



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)
DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

03M860

School Name:

Frederick Douglass Academy II Secondary School

Principal:

Osei Owusu-Afriyie

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Frederick Douglass Academy II
Secondary School School Number (DBN): 03M860

School Level: Secondary Grades Served: 6-12

School Address: 215 West 114th St

Phone Number: 212-865-9260 Fax: 212-865-9281

School Contact Person: Osei Owusu-Afriyie Email Address: oowusua@schools.nyc.gov

Principal: Osei Owusu-Afriyie

UFT Chapter Leader: Jai-Lin Lambert

Parents' Association President: Enid Cruz

SLT Chairperson: Jai-Lin Lambert

Student Representative(s): Tata Fofana

District Information

District: 3 Superintendent: Ilene Altschul

Superintendent's Office Address: 154 West 93rd Street Room 122

Superintendent's Email Address: ialtsch@schools.nyc.gov

Phone Number: 212-678-5857 Fax: 212-222-7816

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado

Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- 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*.
- 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.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Osei Owusu-Afriyie	*Principal or Designee	
Jai-Lin Lambert	*UFT Chapter Leader or Designee	
Enid Cruz	*PA/PTA President or Designated Co-President	
Kim Williams	DC 37 Representative, if applicable	
Tata Fofana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kecia Hayes	CBO Representative, if applicable	
Davina Allen	Member/ Student	
Brenda Rivera	Member/ Parent	
Tanya Thompson	Member/ Parent	
Michele Lloyd	Member/ Teacher	
Vacant	Member/ Parent	
	Member/	

	Member/	
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**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in

the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Frederick Douglass Academy II is a college preparatory secondary school focused on creating the next generation of society’s leaders, who are committed to excellence in character, scholastic achievement and community service, through a rigorous academic curriculum that exceeds national standards. We seek to develop critical thinking skills within a liberal arts academic program that provides preparation for high school and college as well as for life.

At FDA II we believe that “Scholars learn best when ...

Educators	Scholars
<p>Planning Demonstrate that all Scholars can achieve at a high level by planning well-developed lessons aligned with the CCLS.</p> <p>Delivery Models products, activities and/or processes to improve Scholar understanding and quality of their work.</p> <p>Assessment Scholar performance is actively monitored, recorded and communicated with clear and actionable feedback.</p>	<p>Character Consistently live and practice the Scholar Creed.</p> <p>Academic Demonstrate a clear understanding of the learning objectives for the lesson, unit and/or course. Initiate and participate effectively in a range of collaborative discussions.</p> <p>Defend their ideas and beliefs in various formats with evidence.</p>

FDA II Scholars are challenged intellectually and allowed to develop their character and work ethic so that they become successful in their post-secondary plans. They are caring and effective citizens. To achieve this vision, the school seeks to create a nurturing environment where there is patience for Scholars – understanding that they develop at different rates – but simultaneously holds all Scholars to high expectations. Through their participation in the school community, parents are empowered to help their Scholars achieve the school’s vision.

Our 2014-15 Instructional Focus is to improve Scholar engagement in consistently rigorous lesson, by our teachers designing coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims. This is building off of DTSDE Tenets 3 and 4, in which we made growth in last school year.

Below are highlights of our work

- Improved 2014 graduation rate - 73%, June 2014
- Increased number of Scholars taking College and Career Course work - 68% of our 2014 graduating Seniors
- Increased parent satisfaction, 98%, as evidenced by the 2014 School Survey, in our ability to help keep their child on track for college, career, and success in life after high school.
- Implemented a range of Arts based experiences and programming throughout our curriculum and academic program. We now offer classes in the Visual Arts, Chorus, Dance and Band.
- Expanded the electives and extracurricular courses we offer students through our partnership with the REACH program out of Teachers Collge
- Deepened student immersion in our college going culture through partnerships with College For Every Student, College Summit and iMentor.

- Instituted a variety of youth development initiatives such as gender-based youth groups, scholar leadership experiences and workshops in conflict resolution.
- Implemented a mediation program to support our students in positively resolve conflicts.

03M860 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	416	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population		72.3%	% Attendance Rate	
% Free Lunch		75.5%	% Reduced Lunch	
% Limited English Proficient		9.3%	% Students with Disabilities	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	
% Hispanic or Latino		22.1%	% Asian or Native Hawaiian/Pacific Islander	
% White		0.2%	% Multi-Racial	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.26	# of Assistant Principals (2014-15)	
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.3%	Average Teacher Absences (2013-14)	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.2%	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		44.6%	Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		89.1%	% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		84.0%	4 Year Graduation Rate	
6 Year Graduation Rate		69.8%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School		X		
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

May 2014 PFQR Recommendation: Monitor and evaluate formative and summative assessments to allow teachers to provide targeted and data-based feedback to address student ownership of learning and improve student achievement.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will improve one level in the Danielson Competency 3d, using assessment in instruction, as evidenced by a comparison of Fall and Spring Educator observation data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Training of all Educators on the FDA II Assessment Cycle. ● Tier Educators based on their ability to analyze and respond to the data from quarterly assessments and checks for understanding. ● Provide targeted support to Educators based on the tiers. 	Teachers	July 2014-June 2015	Principal, Assistant Principal, Data Specialist
<ul style="list-style-type: none"> ● Professional development and coaching on the following <ul style="list-style-type: none"> ○ Formative assessments within lessons ○ Adjustments to lessons ○ Alternative teaching strategies (moving beyond lecture) ○ Re-teaching ○ Analyzing interim assessments 	Teachers	July 2014-June 2015	Instructional Coach, Data Specialist
<ul style="list-style-type: none"> ● Communicate with Scholars and their families on their glow and growth areas on their quarterly assessments via whole school communications and individual conferences. 	Parents	July 2014-June 2015	Teachers
<ul style="list-style-type: none"> ● Teachers turnkey their professional learning experiences with the members of their teacher teams. 	All Educators	July 2014-June 2015	Teachers

Part 4 – Resources Needed

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

Described below are the resources needed to implement the action plan.

- Teachers
- Assistant Principal
- Principals
- Secretary
- Data Specialist
- Instructional Coaches
- Teacher Team meeting time during the school day and Afterschool
- Substitute Teachers to provide coverage for Educators attending training
- Assessment construction and data processing resources
- Per Session Funds to support training and other professional learning experiences.

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	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	x	Grants
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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:

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.

1. 40% of Educators are improving in the Danielson Competency 3d, using assessment in instruction, as evidenced by a comparison of their 1st observation and their 2nd observation/walkthrough by 2/1/15.

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

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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. 		
May 2014 PFQR Recommendation: Collect and analyze data to identify and support the social and emotional developmental needs of students. Use this analysis to develop a plan to address student needs and promote academic achievement.		

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 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 40% of Tier 1 and Tier 2 Scholars identified on the FDA II Attendance + Academic Data Target group will participate in an Expanded Learning Opportunity (ELO) activity for at least 90 contact hours.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
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<p>development, and/or systems and structures needed to impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>	<i>targeted?</i>		<i>activity/strategy?</i>
<ul style="list-style-type: none"> To improve Scholar Support on their social-emotional and academic development, teacher teams will work with the support services staff to analyze and respond to SEL and academic trends in student data by planning and executing appropriate school day and after school interventions that they will document on the Individualized Scholar Success Plan. 	Students	July 2014- June 2015	Teachers, Guidance Counselors, Assistant Principals
<ul style="list-style-type: none"> Complete a data inquiry on all students to identify targets for AIS and ELO. Design and implement ELO's that address the particular needs of subgroups based on interest surveys and Scholar focus groups Utilize the Individualized Scholar Success Plan to track student progress and growth in response to AIS or ELO. Update ISSPs for AIS and ELO throughout the year according to the inquiry cycle schedule. Provide AIS and ELO providers with appropriate information to continue the support of students. 	Students	July 2014- June 2015	Teachers, Guidance Counselors, Assistant Principals
<ul style="list-style-type: none"> Hold two ELO Showcases for Scholars to present their work to their families and the community. 	Students, Parents	July 2014- June 2015	Parent Coordinator, ELO Coordinator
<ul style="list-style-type: none"> Have Educators facilitate and advise ELO programs. Quarterly Newsletters that highlight the ELO programs and Scholar learning. 	Students	September 2014- June 2015	Teachers, Parent Coordinator

Part 4 – Resources Needed

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

Described below are the resources needed to implement the action plan.

- Teachers
- Assistant Principal
- Principals
- Guidance Counselors
- Dean
- Data Specialist
- Teacher Team meeting time during the school day and afterschool
- Office Supplies
- Instructional Supplies
- Data processing resources

- Per Session Funds to support the hiring of staff to facilitate, manage and/or supervise the ELO Program.
- Postage
- Student Workers
- Funding to hire external providers to provide programming
- Creating time in daily schedule for ELO programming.
- Incentives and awards for program participation

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	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside	X	Grants
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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:

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.

40% of identified Scholars will have participated in ELO Activities for at least 30 contact hours by 2/1/15.

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?				

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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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Consistently use CCLS aligned instructional practices that lead to student engagement. Insure that unit and lesson plans include higher order thinking skills that lead to high levels of student engagement and achievement. School leaders should ensure that these are applied consistently in all classrooms and the impact on learning and instruction evaluated.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will improve one level in the Danielson Competency 1E by designing coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims, resulting in increased Scholar engagement and performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

2. development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>targeted?</i>		<i>activity/strategy?</i>
<ul style="list-style-type: none"> ● Provide ongoing professional learning on designing coherent instruction ● Utilize Looking at Teacher Work and Looking at Student work protocols to revise upcoming lessons and units. 	Teachers	July 2014- June 2015	Assistant Principal, Instructional Coaches, Teacher Team Leaders, Teachers
<ul style="list-style-type: none"> ● Revise unit planning tools to include explicit references to planning for multiple entry points to support the needs of students with disabilities and ELL's. ● Within LATW and LASW sessions focus questions will be used to identify the adjustments in planned units for ELL's and Special Education Scholars. 	Teachers	September 2014- June 2015	Instructional Coaches, Teacher Team Leaders, Teachers
<ul style="list-style-type: none"> ● Showcase the work of all scholars at our Bi-annual Parent Conferences and our Summerbridge parent meetings. 	Parents and Scholars	July 2014- June 2015	Teachers
<ul style="list-style-type: none"> ● Educators articulate in their teacher team meetings how the shared learning will be used in their individual practice. 	Teachers	September 2014- June 2015	Teachers

Part 4 – Resources Needed

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

Described below are the resources needed to implement the action plan.

- Teachers
- Assistant Principal
- Principals
- Secretary
- Data Specialist
- Instructional Coaches
- Teacher Team meeting time during the school day, afterschool and during the Summer
- Teacher team meeting supplies and refreshments
- Substitute Teachers to provide coverage for Educators attending training
- Curriculum development supplies, materials and resources
- Per Session Funds to support training and other professional learning experiences in teacher team facilitation and curriculum development.

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	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside	x	Grants
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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:

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

By February 2015, 50% of teachers will improve one level in the Danielson Competency 1E by designing coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims, resulting in increased Scholar engagement and performance.

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?				

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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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:	
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 	
Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3 Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4 Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E
Part 1b. Needs/Areas for Improvement:	
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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. 	
Develop and implement a system to track constructive and instructive feedback from observations that hold administrators and staff accountable for continuous improvement. Provide supplemental professional development as indicated, for staff in identified areas.	

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 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, administration will complete 4 iterations of the FDA II observation cycle resulting in 80% of Educators meeting their 2014-15 PD Goals set in November 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Set Professional Development goals with Educators rooted in the Danielson Framework for teaching. ● Provide professional learning experiences for Assistant Principals on giving high quality feedback. ● Provide targeted professional learning and instructional coaching for Educators based on their professional development goals. 	Teachers	September 2014- June 2015	Teachers, Instructional coaches, Administrators
<ul style="list-style-type: none"> ● Evidence used to determine whether or not a PD Goal was met will include Scholar work products and/or performance data from SPED Scholars and/or ELL's. 	Teachers	September 2014- June 2015	Teachers, Instructional Coaches, Administrators
<ul style="list-style-type: none"> ● Educators communicate with families regularly to discuss Scholar progress and to elicit support in articulated actions thereby increasing Scholar engagement in their improvement process. 	Parents and Students	September 2014- June 2015	Teachers, Administrators
<ul style="list-style-type: none"> ● Collaboratively develop PD Goals based on Educator Self-assessment and Educator classroom observation data. 	Teachers	September 2014- June 2015	Teachers, Instructional Coaches, Administrators

Part 4 – Resources Needed

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

Described below are the resources needed to implement the action plan.

- Teachers
- Assistant Principal
- Principals
- Secretary
- Data Specialist
- Observation Software
- Instructional Software
- Technology
- Instructional Coaches
- Teacher Team meeting time during the school day, afterschool and during the Summer
- Teacher team meeting supplies and refreshments
- Substitute Teachers to provide coverage for Educators attending training
- Curriculum development supplies, materials and resources
- Assessment Resources
- Per Session Funds to support training and other professional learning experiences in classroom management,

lesson delivery, assessment, and instructional planning.

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	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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:

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

By February 2015, administration will complete 2 iterations of the FDA II observation cycle resulting in 80% of Educators meeting their 2014-15 PD Goals set in November 2014.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6: <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E
Part 1b. Needs/Areas for Improvement: <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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. 		
Provide PD opportunities for families to understand how to read, use, and analyze student data to enable them to understand and support them in identifying ways to work in partnership with the school to raise student 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 1b, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will facilitate 4 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>be targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
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).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> Attendance data will be analyzed to identify Scholars in the highest quartiles for absenteeism and the common academic characteristics of scholars within each quartile by grade level. Workshops will be devised to provide structured review of the attendance data and to prepare individualized responses to their student specific data. 	Students, Parents	September 2014- June 2015	
<ul style="list-style-type: none"> Workshop materials will be translated for families Interpreters will be present to translate at the workshops 	Students, Parents	September 2014- June 2015	
<ul style="list-style-type: none"> All families will be invited to attend the series of workshops. Targeted outreach will be made to Scholars in Tier 1 and Tier 2 of our Attendance analysis. 	Students, Parents	September 2014- June 2015	
<ul style="list-style-type: none"> Workshops will be attended by both parent and child. Action plans developed will also involve school staff 	Students, Parents	September 2014- June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Described below are the resources needed to implement the action plan.</p> <ul style="list-style-type: none"> Teachers Assistant Principal Principals Guidance Counselors Secretary Parent Coordinator Data Specialist Data processing supplies Technology Communication Software Instructional Coaches Refreshments Translation equipment and supplies Per Session Funds to support Teacher out reach to families and participation in workshops.

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	X	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside	X	Grants

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

N/A

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.

By February 2015, we will facilitate 2 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • proficiency on state exams • marking period grades • midterm exam scores 	<p>PLATO LEARNING is an online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home.</p> <p>REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June.</p> <p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or</p>	<p>Tutoring, Small Group Instruction, Individualized Computer instruction</p>	<p>PLATO- during school day, before school, after school</p> <p>Regents Prep- during school day, before school, after school</p> <p>S.O.A.R. - before school, after school</p> <p>Academic Skills- during school</p> <p>Teacher Office hours- before school, after school</p> <p>Peer Tutoring- during school</p>

		<p>one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5th-8th grade ELA and/or Math test at least twice a week.</p> <p>Teacher Office Hours- students are offered an opportunity to meet with their teachers one on one or in small groups to work on assignments and receive tutorial services from educators.</p> <p>Peer Tutoring- students receive academic support from trained student leaders in our current school and Teachers College Grad Students.</p>		
Mathematics	see above	see above	see above	see above
Science	see above	see above	see above	see above
Social Studies	see above	see above	see above	see above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ● IEP mandate ● teacher referral ● parent/ student request 	Individual and Group Counseling focused on effective communication and positive peer relationships	one-to-one, small group	during school

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

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

Part 1 – ELT Program Goal(s)

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

By June 2015, 40% of Tier 1 and Tier 2 Scholars identified on the FDA II Attendance + Academic Data Target group will participate in an Expanded Learning Opportunity (ELO) activity for at least 90 contact hours.

FDA II ELT will offer a range of high-quality educational, developmental and recreational services for students and their families.

- a) The school will offer high quality services in core academic areas, e.g. reading and literacy, mathematics and science.
- b) The school will offer enrichment and youth development activities such as art, music, technology and yoga.
- c) The school will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.
- d) The school will offer services to parents of participating children.

FDA II ELT participant scholars will demonstrate educational and social benefits and exhibit positive behavioral changes.

- a) Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
- b) Students regularly participating in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Part 2 – ELT Program Description

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

1. The target population to be served by the ELT program includes students with the following characteristics:

- a. Students who have yet to pass their Regents exams with 85+ points
- b. Students with an average daily attendance rate under 93%
- c. Students who are deemed 'almost on track' or 'off track' to graduation by transcript reviews or data reports

Students who are otherwise uninvolved in their school community

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

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. All academic ELT programs at FDA II are aligned to the CCSS, including culminating performance tasks reflecting Depth of Knowledge (DoK) skills.
 2. All ELT programs at FDA II are delivered through hands-on project-based learning strategies that are typically not offered in the traditional classroom setting.
 3. Specific lessons from the ELT program will be provided to FDA II by TC and Columbia University's School of Engineering and Applied Science (CU SEAS) with the intent to 'bridge' the after school to the school day, incorporating many of the project-based learning strategies into the regular school day. These lessons are developed by TC faculty and graduate students, CU SEAS faculty and graduate students, and TC's Office of School and Community Partnerships' Instructional Specialist.
 4. All youth development ELT activities at FDA II are aligned to social-emotional standards released by the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL's standards are aligned to the NYSED guidelines for social and emotional development and learning. Additionally, youth development ELT activities are based on best practices document in Conley (2007) *Redefining College Readiness*.
- All TC graduate student instructors receive professional development in research-based instructional strategies and activities throughout their employment, including planning through use of Understanding By Design, instructional strategies researched and reported by Fisher & Frey, and use of research-based protocols for viewing and discussing student work.

Part 2c. Is the ELT program voluntary or compulsory?		Voluntary	x	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Implementation and Oversight

- Part 3a.** Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

FDA II has established an Extended Learning Time Committee for the 2014/2015 school year. Lead by the high school guidance counselor Mrs. Sharrell Matta, the committee meets regularly to discuss the development and implementation of ELT programs at FDA II. The committee also reviews recruitment and retention of students. Mrs. Matta also participates in establishing and maintaining relationships with community partners.

FDA II is in partnership with Teachers College, Columbia University through the Office of School and Community Partnerships. In addition to receiving support for teachers, leadership and parents, TC provides support to FDA II in establishing and maintaining their ELT program. These efforts are led by the Expanded Learning Opportunities Associate, Mrs. Angela Fulcher. Mrs. Fulcher serves as the program manager for the 21st CCLC program at FDA II through partnership with TC. Mrs. Fulcher also serves on the ELT committee.

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

- Described below are the resources needed to implement the action plan.
- Teachers
 - Assistant Principal
 - Principals
 - Guidance Counselors
 - Dean
 - Data Specialist
 - Teacher Team meeting time during the school day and afterschool
 - Office Supplies
 - Instructional Supplies
 - Data processing resources
 - Per Session Funds to support the hiring of staff to facilitate, manage and/or supervise the ELO Program.
 - Postage

- Student Workers
- Funding to hire external providers to provide programming
- Creating time in daily schedule for ELO programming.
- Incentives and awards for program participation

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

July 2014-May 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind

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

N/A

Part 5 – Progress Monitoring

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

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

40% of identified Scholars will have participated in ELO Activities for at least 30 contact hours by 2/1/15.

Part 5b. Complete in **February 2015.**

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

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 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>RECRUITMENT</p> <ul style="list-style-type: none"> *Partnered with the New Visions Teacher Recruitment Project to recruit experienced highly qualified educators *Partnered with the Hunter School of Education and Teachers College to be a pre-service teacher training site <p>RETENTION</p> <ul style="list-style-type: none"> *Partnered with Hunter College to be a pre-service training site for student teachers within their Teacher Education program *Increased teacher leadership opportunities with the school by providing veteran educators opportunities to serve as mentors, instructional coaches, and grade leaders <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> *Monthly Professional Development meetings with administration focused on goals linked to the school-wide professional development goals *Using teacher professional development framework and Danielson rubric to build a common language around effective and highly effective teacher practices throughout the school *Implemented a new teacher-mentoring program focused on developing safe, engaging and supportive learning environment within your classroom *Provide content area instructional coaches in to support teacher implementation of the curriculum and teacher effectiveness in improving student learning.

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).
<p>Activities - All teachers receive professional development (in partnership with New Visions and Teachers College) on the construction and implementation of effective CCSS aligned unit plans, pre and post tests, performance tasks and assessment analysis</p> <p>Activity - MS teachers will partake in a blended learning community study group. This partnership is sponsored by New Visions and works in collaboration, with other various middle schools. The professional development focuses on common core strategies, text complexities, and discussion techniques.</p>

Activity- All teachers work in grade and/or department level teams to assess units and provide feedback utilizing the UPDRAFT protocol developed in the 2013-2014 school year (Domain 4e)

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 are engaged in a variety of activities such as weekly grade team meetings, bi weekly department meetings and inquiry team meetings to ensure the usage of appropriate assessment measures are being used. Using a variety of data (pre/post tests), unit plans, performance tasks to make an informed decision of the appropriate assessments needed to improve instruction.

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

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

Program Name	Fund Source	Funding Amount:	Place an (X) in <u>Column A</u> below to verify that
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	(i.e. Federal, State or Local)	Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	224,083	X	27, 22, 19, 16, 13, 11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	79,000	X	27, 22, 19, 16, 13, 11
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	27, 22, 19, 16, 13, 11
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,578,357	X	27, 22, 19, 16, 13, 11

¹Explanation/Background:

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

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

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

- 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.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

Frederick Douglass Academy II, 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 twice a year on Wednesday, November 5, 2014 and Friday, November 7, 2014 (evening and day) and Thursday, March 26, 2015 and Friday, March 27, 2015 (evening and day) during which the individual child's achievement will be discussed.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information specifically:
 - report cards are mailed every 9 weeks to all families; as well as mid-marking period progress reports are sent home 4 times a year;
 - quarterly assessment of NY State test results and provide internet location of such reports and assessments
 - computer training in pupilpath.com and the Parent ARIS Link, both tools that help parents become better equipped to monitor and track their child’s progress towards graduation and promotional requirements.
- 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 parents can meet with staff during school hours, after requesting an appointment with respective staff person. Teachers and counselor are available during their prep period and or lunch time to meet with parents on an emergency basis;
- ensuring access to staff by email or telephone conference using the assistance of the Parent Coordinator;
- advising parents that they can schedule to join an SLT meeting to address any concerns and have access to parent SLT members as a means to facilitate communication with such staff. All parent SLT member contact information is listed on the school website.
- make available the contact information, on the school website, of all members on the SLT and Parent Association contact;

Provide general support to parents by:

- The Parent Coordinator will encourage parents to
 - volunteer in educational and/or extracurricular activities, i.e. school trips and school activities
 - attend monthly workshops on curriculum & testing for state exams as well as information to build up academic achievement for students. Workshops may be held in conjunction with Parent Association meetings but not mandatory;
 - take advantage of the opportunity, by appointment and approval of the administrative staff, to shadow their child throughout the day to get a better understanding of the instruction delivered and protocol of the day.

II. Parent/Guardian Responsibilities:

- support my child’s education by reading the Frederick Douglass Academy II Handbook (“Handbook”) to ensure that my child abides by the policies set out in the Handbook. With the understanding that the SLT may change these policies with notifications to the parents making it our responsibility to abide by the changes. We are aware we may attend SLT meetings and suggest policies to the SLT team.
- 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;

- provide a quiet place to study and do homework
- 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:

- We as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we act according to the Scholars Creed as follows:
 - Be dedicated to personal and academic excellence;
 - Be obligated to a code of civilized behavior;
 - Refrain from and discourage behaviors which threaten the freedom and respect every individual deserves;
 - Practice personal and academic integrity;
 - Respect the rights and property of others;
 - Discourage bigotry, while striving to learn from differences in people, ideas and opinions;
 - Demonstrate concern for others, their feeling and their need for conditions that support their work and development;
 - Follow school dress code and rules of conduct
 - Read daily and with our parents
 - Additionally. we will abide by the cell phone policy of the school (supra);
- As well as those suggested by the Department of Education:
 - Attend school regularly, arrive on time and do our best;
 - Participate in class discussions and activities;
 - Complete my homework and submit all assignments on time
 - Follow the school rules and be responsible for my actions

- Try to resolve disagreements or conflicts peacefully;
- Study for exams and assignments

**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 03	Borough Manhattan	School Number 860
School Name Frederick Douglass Academy II		

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 Osei Owusu Afriyie	Assistant Principal Philson Victor
Coach Teresa Farinaccio - Literacy	Coach Jennifer Tulley - CTT
ESL Teacher Erin Lee	Guidance Counselor Marlene Otero
Teacher/Subject Area Ryan Dykhouse/Special Educatio	Parent
Teacher/Subject Area Dianna Martinez/Spanish	Parent Coordinator Tracey Stahling
Related Service Provider Agnes Horowitz/Speech	Other
Network Leader(Only if working with the LAP team) Charmaine Gaynor	Other Hana Mosa

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	44	ELLs as share of total student population (%)	9.48%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	11
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	9

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

	ELLs by Subgroups									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	19	4	2	16	1	4	9	0	5	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	4	2	16	1	4	9	0	5	44
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	0	0	4	4	3	2	16
Chinese														0
Russian														0
Bengali							0	0	1	0	0	1	0	2
Urdu														0
Arabic							0	0	1	0	0	0	1	2
Haitian										4	1	1		6
French								2	1	3	3		3	12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2	3		1		6
TOTAL	0	0	0	0	0	0	3	2	5	14	8	6	6	44

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		3	2	0	2	2	10
Intermediate(I)								1	2	7	4	3	1	18
Advanced (A)							2		1	7	2		4	16
Total	0	0	0	0	0	0	3	1	6	16	6	5	7	44

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				3
6	1				1
7	3				3
8	13	1			14
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	3								3
6	1								1
7	6								6
8	12		1						13
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	4		9		1				14

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	5		2	
Integrated Algebra	16		4	
Geometry	2		1	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	13		3	
Physics				
Global History and Geography	10		3	
US History and Government	5		3	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Students new to FDA II are given the LAB-R assessment in English or Spanish. If native Spanish speakers, students are evaluated for their native language proficiency in that manner. Students are also assessed through an oral interview with the ESL counselor. Students are consistently evaluated through oral conversation, parental input, and other native language assessments provided by the ESL

guidance counselor or ESL teacher. For formative assessments students are provided with native language dictionaries to help assess their literacy in his or her native languages. Translated materials are also used in students' ESL class and other content classes. FDA II's curriculum is Common Core aligned and each class administers initial Pre-Assessments to evaluate students' abilities in respective subjects. The results are then analyzed to evaluate students' literacy skills. Literacy skills are also measured using Acuity Periodic Assessments and Castle Learning. Castle Learning data allows teachers to assess target areas in need for ELLs. The data and questions are broken down by type and skill, which drives instruction. Pre and post assessments are also analyzed via department teams and scaffolded strategies are decided upon in order to meet the instructional plan set forth by the school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns on NYSESLAT exams show that ELLs at FDA II are strong in their speaking and listening skills than their reading and writing skills. 23 of the ELLs are advanced or proficient in Speaking and Listening compared to 12 in Reading and Writing. This shows that there is a breakdown between oral literacy and written literacy. The same is evident in students' abilities to pass Regents exams. Due to this, department teams regularly meet to analyze data to push ELL performances. In addition, CTT classes are utilized with ESL students and small ESL classes are maintained to push student successes in Reading and Writing literacies.

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

The data patterns on NYSESLAT exams show that ELLs at FDA II are strong in their speaking and listening skills than their reading and writing skills. 23 of the ELLs are advanced or proficient in Speaking and Listening compared to 12 in Reading and Writing. This shows that there is a breakdown between oral literacy and written literacy. The same is evident in students' abilities to pass Regents exams. Due to this, department teams regularly meet to analyze data to push ELL performances. In addition, CTT classes are utilized with ESL students and small ESL classes are maintained to push student successes in Reading and Writing literacies.

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

There is only one Freestanding ESL program at FDA II.

A. Students are most successful in Speaking and Listening sections of the NYSESLAT. Two of the three sixth graders are Advanced and one student, who has been in the country less than three years is a Beginner. In ninth grade, twelve out of the fifteen ELLs are Advanced or Proficient in Speaking and Listening, whereas five of the same fifteen students are Advanced in Reading and Writing. In tenth through twelfth grades, seven out of the sixteen students are Advanced or Proficient in Speaking and Listening, compared to four of the sixteen who are Advanced or Proficient in Reading and Writing. The numbers are consistent and show advanced numbers in Listening and Speaking. In regards to test taking, Only one student got a 2 on the NYS ELA and one student got a 2 on the NYS Math exams. In high school, Only four of the sixteen students have passed any Regents examinations. Students struggle with standardized testing and their reading and writing capabilities as a whole. Unfortunately, the majority of students are not literate in their native language due to long-term ELL status and being born and raised in New York, others are from West Africa, where their first language is not written or read, and some students are SIFE. Also, tests are not administered in all native languages, such as Bengali. This prohibits students from taking tests in their native languages.

B. Unfortunately, the ELL Periodic Assessments were only administered once during the 2012-2013 school year and did not provide sufficient data to guide instruction. For this reason, teachers at FDA II administer pre and post assessments to track individual student progress. Castle Learning (as previously mentioned) and Achieve 3000 is the method in which FDA II teachers monitor students' progress. School and teacher leaders are aware of the ELLs in their classes and share strategies to support students during Grade Team and Department Team meetings. Professional development is also given by the ESL teacher/coordinator to support teachers in using data to improve ELLs literacy.

C. As stated above, the ELL Periodic Assessment was only administered once last year and was not a sufficient data to guide instruction. Teachers did use the one administration to note where students' literacy skills fell by category and as a whole improved scores from administration to the NYSESLAT last spring. Native language is used via dictionaries, bilingual glossaries created by teachers and students, and through translated materials in classrooms. Teachers use native language materials, appropriately leveled for ELLs.

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 FDA II is a 6-12th grade school

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL support strategies that align with native language development are used in all content areas. Supports from OELL are distributed amongst teachers for their use in various contents. In addition, students are consistently evaluated through oral conversation, parental input, and other native language assessments provided by the ESL guidance counselor or ESL teacher. For formative assessments

students are provided with native language dictionaries to help assess their literacy in his or her native languages. Translated materials are also used in students' ESL class and other content classes.

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

N/A: FDA II is a Freestanding ESL school.

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

Data is tracked via Pre and Post Assessments for each content area. These assessments allow for teachers to consistently track the successes of ELLs. Also, ELLs utilize programs such as Castle Learning and Achieve 3000, which evaluate ELLs successes throughout contents, units, semesters, and overall school years. The NYSESLAT exam guides ESL instruction, in addition with ESL Periodic Assessments. These tools are all available and used to evaluate ELLs successes.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

During the enrollment process all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey, administered by a licensed pedagogue, the Special Education and ESL guidance counselor. This survey lets school staff know what language is used in the home. After the parents have reviewed and filled out the HLIS, (which is available in nine languages) the parents are interviewed orally in their home language. The oral interview is done in the Parents home language by a qualified translator who can either be in attendance or the translation can be done over the phone. When all of the home language information is assembled and the HLIS is reviewed and the ESL teacher determines that a second language is spoken in the home, the parents are informed of the best ELL options available to their child. Students are also informally interviewed by our pedagogue, the ESL guidance counselor prior to being formally assessed. Parents are made aware of the three ELL programs across New York City, not just the one offered at FDA II. The LAB-R is administered to eligible students within 10 days of their initial enrollment, whether at the beginning of the school year or at any other time. The LAB-R is administered in either Spanish or English. Students whose native language is Spanish are given the Spanish LAB-R assessment and other languages are given the English test. The Spanish LAB-R is administered by the ESL guidance counselor and other LAB-R exams are administered by the ESL teacher. Screening with LAB-R is not necessary if the student's ELL status is available from his or her previous school and is based on an appropriate standardized test, such as the New York State English as a Second Language Achievement Test (NYSESLAT), administered during a prior school year.

The NYSESLAT is administered to all ELL students from K-12 every year and students will continue to receive English as Second Language (ESL) services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes.

The NYSESLAT scores help to determine which instructional standards to focus on, and to evaluate their programs. A workshop for the parents of all ESL students who will be taking the NYSESLAT will be offered in April or May 2012 at FDAII. Parents are interested in having their children perform well on their exams, succeed in their content area classes and to successfully test out of the ESL program. All students in ATS and on FDA II's RMNR report are given the NYSESLAT exam in the Spring of 2012. The ESL teacher is responsible for coordinating the testing. Students who are in the same grades and taking the same test are administered the listening section in groups. Students are given thirty minutes to complete the Listening section. Students are later administered the Reading and Writing sections in same-age ranged groups. These sections are timed accordingly and are completed by students upon the direction of the ESL teacher. The final section is administered over the course of a week in one-on-one speaking times with the ESL teacher. These are private Speaking sessions. Make-ups are available within the testing time frame allotted and also administered by the ESL teacher. Students who receive the NYSESLAT exam are determined through ATS and more specifically, the RNMR form available through the system.

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.
- When the child is determined to be ELL the parents must be made aware of the three available options. The options are Transitional Bilingual Education, a standards-based subject-matter instruction is provided in the students' native language with intensive support in ESL (60% home language, 40% English). The second option is Dual Language Programs, which intergrate ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages. (50% home language, 50% English). The third option is Freestanding ESL Students, who are taught in English 200% of the time. using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test.
- These three ELL program options are clearly explained in the multilingual (DOE) Parent Orientation Video, the ELL parent brochure, and any further questions can be answered by qualified school staff ensuring the satisfaction and comfort of the parent. Parents are made aware of these options before choosing to enroll at FDA II and once enrolled the other ESL program options are reiterated to parents. The parent will then be asked to fill out the Parent Survey & Program Selection Form, which provides parents with the option of choosing the most appropriate program model for their child. If the ELL program model chosen is not available at the child's school, the child will be transferred to a school that does have that program. The ESL teacher and/or ESL Guidance Counselor are responsible for parent outreach. The ESL teacher and Guidance Counselor have the privilege of constant outreach to parents via fliers, email on the school wide Pupil Path system, and phone calls due to the small ESL population of the school. When an alternate program does become available, parents are directly contacted by the ESL teacher or guidance counselor. They use the Department of Education's translation system or their knowledge of second languages, when applicable to directly speak to parents about the alternate ESL programs. Pupil Path is a major means of communication between the parents and ESL teacher.
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 [\[see tool kit\]](#).)
- Frederick Douglass Academy II has a small population of ELL students and since we only offer a Free standing ESL program, the ESL teacher hands out a "Letter of Entitlement" (in the appropriate home language) to each ELL student to give to their parent and makes a follow up phone call to the home within the next week to make sure the letter was received and understood. The follow up phone call and email via Pupil Path are both used to ensure parents receive and understand the Letter of Entitlement given to the student. Parent surveys and program selection forms are organized by the ESL guidance counselor and stored in the main office by FDA II's Office Secretary. They are privately stored, but available at any time for the ESL teacher/counselor to reference and used as a reference to gauge parents' satisfaction with FDA II's ESL program. In the past few years the trend at FDAII, as indicated by the parental choice selection form, has been that most parents have opted to have their children remain enrolled and instructed in our Freestanding ESL program. Most parents explained that they liked the idea of their children receiving the 100% English instruction that is offered in a Free standing ESL program. They believe that their children will learn English at a faster rate with 100% English immersion. Our school has a separate ESL counselor who monitors ESL students and parental outreach to ensure parents are constantly aware of options and school-wide events
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.
- A Home Language Survey is provided to parents and followed up with by the ESL guidance counselor at FDA II. Within the first ten days of the school year, the LAB-R assessment is given and used to accurately place students in ESL classes. Students previously given ESL support are placed in classes based on their prior year's NYSESLAT results. Students are also administered Department of Education Periodic ELL Assessments beginning in the Fall. These assessments measure students growth throughout the support program and help provide the services the students need. Students at the Beginning level are given 540 minutes of Freestanding ESL per day. Students with Intermediate proficiency are provided with 360 minutes of ESL class per week. Advanced students are provided with 180 minutes of Freestanding ESL support services per week. Since FDA II only has a freestanding ESL program, parents are notified that a bilingual program is not an option at our school. Parents are notified by the parent coordinator and the ESL guidance counselor about the program upon determination of the level and service given to the student. A translator, automated or in person, is provided for parents. Follow-up conferences occur regularly with parents to advocate for the student's growth in ESL and to keep parents informed about the program and school notices in general. Once a student is determined to be an ELL, results are stored and maintained in the main office by the office secretary. Parents are given a Letter of Entitlement explaining FDA II's program. The letter is translated into student's native languages and a follow-up call using the DOE translation system is made to ensure understanding of the school's program. If a parent desires an additional program, the ESL guidance counselor works with the parent to find a more viable option for his or her child. Together, the guidance counselor and parent research schools and programs that would better suit the student. These interests and parental input are also stored by the school secretary in the main office of the school.

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.

The NYSESLAT exam is administered by the school's ESL teacher/coordinator. She coordinates a schedule for students to meet individually during various periods with an English teacher in the school to conduct the one-on-one speaking part of the exam. Next, the school is divided by grade levels 6th, 7-8th, and 9-12. Each level is assigned two class periods, on three different days, over the course of two weeks to take the Listening, Reading, and Writing sections of the NYSESLAT. Make-up dates are available for up to five days post assigned dates/times of appropriate grade level testing. A team of teachers, usually three, works as a committee to score the Writing section of the NYSESLAT exam.

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. [🔗](#)

As a whole, 100% of parents support and believe in the Freestanding ESL program offered at FDA II. As indicated on their Home Language Survey and in informal interviews with parents/students, all entering FDA II parents choose the Freestanding ESL program offered. Parents are given the option of other programs, via interview, conversation with ESL teacher and/or interpreter, however, they consistently choose FDA II's ESL program. They are confident in the program and enjoy the total language aspect to aid in their child's English immersion and learning. Our program is aligned with parents' choices and works to communicate constantly with parents to enable them to have active participation within the school community and their child's education.

In general, once notified of the options, parents choose to continue their child's education at Frederick Douglass Academy II with the Freestanding ESL program. Using the Parent Survey, the ESL teacher monitors parent satisfaction with FDA II's ESL program. If a trend or area of concern does arise, the program is tweaked to meet the needs of the parents. For example, parents mentioned that their students did not feel 100% a part of FDA II's school culture. To address this issue the ESL teacher has aligned the ESL curriculum with the New York State Standards, Common Core Standards, and focuses on bridging the ESL population with both FDA II and Harlem's community. If parents express a concern, it is addressed immediately. In the past few years, the trend at FDA II, as indicated by the parental choice selection form, has been that most parents have opted to have their children remain enrolled and instructed in our Freestanding ESL program. Most parents explained that they liked the idea of their children receiving the 100% English instruction that is offered in a Free standing ESL program. They believe that their children will learn English at a faster rate with 100% English immersion. To increase student comprehension and parent satisfaction, FDA II has begun to administer the DOE provided Interim Assessments in order to have more data to track student progress and have benchmarks to communicate to parents on a more regular basis.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. ESL is a freestanding class, led by the ESL teacher at FDA II. The teacher works with the English department team to align goals and expectations for the students. In addition, the teacher works with the 11th and 12th grade team to support those corresponding grades with ELLs' successes and struggles. The ESL teacher mainly works alone, but is in constant communication with all department teams to coordinate strategies for ELL success.
 - B. Classes are heterogeneously mixed by grade levels. Beginner ESL students are homogeneously grouped during ESL class. Intermediate and Advanced students are heterogeneously mixed during ESL class. Students do not travel together during other classes. They are mixed by grade level class number, therefore other classes are heterogeneously grouped.
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)?

Due to the Freestanding nature of ESL instruction, compliance with the instructional minutes delivered for each ELL is appropriate. Beginners meet with ESL teacher 90 minutes a day from 6-12th grade, Intermediates students receive their allotted 540 minutes of ESL instruction per week, plus an additional ELA class daily. Advanced students have ESL instruction the required 360 minutes per week plus, an additional ELA class period per day.
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.

To align with the Common Core Learning Standards, units are planned around the CCLS and ESL standards, CCLS aligned learning targets are included in unit plans and daily lessons plans to ensure students' learning is aligning with standards. In addition, ESL units vary content focus throughout the school year. For example, one unit is centered around Biographies of US Presidents to align with History and another unit is centered around completion of a Science Lab and following directions. Contents shift in each unit, but literacy standards are always the basis for ESL classes. The use of annotating is heavily emphasized in order to allow students to draw meaning of texts in all subject areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students new to FDA II are given the LAB-R assessment in English or Spanish. If native Spanish speakers, students are evaluated for their native language proficiency in that manner. Students are also assessed through an oral interview with the ESL counselor. Students are consistently evaluated through oral conversation, parental input, and other native language assessments provided by the ESL guidance counselor or ESL teacher. For formative assessments students are provided with native language dictionaries to help assess their literacy in his or her native languages. Translated materials are also used in students' ESL class and other content classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Formative Assessments, Pre and Post Unit Assessments, Castle Learning, Achieve 3000, and daily classroom work as used to evaluate students written and read literacy skills on a daily basis across content areas. Students' speaking and listening skills are evaluated through their abilities to follow instruction in class, group work, use of effective questioning, turn and talks, and one-on-one student-teacher conferences. These are the methods used to evaluate all four modalities of English acquisition throughout the school year.
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).

The ELLs enrolled at FDA II have mostly attained advanced oral English skills, but need further development in reading and writing academic English. This is particularly true for the long term ELLs. Therefore, literacy and content based English are emphasized

A. In the case of SIFE students, there are very few in our school, but classroom instruction is targeted at the students with strong native language skills or who need additional support. These students are in a self-contained ESL class for two periods daily that focuses on

increasing literacy through content area readings and phonetic awareness. The SIFE students are also offered tutoring sessions in small groups, extended day, and Saturday programs during the academic school year as well as, summer school sessions.

B. For the new arrivals, strategies include English by immersion with a focus on high frequency words and everyday phrases, combined with a strong literacy component. Beginners are given native language support through other staff, such as the Spanish teacher and Hispanic teaching assistants, peer mentoring, bilingual dictionaries and literature. The ESL Teacher also draws upon her knowledge of Spanish, French and German to provide a smoother transition into English. These students also receive double block ESL classes everyday. There is a strong focus on conversational language skills, phonetic awareness, and grappling with the ability to communicate with other teachers and peers in English. Students are also placed in classrooms with more than one teacher in order to balance and allow extra support for their language needs. Lastly, these students emphasize annotating to make texts comprehensible, a strategy that is used across contents.

C. Students who have received ESL instruction for 4- 6 years receive lessons are back-to-basics, to strengthen a shaky linguistic foundation: Dolch high frequency words, sight words, and grammar. Questioning and answering skills are reinforced for speaking and listening communication. The writing process is broken down and reiterated to enhance writing skills.

D. Long term ELL students, often lack the basic reading and writing skills necessary to graduate or meet the demands of college-level coursework. For this reason, the focus at FDA II is on basic skills, effective programs that anchor reading and writing strategies in content areas. Teachers use strategies to strengthen the components of reading and writing (grammar, spelling, writing mechanics, and composition) within and across content areas. Also, to help the long term ELL students be successful, focus on deep vocabulary development, teaching the meaning of words using a variety of methods (visuals, graphic organizers, demonstration), and providing effective word-learning strategies.

The ESL Teacher works with the High School ELLs to prepare them for the Regents, by collaborating with subject area teachers and supporting the preparatory lessons offered by the regular instructors. Additional instruction is provided through small group and after-school tutoring, as the need arises.

E. For all current former ELLs for up to two years after passing the NYSESLAT test Accommodations are available . Accommodations include:

1. time extensions (i.e., time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts

ELLs who reach proficiency on the NYSESLAT continue to receive transitional support in transitional ELA classes. Language electives offered to ELLs include courses such as the following: Advanced Placement Spanish, Language and AP Spanish Literature.

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?

For Special Need students who are determined to be ELL there is an Individualized Education Program (IEP). The IEP indicates specific test exemptions, accommodations and promotional criteria for each individual student identified as having a disability, and takes into account the child's language abilities in the native language and English. ELLs identified as having special needs receive individual and prescriptive plans that are designed to facilitate differentiated instruction. These students are provided with related services and resource room as indicated in their IEP. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers. Collaborative Team teachers and inclusion Special Education Teachers are in constant communication with the ESL teacher to monitor the language and academic growth of the ELL students with IEPs. Surveys and summary assessments are evaluated by the different teachers to assess student growth and areas of academic strength and weakness. The ESI program at FDA II is a content based curriculum. Collaboration with grade team members is utilized to drive ELL instruction. Data-driven grouping and one-on-one attention are both used to help students with both language acquisition and content material. Students are provided with grade-level materials and have formative assessments that align with the grade wide New York State Common Core Standards.

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?

In the past Frederick Douglass Academy II, which is situated in central Harlem, has serviced West African and Latin American students. More recently, due to the influx of South Asian and Afro-Asian students, the multilingual nature of this immigrant community has changed.

The home languages spoken at FDA II have risen to seven(7) and they are a small minority within the largely African-American community. In the future, with a longer full time program, the part time ESL teacher would like to spend more time concentrating on

more multicultural based activities and reinforcing the understanding of cultures with different dress, customs and mores . For example the roles of women in our and other societies and what how it affects the girls already in our school community and the "new immigrant" girls coming in. As part of the ESL standards, ESL classes have a multi-cultural appreciation, acceptance, and influence that is discussed at ease throughout ESL units of instruction. Students are often asked to share parts of his or her culture and connect to the American culture he or she is now a part of. It allows the acceptance of diversity and a common ground for students to feel comfortable in their school environment. There are a variety of electives offerered to all FDA II students during the school day, after school, on Saturdays and during the summer. These programs are varied and allow for rich academic and social growth for ESL students. It also provides a sense of acceptance into the culture that FDA II sets forth for the students. The guidance counselors at FDA II schedule classes for ESL students so they are fully immersed in the school culture. Students particpate in FDA II's Freestanding ESL poragm for their designated time and ELL students remaining schedule is spent with their non-disabled peers.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

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

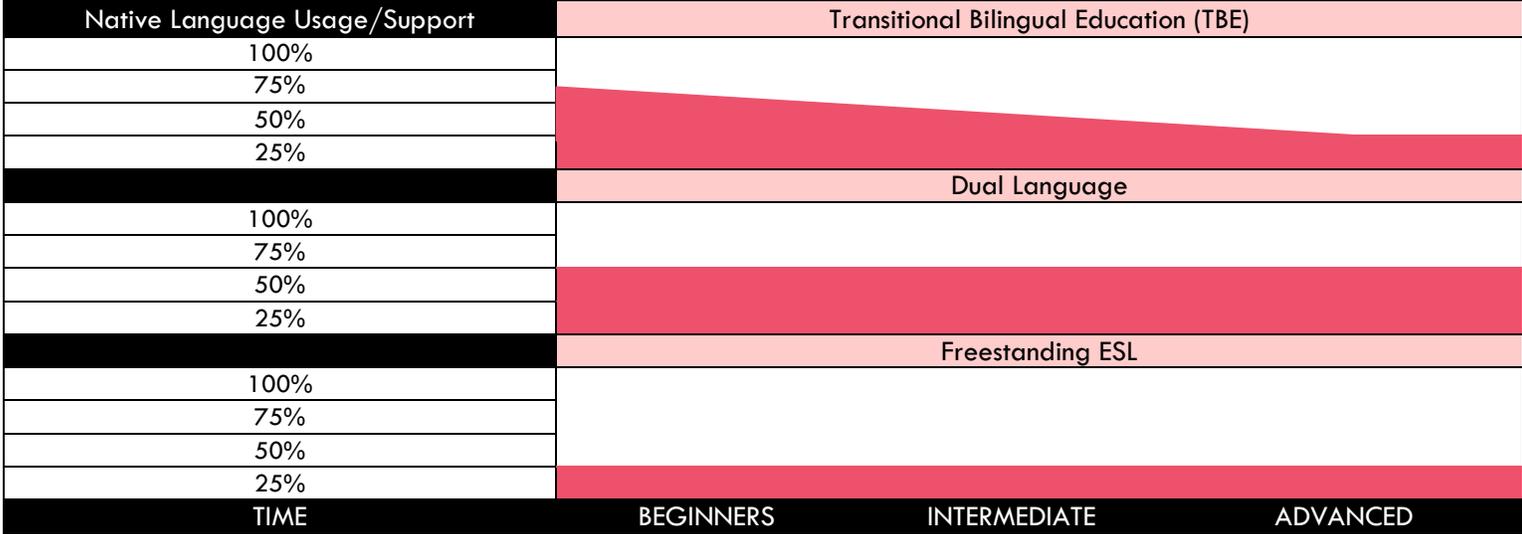
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The intervention programs at FDA II include the Freestanding ESL program, which utilizes interventions in English. In 6th and 9th grade, FDA II offers a summer-abridged program. The summer-abridged program focuses on building foundational Math, ELA and core content area knowledge. ELLs are targeted and assessed to receive individualized interventions throughout the program. The program also allows students to become immersed at FDA II from the start and to become part of the school community. During the summer and on Saturdays throughout the school year, students attend school to strengthen core skills. After school programs and lunch and learns are also established by grade teams to help target students in smaller settings, with more specific focuses. Ite analyses are completed by department teams of Regents exams as well as in class pre and post assessments. These breakdowns target skills of our ELL population and guide instruction on a daily basis. Communication between the ESL teacher and other content area teachers is constant and consistent. This allows teachers to target the needs of ELL students as a group and to bridge learning across content areas on a daily instructional basis. All services are given in English, aligning with our program. After school programs are small class sizes, run by the ESL teacher and are integrated with students' non-ELL peers. All content area teachers use translated materials when able to in order to assist their ELL students in class. In all classes ESL students are given time and a half for both summative and formative assessments. The data provided on Interim Assessments, Castle-Hill Learning, Acuity, and Pupil Path, are all studied to ensure students are being targeted in areas that will be most beneficial to content and language learning in all subject areas
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a whole, the ESL program at FDA II is effective. ELLs are successful in their courses, readily seek assistance from teachers and staff, and complete work diligently. Students' language developments increase at a notable rate throughout the course of school years. The area of struggle for our ELL population is state exams. Students have a difficult time with the academic language in a timed testing format. To combat this, department teams are completing item-analysis of tests for ELLs and conducting extra support classes after school to continue the effectiveness of ELLs content and language acquisitions and bridge these successes toward Regents testing.
11. What new programs or improvements will be considered for the upcoming school year?
- ESL classes are continuing to be offered using the data acquired by department teams during lunch and after school program. In addition, Saturday language classes are being proposed to parents for both students and parents in order to reinforce language skills outside of traditional class time. The parent coordinator is also hosting ELL parent training sessions and introducing parents to PupilPath so parents are more actively aware of their child's progressions.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued. FDA II's ESL population is growing and more programs are being implemented to best serve the population of students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are equal members of the FDA II school community. Electives that are offered twice a week are available to all students. In-day electives include chess, soccer, track, graphic art, creative writing, debate, and drama. All students are able to choose their elective and participate in such classes with their non-ELL peers twice a week. After school academic or recreational clubs are available to ELL students. Extra curriculums after school include, dance, fashion, basketball, and academic services. Students are given the ability to enroll in any after school club. Permission slips are translated into students' home languages in order to assist this process. Students are active members of extra curriculums during the day and after school. The electives are two periods and count as credits towards graduation, so students are mandated to participate in their elective of choice. After school activities are optional. Students are always enrolled in 9th period academic support, but have the option to attend. Due to ELL student interest in learning, they often participate in the services as well as a recreational activity. Teachers are well aware of the ELL students and plan electives and after school programs accordingly in order to include all students. FDA II believes the social interaction increased student comfort with and acquisition of the language, which is our rationale for the extracurricular programs at the school. The goal is for students to learn a fun activity with the structure necessary to be successful at it. In addition, it maintains a close-knit school community, enabling further education of students outside of the school day. Funding is provided through the school budget and through outside community organizations at times. For example, FDA II participates in an CO Street Squash, where many of our ESL students attend three days a week. The program is funded independently and allows a place for students to learn squash, as well as, receive help with schoolwork.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

Bilingual dictionaries, Empire State ESL/ELL learning guides, projectors, laptops, and the program Castle Hill Learning are all used to support ELLs. Students are exposed to an array of reading and writing materials, internet and DVD multimedia visuals and audios, and participate in the interactive Castle Hill Learning program. Castle Hill can be leveled for students and spans across content areas ensuring cross-curricula learning for ELL students. Native language materials include bilingual dictionaries, native language literature, and translation systems for students. In addition, iPads have been acquired and will be used to better incorporate technology, facilitate independent learning activities, and differentiate instruction during students' ESL classes.

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

Native language support is delivered via bilingual dictionaries, appropriately leveled libraries, and with native language reading materials. Students have an array of texts to choose from in both English and their native languages to help with their new language acquisition.

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

The required services and resources do correspond to students' ages and grade levels. Higher level, but grade appropriate texts are simplified by the EL teacher in order to maintain student interest and to maintain a relativeness of the material being covered. Tasks are given based on grade and age level before ESL level. Being relative and age/grade appropriate are top priorities of the ESL teacher's planning and lesson construction.

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.

New ELLs complete the Home Language Survey and are interviewed by the ESL guidance counselor with their parents. Upon enrollment, ESL students are able to participate in the Summer-Bridged Program to familiarize themselves with teachers, material, and peers. In addition, a private conversation-evaluation with the guidance counselor happens within the first few days of school in order to assess students' comfort and alleviate their stress. It opens the door of communication for all students, especially ELLs, who at times struggle to do so. Also, FDA II offers Expanded Learning Opportunities (ELO) for high school students to participate and enroll in. Lastly, Street Squash, Beacon Afterschool, and HARlem Children Zone are two of the many opportunities available to ELLs, which they generally become a part of.

18. What language electives are offered to ELLs?

Spanish is the language elective offered at FDA II. 8th, 10th and Regents ready 11th graders Spanish classes. All ESL students in respective grades and who are Regents ready, take Spanish for at least one year and Regents credit if possible.

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. The use of data is an essential part of FDA II's professional development. Studying data of ELL students occurs during PDs as a whole school and in grade and further by department. Teachers note what students struggle with and focus on making short and long term goals during PDs that will aid in the development of ELL's skills. In addition, the ESL teacher attends professional developments outside of the school and shares his/her knowledge of ESL protocol. The ESL teacher attends QTEL professional development, a five-day, 30 hour workshop that focuses on ELL support in content area classrooms. After each session the ESL teacher debriefs with the principal and assistant principals about the information learned. In addition, the ESL teacher is responsible for turn-keying the information attained to the staff. ESL teacher-led professional development occurs during FDA II's bi-monthly meeting and once a month during Grade Leadership Team meetings. Paraprofessionals, psychologists, guidance counselors, therapists, secretaries, the parent coordinator, and content teachers are all present and most are also present at grade meetings too. There are designated times throughout the year where the ESL teacher leads professional development. In addition, the ESL teacher attends all grade level meetings to speak with teachers about strategies that can provide ELL students the most success. Teachers also are given updates of the PDs available through the OELL and regularly participate in content and grade specific PDs.

2. Teachers participate in PDs developed by the OELL and turn key the information during department and/or grade team meetings in order to support ELLs. In addition, FDA II is partnered with Teacher's College, who provides professional development to department leaders around implementation of the CCLS and differentiation for SWD and ELLs. The ESL teacher is also a Common Core Fellow and is well-versed in supporting ELLs in the new standards. Effective questioning PDs, also from TC, are made available on a monthly basis to all teachers at FDA II. These professional developments are used to support the growing ELL population at our school.

3. To help the transition from elementary to high school, the 6th grade at FDA II is rather small. There is one teacher for each subject area, therefore all of the teachers work with the same group of students. The Summer-Abridged program targets the 6th and 9th grade students to ease transitions into middle and high school. The two-week program helps students interact with peers, teachers, as well as, develop foundational content area skills. This aids in building students' language. Teachers review the data and note the struggles of their ELL students. This information is discussed at grade meetings, shared with the ESL teacher, and interventions are made on a case by case basis. From middle to high school the transition can be fluid since FDA II is both a middle and a high school. Students transitioning from FDA II middle school to the high school are familiar with the program and expectations of the program. Teachers are also then familiar with the students and can help target their key areas. Students who come to FDA II from other middle schools are interviewed by a guidance counselor, who helps ease their transition into the new school. Data is again studied by the ESL teacher, shared with content area teachers, and used as a way to understanding the needs of the student. A strong school culture, complete with weekly Town Hall meetings, is apparent at FDA II. This strong bond that ties the school as a whole is conveyed to ELL students from day one, easing their transitions. Ninth grade classes are targeted once or more a month for "College Readiness" days, lead by the guidance counselor. He leads the ELL and non-ELL 9th graders in workshops to deal with stress, language barriers students may face, and being overwhelmed in high school. They are bonding days for the entire grade and help FDA II observe students interact with one another and promote community, which is very important to ELL students.

4. The ELL training for all staff is included in grade level team meetings and by the ESL turn-keyed professional developments. ELL training is an on-going process that is not limited to 7.5 hours, but is constant and occurs continuously throughout the school year. Upon returning from ESL professional developments, the ESL teacher debriefs with administration. Upon returning from ESL professional developments, the ESL teacher debriefs with administration about key points of interest to share with FDA II's staff. Together key components are decided upon and shared with the school community. The ESL teacher presents the information at Grade Team Leadership meetings, which are attended by all teachers on a weekly basis. The meeting's secretary records attendance as well as the information shared and questions teachers may want to address at a later date. These questions lead to future ELL related professional developments. In addition, the ESL teacher is also the 11th and 12th Grade Team Leader. She works closely with that dual grade-band in turn-keying strategies useful for ELL development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The ESL guidance counselor and ESL teacher are in personal contact with the parents of ELL students. Since parents and guardians play a foundational role in the education of their children, they are made aware of program choices through orientation meetings, teacher conferences and informational mailings. The ESL Teacher and Parent Coordinator work in partnership to provide resources and information to the parents in the home language or language of the parents' choice. This academic year, all of the ELLs were continuing ELLs. Accordingly, their parents received the continuing entitlement letter early in the fall semester. ELL parents are regularly notified via letters sent home and/or phone to attend parent meetings, school functions, and to be given any important school information. If a student is absence or late for school, parents are regularly notified by the Parent coordinator. These open lines of communication make parents and students comfortable reaching out about any concerns at FDA II. In addition, parents are notified of school activities and student progress through letters in native languages. Also, FDA II utilizes the DOE's translation system to send phone blasts to ELL parents. Lastly, FDA II has an active PTA , which is welcoming to ELL parents. These all provide ELL parents a voice within the school community.
 2. Currently, FDA II does not have a partnership that is specifically related to ELL parents. It is a goal of FDA II this year to find a Community Based ORganization that can better involve parents and enhance the community at FDA II for the ELL population. However, ELL students do participate in afterschool programs run bthroughout the community such as Harlem's Children Zone and Street Squash. Students, including ELL students, attend these after school programs and are assisted in their schoolwork and learn new activities and social interactions.
 3. The communication between parents and teachers is constant and that is the best way to evaluate parent needs. In addition, the Principal's door is always open and suggestions can be made directly to the principal, parent coordinator, and/or ESL teacher/coordinator.
 4. ELL parents are often concerned that their child is "fitting in" and interacting with students who speak English. No child wants his or her child to be ignored. By communicating with parents regularly, parents see that they and their children are valued members of FDA II's school community. This addresses the basic need of the parents and ensures them that their child is getting the attention he or she deserves. Phone blasts in parents' native languages are sent to inform parents of upcoming FDA II events and activities. These parents participate in parent teacher conferences, the school's PTA, student activity meetings, FDA II's honors night, etc on a routine basis. They are actively involved as much as non-ELL parents at our school. Parents are invited and participate in parent-teacher conferences. In addition, they are adequatel notified about FDA II's honors dinners, held semi-annually. Parents and students atten and participate as active staples of FDA II's school community.

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.

The ESL program at FDA II continues to grow, flourish, and thrive. ELLs are welcomed in our school community and are becoming successful learners in ESL class and throughout content areas. Being a small school allows teachers, students, parents, and administratioon to form relationships that lead to the successes and address the struggles of each ELL as an individual. This allows for centralized instruction and personal student growth throughout units and years.

Part VI: LAP Assurances

School Name: Frederick Douglass Academy II

School DBN: 03M860

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Osei Owusu-Afriyie	Principal		1/14/14
Philson Victor	Assistant Principal		1/14/14
Tracey Stahling	Parent Coordinator		1/14/01
Erin Lee	ESL Teacher		1/14/14
	Parent		
Ryan Dykhouse	Teacher/Subject Area		1/14/14
Dianna Martinez	Teacher/Subject Area		1/14/14
	Coach		
	Coach		
Marlene Otero	Guidance Counselor		1/14/14
Charmaine Gaynor	Network Leader		1/14/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M860 School Name: Frederick Douglass Academy II

Cluster: 5 Network: _____

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

Part A: Needs Assessment Findings

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

The Home Language Survey provides FDA II with an assessment of ELLs languages. This is used to provide interpretation services for documents and during oral communication. The parent coordinator and ESL guidance counselor assist in parental contact for our ELL population. Written documents are translated into appropriate languages (Spanish, French, Arabic, etc) when available. For oral translations, DOE translation services are utilized for personal or small group translations. During in person meetings, bilingual school staff and teachers assist in translating for parents and teachers.

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

The major findings about FDA II's translation and interpretation needs is that many students' parents speak a non-written or read language, a dialect from West Africa. This poses difficulty because documents are unable to be translated and these interpretation services generally do not exist. It is during these times where the parent coordinator involves parents in the school community who speak such languages as Wolof to assist with interpreting and conveying information to parents of ELLs.

Part B: Strategies and Activities

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

The written translation services are conducted by the parent coordinator and in-house school staff and volunteers. Parents on the PTA also assist the coordinator in this action. Documents are translated and distributed to students the same day or following day as English written documents. The parent coordinator generally distributes the documents during ESL class to the ELLs.

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

Oral interpretation services are completed in house by school staff, teachers, and counselors. These services are available for teachers to contact parents at home, communicate during IEP meetings, and/or during parent-teacher conferences. Bilingual faculty and staff are utilized to provide the most effective interpretation services to ELL parents.

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>.

FDA II will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements through the support of the parent coordinator, school staff and parent volunteers, and bilingual faculty and staff. Written documents are sent home translated in timely manner in accordance to all English documents sent home to parents. For documents that are unable to be translated, ELL parents are contacted by either the parent coordinator, ESL guidance counselor, or the ESL teacher to confirm important school happenings. For translations, bilingual teachers, in-school staff and parent volunteers are utilized during conferences, IEP meetings, and to call home in case of medical and school emergencies. The DOE translation system is also utilized to conduct phone conferences with parents of ELLs.



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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: Frederick Douglass Academy II	DBN: 03M860
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: .Rationale:

The rationale for our supplemental program is to provide extra support and materials for FDA II's ELL population. The program is geared towards advancing the basic literacy skills of FDA II's ELLs that may need strengthening. It is a focused set of learning sessions that allow the ESL teacher to work closely with ELLs in a more directed setting and provides supplemental activities to support core classes.

Subgroups and Grade Levels:

The ESL students at FDA II range from sixth grade to twelfth grade. There will be two groups, one group of twelve sixth to eighth grade students and one group of twelve ninth through twelfth grade students.

Program # 1: Title III Middle School After School Program

The rationale for direct instruction is to provide supplementary instruction for the ESL students in the Middle School grades. There is one certified ESL teacher who services these students both in school and outside of school. Middle school program will focus on reading and writing using the NYSESLAT and will be led by one ESL certified teacher. There will be one group of twelve sixth to eighth grade students. Middle school program with 12 students and one ESL instructor will be offered two days a week, Tuesdays and Thursdays, from 3:40 to 4:20 PM. The program would be offered from January until May 2015 for a total of 25 sessions. On Tuesdays a Math content teacher will work with ESL students and ESL teacher to provide additional math support and activities for ESL students.

Schedule and Duration:

Sessions will take place on Tuesdays and Thursdays for Middle School students during 10th period, from 3:40-4:20pm. Sessions take place during the following weeks and focus on specified areas. The sessions will take place from the week of 1/5 to the week of 4/20. The areas of focus include vocabulary, independent reading, reading for information and comprehension, listening comprehension, taking

Part B: Direct Instruction Supplemental Program Information

notes, vowel sounds, blended words, annotation skills for comprehension, picture description writing, essay writing with introductions and conclusions, phonemic understanding, past tense verbs and spellings, and short story telling.

Middle school program will focus on reading and writing using the NYSESLAT and will be led by one ESL certified teacher. Middle school program with 12 students and ESL instructor. Bi-weekly sessions until May 2015 for a total of 25 sessions. The majority of beginner ELLs are in middle school and the supplementary instructional sessions will be a place for them to advance to the intermediate level. The goal is to focus on the four sections of the NYSESLAT and English language learning to individually and practice via supplementary resources putting all four sections together to show mastery of material.

Title III Middle School Saturday Program

The rationale for direct instruction is to provide supplementary instruction for the ESL students in the Middle School grades. There is one certified ESL teacher who services these students both in school and outside of school. Middle school program will focus on reading and writing using the NYSESLAT and will be led by one ESL certified teacher. There will be one group of twelve sixth to eighth grade students. Middle school program with 12 students and one ESL instructor. There will be 5 Saturday sessions from 9:30am-12:30pm from January to May. Middle school program will focus on reading and writing using the NYSESLAT and content area literacy materials and will be led by one ESL certified teacher. Middle school program with 12 students and ESL instructor. The majority of beginner ELLs are in middle school and the supplementary instructional sessions will be a place for them to advance to the intermediate level. The goal is to focus on the four sections of the NYSESLAT and English language learning to individually and practice via supplementary resources putting all four sections together to show mastery of material and understanding academic language, academic vocabulary and content clues in content area material such as, math, science and social studies to prepare ELL students for state assessments and meet the common core standards.

Supplemental programs will be instructed in English since FDA II is a freestanding ESL program. All instruction takes place in English with supports of bilingual dictionaries, glossaries, and internet resources for translation needs. NYSESLAT study guide materials, a library of various fiction (early YA) and non-fiction texts (to only be utilized by ELLs during after school program), phonics books for grades K-5 to support beginner ELLs, a subscription to ixl.com to support and level math acquisition (only used during after school program for reinforcement), iTunes money to buy apps for I pads (used by ELLs in after school program) to support vocabulary and reading are all needed materials to run the supplemental ESL program effectively.

In addition, the after school sessions students will use writing utensils to participate in activities, dictionaries to help with translations and vocabulary, and use online resources (Rosetta Stone/ixl.com) to support language acquisition and math content connections. A leveled library will be used to begin each session with 10-15 minutes of silent sustained reading to support students' reading comprehension and engagement.

Program # 2: High School Title III After School Program

Part B: Direct Instruction Supplemental Program Information

The rationale for direct instruction is to provide supplementary instruction for the ESL students in the High School grades in content areas. There will be one group of 12 9-12th grade students who will receive support in ESL. It will allow for guidance of the advanced high school students to achieve proficiency and for beginners to become familiar with exam and practice basic English skills. 90% of students who attend all study sessions will advance one level on NYSESLAT, with the goal of 6 long term ELLs to attain proficiency and 3 beginner ELLs to advance to intermediate level.

Schedule and Duration

The program will run Tuesdays and Thursdays 2:50 to 3:35 PM, and on five Saturdays from January to May for 25 sessions. The ESL teacher will be the lead for the instructional sessions. An ELA teacher will work with the ESL teacher on Thursdays as well. She will support English content along with ESL teacher during Thursday supplemental sessions. On Tuesdays a Math content teacher will partner with the ESL teacher to support ELLs. The Math teacher will provide supplemental support during sessions in Algebra for ESL students.

The sessions follow the same format and on same days and have same focus as middle school with leveled up materials. The sessions will take place from the week of 1/5 to the week of 4/20. The areas of focus include vocabulary, independent reading, reading for information and comprehension, listening comprehension, taking notes, vowel sounds, blended words, annotation skills for comprehension, picture description writing, essay writing with introductions and conclusions, phonemic understanding, past tense verbs and spellings, and short story telling.

Title III High School Saturday Program

The rationale for direct instruction is to provide supplementary instruction for the ESL students in the High School grades in ESL and content area. There will be two groups of 12 students 9-12th grade who will receive support in ESL and ELA. It will allow for guidance of the advanced high school students to achieve proficiency and for beginners to become familiar with exam and practice Basic English skills. 90% of students who attend all study sessions will advance one level on NYSESLAT, with the goal of 6 long term ELLs to attain proficiency and 3 beginner ELLs to advance to intermediate level. High School will receive support in ESL and English Language Arts classes. The goal is to focus on the four sections of the NYSESLAT and English language learning to individually and practice via supplementary resources putting all four sections together to show mastery of material and understanding academic language, academic vocabulary and content clues in content area material such as, math, science and social studies to prepare ELL students for state assessments and meet the common core standards.

The program will be for 5 Saturdays on different dates from the Middle School Saturday Program from 9:30 to 12:30 from January to May. The groups will switch every 90 minutes to be served by both teachers. Materials needed include: Arabic, Spanish, and English dictionaries. NYSESLAT study guide materials, a library of various fiction (early YA lit) and non-fiction texts to support learning. Phonics books for grades K-5 to support beginner ELLs. A subscription to ixl.com to support and level math acquisition. A subscription to Time News for Kids to promote nonfiction reading. iTunes money to buy apps for Ipads, Pictionary. The games memory and Pictionary, ixl.com will be used as an additional

Part B: Direct Instruction Supplemental Program Information

independent learning center for students math skills. The program is leveled by grade and course.

NYSESLAT study guide materials, a library of various fiction (early YA) and non-fiction texts (to only be utilized by ELLs during after school program), phonics books for grades K-5 to support beginner ELLs, a subscription to ixl.com to support and level math acquisition (only used during after school program for reinforcement), Itunes money to buy apps for Ipads (used by ELLs in after school program) to support vocabulary and reading are all needed materials to run the supplemental ESL program effectively.

In addition, the after school sessions students will use writing utensils to participate in activities, dictionaries to help with translations and vocabulary, and use online resources (Rosetta Stone/ixl.com) to support language acquisition and math content connections. A leveled library will be used to begin each session with 10-15 minutes of silent sustained reading to support students' reading comprehension and engagement.

Language of Instruction

Supplemental programs will be instructed in English since FDA II is a freestanding ESL program. All instruction takes place in English with supports of bilingual dictionaries, glossaries, and internet resources for translation needs.

and types of certified teachers

The program is led by FDA II's sole ESL teacher. She is certified in both ESL and English Language Arts for grades 7-12. Due to the small groups, only one teacher is required for the program to run. An additional high school English teacher is also utilized during Thursday sessions to help with English content and to help facilitate stations during sessions.

Types of materials

NYSESLAT study guide materials, a library of various fiction (early YA) and non-fiction texts (to only be utilized by ELLs during after school program), phonics books for grades K-5 to support beginner ELLs, a subscription to ixl.com to support and level math acquisition (only used during after school program for reinforcement), Itunes money to buy apps for Ipads (used by ELLs in after school program) to support vocabulary and reading are all needed materials to run the supplemental ESL program effectively.

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Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

The rationale for teacher professional development is to make teachers aware of the varying learning styles and cultural differences of ELLs. It is important for teachers to grasp who is a SIFE student, what length of time students have been in the country, what languages they speak, etc. This knowledge is necessary for all teachers and impacts students in every classroom. In school professional development for teachers is made available by the ESL teacher at FDA II. The ESL teacher has created various presentations about the ELL population of the school, breakdown of NYSESLAT and NYSISTELL exams, and various ways to support language acquisition. The professional development is made available after school for teachers to attend. All teachers at FDA II are welcome to the sessions. Depending on the topic, some sessions are only one and others are multiple/reoccurring sessions.

August 2014: Two PD's Introduction to NYSESLAT and ELL's Led by ESL teacher (whole staff participation)

October 2014: Strategies for ELL Success Led by ESL teacher (whole staff participation) 1 hour workshop

December 2014: ELL's and the Regents Led by ESL teacher (whole staff participation) 1 hour workshop

February 2015: Title unknown based on educators requests

April 2015: Title unkonw based on educators requests

June 2015: ELL's and the Regents Led by ESL teacher (whole staff participation) 1 hour workshop)

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: Getting and keeping parents involved is necessary for student success. If parents trust our school, feel welcome, and are made aware of the various events we have, they will be comfortable with FDA II and their child's learning. In addition to the parent orientation, parents are welcomed and often parent of the school's PTA. ELL parents come to the monthly meetings to understand what is happening at our school. Ina ddition, parents are invited in four times a year for

Part D: Parental Engagement Activities

student progress reports and twice a year for open house/back to school nights. In these events parents are given an opportunity to use PupilPath to check students' progress, meet with all teachers, understand the mandates of advancing to the next grade and/or graduating. Parents are made aware of these events via email (if chosen method of communication), phoen contact (by ESL teacher/translation services of DOE), backpack mailing (translated), and letters sent home (also translated). The parent coordinator runs communication with ELL parents.

November 5 Introduction to PupilPath Led by Parent Coordinator

November 20 Harvest Dinner/Scholar Award Assembly Led by Parent Coordinator

January 18 & 22: FASFA training led by Guidnace Counselor

March 2015: parent teacher Open House Led by all teachers of ELL's

Part E: Budget

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

Allocation Amount: \$11200

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

