ESL methodologies and strategies, establishing active learning projects, using portfolios to assess performance, modifying assignments, providing opportunities for discussion, repeat, check for understanding, interactive word/phrase boards, engaging in teacher reflections, curriculum mapping. Administrators/supervisors, Teachers, paraprofessionals, guidance counselors, special education teachers, related services staff, secretaries, parent coordinators, etc. will learn/be exposed to how to use ESL methodologies and techniques in ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding, use of realia, art and role-play to aid in comprehension. The ESL teacher uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, and big-book. The training will be led by certified ESL teachers and/or specialists and all staff will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of core knowledge.

## D. Parental Involvement

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

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

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

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

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

Paste response to questions here:

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

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

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

DBN: 05M499 School Name: Frederick Douglass Academy I

Cluster: 536 Network: 5

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

**Alternatives to Translation:**

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |             |
|--|-------------|
| Name of School:  | DBN: 05M499 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____  |
| Total # of ELLs to be served: 35<br>Grades to be served by this program (check all that apply):<br><input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 4<br># of certified ESL/Bilingual teachers: 1<br># of content area teachers: 4  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This academic year (i.e. 2014 - 2015), there are 35 entitled ELL students in grades 6 to 12 at the Frederick Douglass Academy I. We target all ELL students for our Title III afterschool program: They all need additional support to grow, accelerate and enhance their English language development, succeed in their content area classes, pass the required NYS exams, and be college and career ready. However, of the 20 ELLs in grades 10 to 12, we have 4 grade ten, 1 grade eleven, and 5 grade twelve ELL students who still need to pass 1 or more of the five required Regents exams needed to be on grade and/or graduate from high school. All of these 10th and 11th, and 2 of the 12th graders are also struggling in their course works. The other 50% of this category of students are passing or have passed some of the required courses and Regents exams. Also, we have grades 6 through 9 ELL students. Most of these students are currently passing their classes and making progress with their credit accumulation. However, this progress needs to be sustained and these students need to be supported in preparation for the New York State/Regents exams. The need for additional support is to ensure that our ELLs meet and exceed standards in academic language and content. At the Frederick Douglass Academy I, we provide our ELL students with English Language instruction that is at least consistent with the standards set by CR Part 154 of the New York State Education Department.

The Title III Students Academy (T3SA) is an After School Academic Intervention program for our ELLs. It offers targeted academic support to students who are at risk of failing English/ESL and/or content area classes and/or Regents. It supplements our instructional program and provides our ELLs with direct instructions that are above and beyond in English/ESL, Mathematics, Social Studies, and Sciences. The curricula for the courses are aligned with the NYS Performance Standards and NYS Learning Standards and this program helps our students to meet these Standards. The program offers participating students a more focused instruction and the opportunity for the participating teachers to better tailor their instruction to address gaps in academic skills identified in collaboration with teachers in the regular day program.

Our entire instructional program focuses on the development of language, skills and competencies that allow students to reach proficiency and/or mastery of academic language, content knowledge, and critical thinking skills. The teachers use ESL methodologies to scaffold, model, and foster student-centered learning. Students are engaged in hands-on activities using various teaching manipulatives and technology, and creating posters, charts, and other visual aids. It is offered after school on Monday through Friday for one hour each day: English/ESL will meet twice a week (i.e. Monday and Friday), Social Studies once a week (i.e. Tuesday), Mathematics once a week (i.e. Wednesday), and Science once a week (i.e. Thursday) for about 19 weeks from November 2014 to June 2015. For English/ESL classes,

### Part B: Direct Instruction Supplemental Program Information

students will be grouped by levels of proficiency using NYSESLAT/Lab R data. For content areas, they will be grouped by subject and performance levels.

Three licensed content areas teachers (i.e. social studies, mathematics, and science) will each team teach with a licensed ESL teacher on Tuesday through Thursday to provide language support and development along with achievements in the content areas. These 4 teachers will result in 8 personnel hours per week. Since our primary objective is to support our ELLs in achieving English proficiency, the language of instruction will be English, using ESL strategies.

The following is the breakdown of teachers by certification license area:

- 100% of ESL teacher hold the NYS license in English to Speakers of Other Language
- 100% of subject teachers hold the NYS license in the respective content area.

### Part C: Professional Development

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

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

Begin description here:

All teachers and staff that support the ELLs must be skilled in the delivery of instruction and services to these students. Professional learning opportunities are on-going. Supervisors and/or teachers conduct workshops weekly to share effective learning strategies and to improve instructional practices so as to impact students' achievement. They engage in "turn-key" training, sharing best practices and techniques in which they have developed competency through attending off-site conferences and workshops.

Topics such as questioning and discussion techniques, student engagement, development and implementation of effective assessment tools will be addressed, and refresher training on the implementation of the Teacher Effectiveness Model using the Danielson Framework for Teaching and on the incorporation of the use of technology as a tool for instruction to enhance teaching and learning will take place starting September 2014 through June 2015.

In addition to professional learning opportunities which are available monthly during the school day (at no cost to Title III), 4 teachers and 1 administrator of the Title III Academy meet once a month after school from November 2014 to June 2015 for about 1 hour to discuss students' achievement and instructional strategies, collection and analysis of actionable data, intervention design, assessments, and use of multiple entry points/differentiation and technology to support instruction and understand the cultures and/or needs of ELL students. These workshops, provided by the ESL teacher, would also include strategies for supporting ELLs in their reading comprehension and vocabulary building in the content areas.

### Part C: Professional Development

The following is the breakdown of teachers by certification license area:

- 100% of ESL teacher hold the NYS license in English to Speakers of Other Language
- 100% of subject teachers hold the NYS license in the respective content area.

### Part D: Parental Engagement Activities

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

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

Begin description here:

To ensure higher achievement of our ELLs, their parents/guardians must be engaged in targeted activities. Hence, parent engagement activities are ongoing. In addition to parent orientation activities during ELL identification process, ELL parents are engaged during multiple parent-teacher conferences each year and during the periodic award assemblies that recognize students gains. There are special breakout groups for ESL parents and students at Freshman Orientations in June and at the new students parent orientatation meetings.

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

In addition to the parent-teacher conferences, ELL parents are notified of these activities through school phone messenger, mailings, direct communication with counselors, teacher, and parent coordinator. Often times, ELL parents will approach school officials themselves to request information about ELL related activities. Translations are provided as needed. This reciprocal approach allows for parents and school officials to communicate and be involved in a system of progress. Light refreshments may be provided.

CBOs will facilitate workshops on topics that include resume writing, job searching, interview preparation, language development, and computer literacy. Mayor's Office of Immigrant Affairs willfacilitate a series of workshops on immigrant-specific issues. The workshops are offered through

**Part D: Parental Engagement Activities**

partnerships between our school and CBOs at no cost to the school.

The Title III Parents Academy (T3PA) will run between November 2014 to June 2015. It will offer 10 weeks of 1 hour a week each for English/ESL and computer classes to parents of ELLs on Tuesday or Wednesday from 6:00 pm - 8:00 pm (due to parents availability). One ESL teacher and the Assistant Principal of ESL will facilitate the program.

The instruction will focus on the development of skills and competencies that the parents need to engage their children in school related activities. The teacher use ESL methodologies to scaffold, model, and foster parent-centered learning. Parents are engaged in hands-on activities using various learning manipulatives and technology, and creating posters, charts, and other visual aids.

Residual of the grant will be used to purchase/replace supplies/stationary.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other           | _____           | _____   |
| <b>TOTAL</b>    | _____           | _____   |