Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **FREDERICK DOUGLASS ACADEMY VI**

Principal: **DR. CHARLES OGUNDIMU**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: FREDERICK DOUGLASS ACADEMY VI School Number (DBN): 27Q260

School Level: HIGH SCHOOL Grades Served: 9 - 12

School Address: 8-21 BAY 25TH STREET, FAR ROCKAWAY, NY 11691

Phone Number: 718-471-2154 Fax: 718-471-2890

School Contact Person: DR. CHARLES OGUNDIMU Email Address: COGUNDI@SCHOOLS.NYC.GOV

Principal: DR. CHARLES OGUNDIMU

UFT Chapter Leader: MR. THOMAS TELFORD

Parents' Association President: MS. WENDY PRATT

School Leadership Team Chairperson: MS. WENDY PRATT

Student Representative(s): SAMANTHA WILLIAMS; KEITH MALDONADO

District Information

District: 27 Superintendent: DONALD CONYERS

Superintendent's Office Address: 6565 FLATLANDS AVENUE, ROOM 104C, BROOKLYN, NY 11236

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

Phone Number: (718) 968-4100 extension 1044 Fax:

Cluster and Network Information

Cluster Number: 06 Cluster Leader: JOSE RUIZ

Network Number: 611 Network Leader: DAVID RAUBVOGEL

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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
DR. CHARLES OGUNDIMU	*Principal or Designee	
MR. THOMAS TELFORD	*UFT Chapter Leader or Designee	
MS. WENDY PRATT	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
SAMANTHA WILLIAMS KEITH MALDONADO	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
MS. CHRISTINE EDWARDS	Member/Parent	
MS. SYLVANNA GONZALVES	Member/ Parent	
MS. NICOLE WALKER	Member/ Parent	
MS. SOLIVETTE CORREA	Member/Teacher	
MS. KIM WELCH	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**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	
1.	**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.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**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.
4.	**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.
5.	**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.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **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.

FDA VI: Mission Statement

"Rooted in the belief that every child CAN and WILL learn in a conducive learning environment, our mission is to inspire students to achieve the highest standards of intellectual and personal development in an academically challenging environment enriched with support, encouragement and assistance. As a community of learners, we strive for excellence, unlocking the full potential of each individual, developing confident and independent learners."

FDA VI: School Community:

Our four grades, comprised of 412 students, represent the racially and ethnically diverse demographic of the Far Rockaway community. We are also proud to service English Language Learners and Students with Disabilities. We embrace this diverse student body since it aligns with the idea stated in our mission statement that "every child can and will learn." To further promote this belief, we have partnered with a number of talented community based organizations such as the (RDRC) Rockaway Development Revitalization Organization which is dedicated to promoting the revitalization of the Rockaway's economic base and assisting residents in securing an improved quality of life. This organization has diligently worked with FDA VI, since the school's inception in helping students with volunteer opportunities, job readiness, and college preparation. Queens District Attorney/Queens Law Associates provides social justice enrichment to our students and aims is to deter our students from lifestyles that would prevent them from becoming productive members of society as well as inspiring them towards academic excellence. Sports and Arts work closely with approximately 30 freshman and provide tutoring, dance, and physical education. Finally, the Queens Library for Teens will support academic achievement by offering Regents preparation assistance and events that will help our students become college and career ready.

School Strengths & Accomplishments:
Our strengths include structures for a positive learning environment, an inclusive culture, and a focus on student success. Also, our school-level theory of action and goals shared by the school community creates an environment in which all stakeholders are involved. Finally, we align our use of resources to support instructional goals that meet students' needs.

Areas of Focus & Challenges:
Our areas of focus and challenges include perfecting our curricula and assessment planning to align with the Common Core Learning Standards. We are also striving to implement research-based, effective instruction that yields high quality student work. Finally, we aim to provide rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards.

DTSDE Growth Tenet (s):
We have grown in Tenet 5, Student Social and Emotional Developmental Health, since a positive learning environment and inclusive culture is one of our strengths. Every student at FDA VI High School understands that s/he can speak with an adult anytime on any matter and such matters will be addressed immediately.

DTSDE Focus Tenet (s):
This year, we work diligently and collectively to strengthen our school's instructional core. These are reflected in the sub-tenets for Tenets 3 and 4 (Curriculum Development and Support and Teacher Practices and Decisions). As noted above, we need to ensure that all of our curricula and assessment planning is aligned to the Common Core Learning

Standards. Also, the pedagogical skill of our teachers continues to be strengthened around effective use of the components of the Danielson Framework 3b, Questioning and Discussion Techniques, 3c, Student Engagement, and 3d, Assessment Practices.

27Q260 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**09,10, 11,12**	**Total Enrollment**	**424**	**SIG Recipient**	**N/A**
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**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**5**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**16**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**4**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**6**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**72.3%**	**% Attendance Rate**	**75.8%**
% Free Lunch	**72.3%**	**% Reduced Lunch**	**5.8%**
% Limited English Proficient	**6.3%**	**% Students with Disabilities**	**18.2%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.5%**	**% Black or African American**	**59.7%**
% Hispanic or Latino	**36.4%**	**% Asian or Native Hawaiian/Pacific Islander**	**2.4%**
% White	**0.7%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**0.2**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**2**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**18.8%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**8.31**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**59.8%**	**Mathematics Performance at levels 3 & 4**	**43.5%**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**65.8%**	**% of 2nd year students who earned 10+ credits**	**66.0%**
% of 3rd year students who earned 10+ credits	**45.5%**	**4 Year Graduation Rate**	**59.1%**
6 Year Graduation Rate	**77.4%**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**NO**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

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:

1. 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.
2. 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.	D
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.	D
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.	D
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:

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. 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.

According to the most current evaluation from the 2014 School Quality Guide, the school received a rating of "APPROACHING TARGET" in student achievement, school environment, college and career readiness and closing the achievement gap. The school was rated "NOT MEETING TARGET" in student progress. Collectively, we have developed systems and practices to address these areas.

Rigorous Instruction/ Tenet 3: Curriculum Development and Support
*Excerpts from our most recent quality review capture our **strength** in this tenet:*

- School leaders structure the schedule effectively to integrate teacher teams as part of its school improvement efforts via weekly meetings leading to discussions around instructional practices and review of student work. All teachers are actively engaged in structured teams by grade and department using the Looking at Student Work Protocol (LASW) to analyze student work, leading to providing supplemental practices for diverse learners. For example, during an inquiry team meeting, teachers used the LASW to analyze and provide instructional strategies to support teacher practice and student improvement in writing essays. At another teacher team meeting, teachers discussed a struggling student and determined an alternative program and guidance strategies to further his engagement in academic tasks. As a result of these structures and conscious efforts to focus on instructional work, instructional capacity has expanded to strengthen teacher practice to improve student learning.

- School leaders and staff are in the process of developing curriculum maps and lesson plans to fully integrate the CCLS and instructional shifts. Currently, staff members utilize units of study from sites such as Engage NY. Lesson plans reflect planning to provide some exposure to learning tasks that lead students to rigorous thinking.

- Some lesson plans reflect strategies to provide students some access to learning tasks. Within these planned activities are included the use of mixed level grouping for language and learning purposes, and scaffolded questioning strategies.

*Excerpts from our most recent alternate quality review and state recommendations report capture our **area of need** in this tenet:*

- Use daily and weekly meeting periods to collaborate in examining and revising coherent CCLS-aligned curriculum unit plans to ensure that the CCLS instructional shifts are incorporated in all subject areas. Collaboratively develop, share, and use CCLS aligned lesson plans in all content areas with a focus on higher-order questioning and discussion, and multiple points of entry to engage all students in higher-order thinking and analysis of information (sub statement 3.3).

- The school has yet to fully adapt all curriculum materials to reflect the instructional shifts embedded in the CCLS and content standards into school wide instructional maps. For example, a review of curriculum materials such as unit of study maps and corresponding lesson plans, demonstrate lack of full alignment and integration of higher order learning tasks reflective of the instructional shifts. Therefore, the school's ability to provide coherent rigorous instruction in all classrooms is hindered.

- The school's curricula and lesson plans are not fully refined to reflect full access for diverse learners across subject areas. For example, of all the curricula examined, only the Engage NY math curriculum for Integrated Algebra contained scaffolding boxes with suggestions of strategies for teachers to utilize to in order to provide diverse learners access to rigorous learning tasks. As a result of the absence in this refinement of units, all students miss out on being engaged in the work.

Our priority need for this school year for rigorous instruction is to align curricular materials (units/lessons/tasks) to the Common Core Learning Standards.

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, 65% of teachers will demonstrate pedagogical improvement in the area of Planning and Preparation (Domain 1) as evidenced by supervisory feedback related to this component included in written observation reports as measured by Danielson Framework for Teaching (DFFT), especially 1E – Designing Coherent Instruction; and 3B – Using Questioning & Discussion Techniques.

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: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

• 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust			
PD will be used to train teachers in effectively planning and/or revising curricula and lesson plans based on the CCLS and Danielson Framework. PD will also target creating modifications for ELLs and SWDs.	All teachers	September 2014 – June 2015	All teachers APs Supervision, Network 611
Common Planning time will be used to have teachers collaborate on writing/revising curricula and lesson plans based on the CCLS and Danielson Framework and creating modifications for ELLs and SWDs.	All teachers	September 2014 – June 2015	Principal, Aps, Network 611
Peer review and feedback sessions will be scheduled so that teachers and administrators can work collaboratively to revise curricula and lessons plans	All teachers	September 2014 – June 2015	Principal, Aps, Network 611

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The staff meets for PD every Monday and Tuesday from 7:30 A.M. – 8:20 A.M. Needed resources will include meeting agendas and sign in sheets, a meeting protocol to follow, guides for curriculum planning such as a UBD template, and administrative staff including all APs, the principal, and network 611 to help facilitate.

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**		**Title III**	x	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

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: • 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.

Mid-point benchmark for monitoring progress

By February 2015, 50 % of teachers' lesson plans will show improvement by incorporating the elements of effective planning. In addition, at least 25% of teachers' supervisory written feedback will demonstrate improvement in competencies within Domain 1.

Part 6b. 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?				

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:

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.
4. 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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. 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.

Capacity Framework: Supportive Environment/ Tenet 5: Student Socio Emotional Developmental Health

Excerpts from our most recent quality review capture our strengths in this area:

- The school provides multiple opportunities to enhance student-learning experiences towards the promotion of academic and personal behaviors. Professional development in the beginning of the year provides teachers with the support in creating improved academic behaviors in students. Teachers volunteer to conduct "Lunch and Learn" interventions with students to provide extra support in areas of need as well as provide additional mentoring guidance. Resulting from these meetings, students reported that their teachers "always motivate them to do better and that helps them for college" thus encouraging them to improve in their studies. As a result of the opportunities provided to parents, teachers and students, the school promotes and demonstrates growth in the adoption of effective academic and personal behaviors.

Excerpts from our most recent state recommendations report capture our needs in this area:

- Develop and implement a plan where a plan where school leaders, student support staff and teachers work together to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success (sub statement 5.5)

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, we will establish a system that allows each student to be supported by a designated adult as evidenced by 85% of students responding affirmatively to this question in the end of year Learning Environment Survey.

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: • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Our after school pm program will afford us more direct interpersonal contact between staff and students. Programs will be customized to the individual needs of each student. Weekly case conferencing will enhance relationships between teachers and students allowing us to monitor student progress more closely.	Any student(s) in need of academic, social, and/or emotional intervention	September 2014 – June 2015	Teachers, guidance counselors, school administrators
Our after school clubs, including the tech club and music club will create a collaborative environment among students and staff. Clubs meet regularly to promote communication between students and staff.	Any interested students.	September 2014 – June 2015	Teachers, guidance counselors, school administrators
Our "adopt-a- student program" will assign five students to each teacher to act as a mentor for the students as well as tracking their progress towards graduation.	Teachers, guidance counselors, school administrators	February 2015- June 2015	Teachers, guidance counselors, school administrators
Town hall meetings will occur monthly to afford students a voice in the events of the school.	Students, teachers, guidance counselors, school administrators	September 2014 – June 2015	Teachers, guidance counselors, school administrators.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources will include teachers, AP supervisors, an iLearn coordinator, and one school aid. Instructional resources include the iLearn program, club meeting agendas, sign-in sheets, and student transcripts. Scheduling will include monthly town hall meetings during fifth period.

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**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

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.

Mid-point benchmark for monitoring progress:

A baseline survey will be administered in January. In March, the survey will demonstrate a minimum of 10% increase in the percentage of students responding that 'they know who to go to for academic and social and emotional support'.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

7. 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.
8. 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.	D
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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. 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.

Capacity Framework: Collaborative Teachers/ Tenet 4: Teacher Practices and Decisions

Excerpts from our most recent quality review capture our strengths in this area:

- The school is working towards developing classroom practices that foster higher order thinking around student discussion. This effort is providing student opportunities to be engaged in groups with others through meaningful discussion.

Excerpts from our most recent state recommendations report and quality review report capture our needs in this area:

- Use a variety of data sources such as formative and summative assessments to inform instructional planning. Use instructional practices and strategies that are aligned to unit and lesson plans, include accommodations for students with disabilities, support the linguistic needs of English language learners, and provide instructional interventions to students that lead to inquiry and engagement. Create short and long term goals for students based on grade-level benchmarks that lead to student involvement in their own learning (sub statement 4.2).

- Although many classes reflected grouping practices for the purpose of engaging students in discussion, several teachers' voices out-weighed the students', reflecting an uneven balance of question and response as informed by the Danielson Framework for Teaching and embedded in the instructional shifts. The inconsistency of student opportunities for meaningful discussion hinders the ability for all students to be engaged purposefully in the

curricula.

- Teaching practices to support struggling students were not made evident consistently across classrooms, which led to uneven levels of engagement, impeding students' ability to fully demonstrate higher order thinking skills for specific learning task

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, 65% of teachers will demonstrate movement in at least one of the three competencies within Domain 3; questioning and discussion techniques (3B), engaging students in learning (3C), and using assessment in instruction (3D). This will be measured by official feedback from observation reports and the final teacher rating on the MOTP indicator.

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: • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional development will train teachers in strategies for implementing competencies 3b, 3c, and 3d in their planning and in the classroom to benefit all students including English Language Learners (ELLs) and Students With Disabilities (SWDs).	All teachers	September 2014 – June 2015	Teachers, school administrators, Network 611
Common planning time will allow teachers to collaborate on planning to effectively incorporate 3b, 3c, and 3d into their lesson plans while also making modifications for ELLs and SWDs.	All teachers	September 2014 – June 2015	Teachers, school administrators, Network 611
Frequent cycles of classroom observations and specific and actionable feedback from administrators will be used to monitor and assess teachers' use of the competencies in their lesson plans and in the classroom.	All teachers	September 2014 – June 2015	APs, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The staff meets for Professional Development (PD) every Monday and Tuesday from 7:30 A.M. – 8:20 A.M. Needed resources will include meeting agendas and sign in sheets, a meeting protocol to follow, copies of the Daniel Framework, and resources for teachers to reference independently such as ARIS learn. Administrative staff including all Assistant Principals (Aps) , the principal, and network 611 will help facilitate. Also, a classroom observation schedule will be created so that the supervisory AP and the principal may perform observations in a timely manner.

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**		**Title III**	x	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

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: • 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.				
Mid-point benchmark for monitoring progress: By February 2015, 45% of teachers will demonstrate improvement in at least one of the competencies from Domain 3 as indicated on observation reports. Timeframe for mid-point progress monitoring: February 2015.				
Part 6b. Complete in **February 2015.**				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

11. 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.
12. 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.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. 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.

Capacity Framework: Effective School Leadership/ Tenet 2: School Leader Practices and Decisions

Excerpts from our most recent quality review capture our strengths in this area:

- The principal makes decisions to align key resources in ways that promote the achievement of school wide goals and support professional collaboration to strengthen instructional capacity.

Excerpts from our most recent state recommendations report and quality review report capture our needs in this area:

- Use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members. Conduct periodic check-ins of other staff members, especially those supporting subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner teachers. Ensure that check-ins lead to an understanding of the next steps that are necessary to yield a positive year-end evaluation rating (sub statement 2.5)

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, school leaders will develop, implement and monitor a code of conduct for behavioral expectations resulting in 10% reduction in suspensions and/or safety incidents in OORS.

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: • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
We will initiate a positive intervention school team to strategize about creating a positive school culture. Included in the team's plan will be a reward system to reinforce positive student behavior such as wearing school uniforms.	Students, teachers, administrators, parents.	February 2015-June 2015	Students, teachers, administrators, parents.
PD will be used to train teachers and staff in positive intervention measures.	All teachers and staff.	February 2015-June 2015	Teachers, APs Supervision, Principal
The events committee will plan student and school activities to promote a positive school culture and student achievement.	All teachers	September 2014 – June 2015	Teachers, APs Supervision, Principal,
Town hall meetings will be used to introduce and monitor the impact of positive behavioral intervention initiatives to students and parents.	Students and parents.	February 2015-June 2015	Students, teachers, administrators, parents.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources will include teachers, students, and parents for the positive intervention team, and administrators for supervision. Instructional resources include literature on positive intervention strategies, meeting protocols, agendas and sign in sheets. Scheduling will include weekly meetings for the positive intervention team, bi-weekly meetings for the events committee, and two town hall meetings, one in February for the roll out of the positive school culture initiative and one in April for monitoring of impact of the initiative.

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**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

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 April, there will be at least a 5% reduction in suspensions and/or safety incidents in OORS.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

15. 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.
16. 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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. 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.

Capacity Framework: Strong Family and Community Ties/ Tenet 6: Family and Community Engagement

While we can reasonably say that we have some partnership with local community based organizations (CBOs), collectively, we are not yet effectively partnering 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.

*Excerpts from our most recent quality review capture our **strengths** in this area:*

> Schools leaders make continuous efforts to involve and communicate goals, which lead to an inclusive culture around school improvement and decision-making. The principal includes various constituents in school wide planning process. For example, parents reported that they, "were very involved", with the goal setting process this year as they wanted "to see positive changes" occur in the school. In addition, students reported that their Congress members share school wide goals via student bulletin boards and they are able to comment about their own concerns. For example, a 0 period was created because students felt they needed more time to work on their projects in the computer lab. As a result of the ongoing communication efforts between the administration and school community, there is shared commitment from all members to improve student learning.

*Excerpts from our most recent state recommendations report and quality review report capture our **needs** in this area:*

- Provide more opportunities for staff to learn how to create and sustain family engagement around supporting student success in addition to providing parents with modified transcripts and communicating with them

through Engrade. Develop a plan for family engagement where guidance and teaching staff collaborate to provide parents with professional development to support student learning and growth (sub statement 6.4

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, to increase parental engagement, as evidenced by a 20% increase in the percentage of parents who attend parent-teacher conferences in the spring (as compared to the fall).

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: • Research-based instructional programs, professional 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
We will offer PD on strategies staff can employ to increase communication with parents.	Teachers, administration, staff.	February 2015- June 2015	APs, Principal, Guidance
Parent outreach will include letters, phone messenger, and an updated website with important information about the school and related events as well as outreach to encourage parents to use Skedula.	Parents	February 2015-June 2015	Principal, APs
A translation plan will be put in place which tracks parents' first languages and translates documents and has the necessary translators available for parent visits and meetings.	Parents	September 2014 to June 2015	Principal, APs, parent coordinator.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Needed resources include teachers and school staff who speak parents' first languages and can translate documents, "Connect with Kids" company to help with school website, and scheduling of PD.

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**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

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.				
Weekly and monthly monitoring by parent coordinator to the Principal. By February 2015, parent coordinator phone log entries and parent Skedula access will increase by 10%.				
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)	▪ Credit deficiency ▪ Failed during the marking period ▪ Teacher recommendation	▪ iLearn – web-based interactive program for credit and/or enrichment ▪ Tutoring	Small group and one-to-one instruction	▪ After school from 3:00 P.M. to 5:00 P.M. Monday through Thursday ▪ During school – 6th period
Mathematics	▪ Credit deficiency ▪ Failed during the marking period ▪ Teacher recommendation	iLearn – web-based interactive program for credit and/or enrichment ▪ Tutoring	Small group and one-to-one instruction	▪ After school from 3:00 P.M. to 5:00 P.M. Monday through Thursday ▪ During school – 6th period
Science	▪ Credit deficiency ▪ Failed during the marking period Teacher recommendation	iLearn – web-based interactive program for credit and/or enrichment ▪ Tutoring	Small group and one-to-one instruction	▪ After school from 3:00 P.M. to 5:00 P.M. Monday through Thursday ▪ During school – 6th period
Social Studies	▪ Credit deficiency ▪ Failed during the marking period Teacher recommendation	iLearn – web-based interactive program for credit and/or enrichment ▪ Tutoring	Small group and one-to-one instruction	▪ After school from 3:00 P.M. to 5:00 P.M. Monday through Thursday ▪ During school – 6th period
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	School records: attendance, academic, etc. School personnel observations	▪ Counseling services ▪ Out-of-school referral services	▪ Small group ▪ One-to-one	During the school day before or after school)

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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.
Currently all our teachers are HQT. Recruitment involves an extensive search, interviews, and demonstration lessons. Then voting amongst the recruitment committee as to whether or not to hire the staff. Staff development and support entail consistent, relevant professional development opportunities and feedback.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The 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) include discussions with teacher groups as to professional needs, school administrators conducting staff professional needs assessments, adopting and integrating teacher feedback into professional planning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our Measures of Student Learning (MOSL) Committee met and determine the best assessment measures based on our student needs. This committee, in conjunction with the entire teaching staff, also contribute to the determination of the professional development provided regarding the use of assessment results 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 codes[1]. 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 consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$182,837 – see Allocation Category on page 1 of Galaxy	X	Pages 12, 13, 18, 20, and 23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	$11,200	X	Pages 12, 13, 18, 20, and 23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$2,059,171	X	Pages 12, 13, 18, 20, and 23

[1]Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 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)

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 VI HIGH SCHOOL**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **FREDERICK DOUGLASS ACADEMY VI HIGH SCHOOL** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 27	Borough Queens	School Number 260
School Name Frederick Douglass Academy VI		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Carlston Gray	Assistant Principal Rosemarie Appleton
Coach type here	Coach type here
ESL Teacher Ellis Younger	Guidance Counselor Elasia James
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tonie Roberts
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	410	Total number of ELLs	22	ELLs as share of total student population (%)	5.37%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	**0**
Dual Language (50%:50%)										0	0	0	0	**0**
Freestanding ESL														
self-contained										1	1	1	0	**3**
SELECT ONE														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**3**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	**Newcomers (ELLs receiving service 0-3 years)**	17	**ELL Students with Disabilities**	4
SIFE	12	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	6

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	7	1	3	2	3	6	3	3	26

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	17	7	1	3	2	3	6	3	3	26
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	7	4	1	**21**
Chinese										0	0	0	0	**0**
Russian										0	0	0	0	**0**
Bengali										0	0	0	0	**0**
Urdu										0	0	0	0	**0**
Arabic										0	0	0	0	**0**
Haitian										1	1	1	1	**4**
French										0	0	0	0	**0**
Korean										0	0	0	0	**0**
Punjabi										0	0	0	0	**0**
Polish										0	0	0	0	**0**
Albanian										0	0	0	0	**0**
Other										1	0	0	0	**1**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**11**	**8**	**5**	**2**	**26**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									1	6	2	0	**9**
Intermediate(I)										4	1	2	0	**7**
Advanced (A)										6	1	1	2	**10**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**11**	**8**	**5**	**2**	**26**

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The LAB-R, Spanish Lab_R will provide information about the students' English level. This will allow the teacher to scaffold his/her lesson.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Proficiency in listening and speaking but slower in reading and writing

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

   ELL teacher analyzes data and uses the data to effect instruction. Teacher differentiates based on students' proficiency levels in each of the modalities.

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

   a. N/A

   b. Teacher teams use common planning time to identify students and develop an action plan, review the plan and make changes accordingly.

   c. The school is learning that students are more proficient in speaking and listening. Students helping students, glosseries, translation dictionaries

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

   Not applicable

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

   Assigned to groups, differentiated instruction, scaffolding, direct translation dictionaries, glossaries, and pair student with another student of the same language

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

   Not applicable

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

   Based on number of students reaching proficiency level. 57.89% of the students showed progress and among those students three of them reached proficiency level.

Part IV: ELL Identification Process

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

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

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

parents will receive phone calls informing them that the program will commence. We also keep track of parents who choose translation. This process is conducted within ten days of the date of admission.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   If the LAB-R score results indicate that the student is an ELL then the parent is invited to an orientation. The invitation goes out via telephone call, email or letter sent home with the student. During the orientation the parent views a video which explains all the ELL programs that are available in the city of New York – Free standing ESL, Transitional Bilingual Education, and Dual Language. At the end of the orientation parent complete the Orientation Survey and Program Selection Form. Parents are also informed that the school keeps track of the number of parents who selected the program and as soon as the school gets enough students to open the program the school is willing to do so and will contact the parents. The ELPC is completed within 20 days of admission.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   At end of orientation parent completes Parent Survey and Program Selection. Forms are kept on file in the ELL files in the Main Office. Parents are invited to a meeting where the result of NYSESLAT is received and parents sign the Entitlement Letter. If the Program Selection Form is not returned then the default program is the transition Bilingual Education. Entitlement & continuing entitlement letters are also kept on file.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   We make sure parent understand the different options andchoose a program. The student is place according to parent choice. If program is not available parents are informed of their right to transfer - will implement program when we reach sufficient number of students. We also keep track of parents who choose translation. Within twenty days of admission information about students and parents' choice of program are entered into ELPC screen in ATS.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   WE run the RLER-LAT Report to make sure all ELLs who are entitled to take the test. We also set a schedule for testing.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
   Approcimately 95% of parents select ESL for their children. The program is aligned to parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

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

    We use the Pull-out model - by level. Advance: 180 minutes for ESL and 180 minutes for ELA; Intermediate: 360 minutes of ESL and 180 minutes of ELA; Beginner: 540 minutes of ESL

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

    To ensure that the students receive the madated instrucrtional minutes as per part 154, we program the ESL before other classes. Students are programmed according to their proficiency level. We use the Pull out model. Advanced students receive 180 minutes for ESL and 180 minutes for ELA; intermediate receive 360 minutes of ESL and 180 minutes of ELA and the beginners receive 540 minutes of ESL.

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

    Each content area teacher scaffolds instruction by using ESL strategies that are aligned to the CCLS. In addition to scaffolding they provide native language support by making translation dictionaries and native language glossaries available to the students and they also assign them to groups with students who speak the same language.

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

    Make exam available in their native language. Make glossaries and translation dictionaries available to them.

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

    There will be formative assessments throughout the unit. At the end of the unit there will be a summative assessment. Teacher evaluated test to check modalities of ELA All four modalities of the language will be assessed throughout each lesson/unit and in all formative and summative assessments of the units.

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

Vocabulary and grammar are emphasized in each lesson and lessons are differentiated based on the student's performance levels. After a student tests proficient, they continue to receive modified testing accommodations.

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

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

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

As per parts c) and

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   ELLs are offered additional tutoring during extended day sessions on Tuesdays, Wednesdays and Thursdays 2-2:50 pm; additionally they may receive tutoring during their lunch program or during the Saturday Academy. Lunchtime tutoring is offered 11:31-12:15 daily. Students are given a schedule of which teachers (according to C6 assignments) are available for tutoring during these allocated times.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    57.89% of the students improved their ESL level and three students reached proficiency level. This demonstrates that the program is working. All the entitled ELLs receive the required number of minutes of ESL instruction and are also provided with Native language support in all classes including the content area classes. Content area teachers scaffold instruction to ensure that the ELLs develop conceptual understanding while acquiring the lantguage.
11. What new programs or improvements will be considered for the upcoming school year?
    iLearn, Assistive technolgy - Voice to Text
12. What programs/services for ELLs will be discontinued and why?
    None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are involved in all programs in the school for example extended day sessions, Saturday Acadamey, PSAL, clubs, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Computers; Smart boards; Graphic Organizers; translation dictionaries, and glossaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Peer support in their native language; Translation, dictionaries, glossaries, and exams in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    All materials are grade and age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Summer Bridge Program, and orientation as they are admitted.
18. What language electives are offered to ELLs?
    Spanish
19. For schools with dual language programs:
    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)?

    Not Applicable.

C. Professional Development and Support for School Staff

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

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

2. Mandated PD and training

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

PPaste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlston Gray	Principal		1/16/14
Rosemarie Appleton	Assistant Principal		1/16/14
Tonie Roberts	Parent Coordinator		1/16/14
Ellis Younger	ESL Teacher		1/16/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 3 **Network: 611**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

School will provide notices to parents in their native language.

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

Oral interpretation will be provided by school staff.

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

Parent coordinator will attend training offered by DOE or CFN.

We will utilize translation services provided by DOE

We will hire bilingual staff

Department of Education
Carmen Fariña, Chancellor

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: Fredrick Douglas Academy VI	DBN: 27Q260
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 42 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐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: ELA and Math were identified to improve student literacy skills (reading and writing) language development and reasoning skills within the ESL population. The focus is to enhance their listening, reading and writing skills (based on NYSESLAT scores). These funds will be used to support ELL students (all students including all levels: beginners, intermediate and advanced) assigning a certified ESL Teacher in p.m. school on Mondays and Wednesdays from 3 to 5 p.m. The ESL teacher will "push-in" one hour in ELA and one hour in the Math class. The program will begin on December 10,2014 and continue until June 15, 2015 for a total of 41 sessions. The program will be taught by a certified ESL, Math and ELA teacher. Classroom planning will occur one hour per week per subject at no cost to the program. The program will be structured as follows: 1- students will be divided into two groups of 21 students 2- the ESL teacher will spend one hour in each class every Monday & Wednesday The materials that will be purchased and used with the Title III funds include: duplication services, paper, pens, notebooks and binders. Other materials such as computers, smart boards and ilearn will be provided to the program at no cost. This will permit ESL students immediate understanding of the material removing language questions.

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: P.D. for ELL and core teachers will be done by ESL Reading Smart. The program will be purchased using Title III funds. The professional development sessions will take place on alternate Mondays from 7:30 to 8 a.m. The topics to be covered will include: Accelerate English language development, Support WIDA, TESOL, and state ESL learning objectives, Track students' English language development, Integrate Language Arts and ESL objectives, Integration of reading, writing, listening, and speaking skills. The dates for the program are: 12/22/14, 1/26/15, 2/9/15, 3/9/15, 4/13/15, 5/11/15, 6/8/15. Rationale: the P.D. will give teachers a better understanding of the ESL population; it will provide strategies for teaching ESL students; scaffolding strategies for ELL conceptual

Part C: Professional Development
understanding.

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: Topic 1: SKEDULA/Understanding how to have ELL students reach a proficient level Rationale: explain SKEDULA to ELL and former ELL parents to assure ELL student success by looking at data (grades, attendance, class participation, homework assignments). Date: January 12, 2015 Time 6 - 6:30 p.m. Name of Provider: ELL Teacher Audience: Parents of ELLs and former ELLs Topic 2: Having ELL Parents Understand NYSESLAT Date: March 9, 2015 Time: 6 - 6:30 p.m. Name of Provider: ELL Coordinator Audience: Parents of ELLs and Topic 3: Immigration Date: April 20, 2015 Time: 6- 6:30 p.m. Name of Provider: ELL Coordinator/New York State New Americans Hotline Audience: Parents of ELLs and former ELLs Topic 4: Transcript and graduation requirements Date: May 11, 2015 Time: 6- 6:30 p.m. Name of Provider: Guidance Counselors Audience: Parents of ELLs and former ELLs Sessions will be conducted as part of scheduled PTA Meetings. A separate agenda and sign-in sheet will be provided. There is no cost to the Title III program except for refreshments that will be served. Translators will be provided for parents.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____