

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: FREDERICK DOUGLASS ACADEMY V

DBN (i.e. 01M001): 12x273

Principal: DEBORAH L. CIMINI

Principal Email: DCIMINI@SCHOOLS.NYC.GOV

Superintendent: RAFAELA ESPINAL PACHECO

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deborah Cimini	*Principal or Designee	
Robert Allemon	*UFT Chapter Leader or Designee	
Janice Murray	*PA/PTA President or Designated Co-President	
Diana Cartegena	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Olga Martinez	CBO Representative, if applicable	
Ryanna Hooks	Member/ Teacher	
Norberta Acosta	Member/ Parent	
Maria Escalera	Member/ Parent	
Arlene Luciano	Member/ Parent	
Elizabeth Maldonado	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the average daily student attendance will increase by 3% to from 89.19% to 93% as measured by the Annual Attendance Report.

Comprehensive Needs Assessment

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

In the 2012-13 school year, our average yearly attendance was 90.41%; there was a slight decrease in the 2013-14 school year, with an average yearly attendance of 89.19%.

Instructional Strategies/Activities

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

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

1. Students with long-term absences will be referred to the attendance teacher who will then conduct home visits.

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

1. Attendance Committee Meetings are the last Friday of the month during period 6.
2. We will monitor and evaluate the status / progress of the 2014-2015 attendance programs on an on-going basis by reviewing attendance reports in ATS on a weekly basis and doing outreach to families.
3. The PC will call the home of any student late or absent daily in order to improve attendance for the 2014-2015 school year. We will also mail home postcards and work with our Network Attendance teacher to do outreach for habitually late and absent students.
4. Principal and administration will meet daily with targeted groups of students to encourage positive attitude towards school and attendance.
5. Guidance Counselor will provide in-class workshops to students about positive behaviors, conflict resolution and school success.
6. To facilitate improved attendance we host "Family Fun Night" incentives along with our workshops.
7. Our school's concrete activities to encourage improved student attendance include contests among classes and specially-planned events on traditionally low attendance days.

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

1. Student attendance results will be calculated and reviewed by students/staff on a monthly basis.
2. Analysis of attendance by students, classes and grades.
3. Attendance will be reviewed daily at lunchtime by Principal

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

1. By January 2015, Corrections will be made for students initially recorded as absent but who are actually late.
2. Starting in December 2014 and ending in June 2015, administration will use monthly attendance reports to issue recognitions and incentives for students.
3. Workshops, family events, and contests are ongoing and will end in June 2015.

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

1. Update blue contact cards twice yearly.
2. Honor Roll Policy will reinforce positive attendance and participation practice.
3. School aide and parent coordinator will call homes of students that are absent.
4. The school will utilize school messenger to call students' homes in the evening.
5. School Messenger, student and parent incentives and awards will be paid for with Title I funding along with other DOE funding sources.
6. A School Aide assigned to do attendance reports, and updates will be paid for with Title I funding along with other DOE funding sources.

Strategies to Increase Parental Involvement

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

1. Parent Coordinator will provide workshops to parents on the importance of excellent school attendance, homework and grading policies to increase overall student success.

2. Attendance teacher will provide training to Parents and Parent Coordinator on interpreting monthly class attendance reports
3. Attendance teacher will make outreach and home visits to students who have problematic attendance patterns.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

All ELA Teachers will plan and implement the new Expeditionary Learning Common Core Curriculum to meet the Citywide Instructional Expectations and will increase the average proficiency in ELA from 2.25 to 2.35.

Comprehensive Needs Assessment

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

Based on our progress report, FDA V received a B rating in the area of Student Performance in ELA, scoring 8.37 out of 15 points. Student Performance is a measure of student results on the state exams in ELA and Math. Only 10.5% of students are at a Level 3 or 4 in ELA. Average proficiency is at 38th percentile citywide.

Instructional Strategies/Activities

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

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

1. Teachers will utilize the DRP Assessment, which is a system that assesses students' reading level and provide non-fiction materials based on the their levels. This system will be used specifically with the special education students and English language learners.
2. Teachers will increase the amount of non-fiction materials used in the classroom.
3. Teachers will meet with the Data Specialist on a monthly bases to guide data analysis and co-construct instructional plans

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

1. Teachers will conduct tutoring before school, after school, and on Saturdays to increase students' reading levels and scores on NYS assessments.
2. ELA Teachers will increase the amount of non-fiction materials used in the classroom by 40%.
3. Data specialist will meet with teachers on a monthly basis to guide data analysis and collaboratively construct instructional plans.

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

1. Teachers will administer a baseline MOSL in September and a post assessment in April to monitor student progress.
2. Until June 2015, all ELA teachers will continue to evaluate unit assessment data to ascertain students' understanding of nonfiction texts. .
3. Beginning in September 2014 until June 2015, teachers will collect, analyze, and utilize formative and summative assessment data to target instruction to meet learning needs of students.

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

MONTH	Thursday PD's with Network	MSQI	Products of PD
September	-Designing / Using Assessment to monitor student growth	- Word Generation - Wilson	- Meeting Minutes - PD Map - Completed IEP Calendar - Baseline Assessments
October	-Danielson PD Network Curriculum -Designing / Using Assessment to monitor student growth	- Small Group Guided Reading - Wilson	- Meeting Minutes - Curriculum Maps - List of "Best Practices in Domains 2 and 3" -Completed IEP's -Baseline Data
November	Curriculum -Designing / Using Assessment to monitor student growth	- Small Group Guided Reading -Wilson	- Meeting Minutes -Feedback from Consultants - Reflections from PD's -Completed IEP's -Lesson's based on Baseline Data

December	-Designing / Using Assessment to monitor student growth -Session based on Need	- Small Group Guided Reading -Wilson	- Meeting Minutes -Feedback from Consultants - Reflections from PD's -Completed IEP's -Lesson's based on Baseline Data
January	-Looking at Student work to monitoring student progress. -Session based on Need	- Small Group Guided Reading -Wilson	- Meeting Minutes -Feedback from Consultants - Reflections from PD's -Completed IEP's -Lesson's based on Baseline Data

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

1. Teacher training sessions will be paid for through Title I and other funding sources allocated in the school's DOE budget. DRP and the professional development associated with it will be paid for through Title I funding. An F-status assistant principal will also be funded with Title I monies to assist with teacher observations and teacher Feedback.
2. The Network will provide ongoing professional development in the area of using the CC standards to drive lesson planning and the creation of classroom assessments that mirror those of the state.

Strategies to Increase Parental Involvement

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

1. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this compact is related
2. Arranging case conferences every Monday and Friday, via the parent coordinator, during the teacher's circular six periods.
3. Creating a safe, supportive and effective learning community for students, as well as a welcoming, respectful environment for parents and guardians
4. The parent coordinator will offer workshops to parents that facilitate understanding of academic achievement standards and assessments, as well how to monitor their children's progress. Various time slots will be scheduled so that the majority of parents can attend.
5. Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community via parent workshops lead by Learning Leaders.
6. Supporting parental involvement activities as requested by parents
7. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English-speaking parents
8. Issuing a Parent/Student Handbook and Calendar for each family that contains the Outlook e-mail of every staff member.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

All Math Teachers will plan and implement the new CMP3 Common Core Curriculum to meet the Citywide Instructional Expectations and will increase the Average Proficiency in Math from 2.18 to 2.28.

Comprehensive Needs Assessment

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

Only 8.5% of students are at a Level 3 or 4 in Math. Average proficiency is at 34th percentile citywide.

Instructional Strategies/Activities

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

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

1. Math teachers will administer periodic assessments aligned to the CCLS
2. Math teachers will participate in content-area and grade-level teams to refine curriculum and align instruction to and implement the new CMP3 Common Core curriculum to meet the Citywide Instructional Expectations.
3. Data specialist will meet with teachers on a monthly basis to guide data analysis and collaboratively construct instructional plans

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

1. Teachers will conduct tutoring before school, after school, and on Saturdays to increase student proficiency rates so they can be successful on the New York State Math exam.
2. Math Teachers will increase the amount of real-life math scenarios used in the classroom by 40%.
3. Teachers will meet with the data specialist on a monthly basis to guide data analysis and co-construct instructional plans.
4. Teachers will meet monthly with the instructional coach to plan and review new Math Common Core curriculum.

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

1. Teachers will administer a baseline MOSL in September and a Post Assessment in April to monitor student progress.
2. From September 2014 to June 2015, all Math teachers will monitor unit assessment data to monitor students' progress towards meeting the objectives of the new *Connected Math Curriculum*.
3. From September 2014 – June 2015, all teachers will regularly collect, analyze, and utilize data to target instruction to meet learning needs of students.

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

MONTH	Thursday PD's with Network	Math AUSSIE	Products of PD
September	-Designing / Using Assessment to monitor student growth	- Generation Ready math team whole-day PD for all grades	- Meeting Minutes - PD Map - Baseline Assessments
October	-Danielson PD Network Curriculum -Designing / Using Assessment to monitor student growth	- Generation Ready math team whole-day PD for all grades	- Meeting Minutes - Curriculum Maps - List of "Best Practices in Domains 2 and 3" -Completed IEP's -Baseline Data
November	Curriculum -Designing / Using Assessment to monitor student growth	- Generation Ready math team whole-day PD for all grades	- Meeting Minutes -Feedback from Consultants - Reflections from PD's -Completed IEP's -Lesson's based on Baseline Data

December	-Designing / Using Assessment to monitor student growth -Session based on Need	- Generation Ready math team whole-day PD for all grades	- Meeting Minutes -Feedback from Consultants - Reflections from PD's -Completed IEP's -Lesson's based on Baseline Data
January	-Looking at Student work to monitoring student progress. -Session based on Need	- Generation Ready math team whole-day PD for all grades	- Meeting Minutes -Feedback from Consultants - Reflections from PD's --Lesson's based on Baseline Data

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

1. Teacher training sessions with Generation Ready math coach will be paid for through Title I and other funding sources allocated in the school's DOE budget. An F-status assistant principal will also be funded with Title I monies to assist with teacher observations and teacher feedback.
2. The CFN will provide ongoing professional development in the area of using the CC standards to drive lesson planning and the creation of classroom assessments that mirror those of the state.

Strategies to Increase Parental Involvement

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

1. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
2. Arranging case conferences every Monday and Friday, via the Parent Coordinator, during the teachers' circular six period.
3. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
4. The parent coordinator will offer workshops to parents that facilitate understanding of academic achievement standards and assessments, as well how to monitor their children's progress. Various time slots will be scheduled so that the majority of parents can attend.
5. Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community via parent workshops lead by Learning Leaders.
6. Supporting parental involvement activities as requested by parents
7. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To increase annual parent attendance at PTA Meetings and PC - led workshops by 25% from last year's attendance rate of 27% by June 2015.

Comprehensive Needs Assessment

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

After reviewing parent attendance data, we learned that only 25% of our parents attended PTA meetings and workshops.

Instructional Strategies/Activities

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

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

1. Monthly evening activities such as Family Fun Night and school dances on the same night as PTA Meetings.

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

1. PTA Board
2. Parent Coordinator
3. Principal
4. School Safety Officer
5. Learning Leaders
6. Guest Speakers

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

1. Monthly attendance reports from General PTA Meetings.

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

1. September- Meet The Teacher Night -9/18/14
2. October- Harvest Dance -10/30/14
3. November-Thanksgiving Feast -11/26/14
4. December-Almost New Year's Eve Dance-12/17/14
5. January- Winter FFN-1/29/15
6. February- Sweet Heart's Dance- 2/12/15
7. March- Spring FFN- 3/26/15
8. April-Spring Fling Dance- 4/30/15
9. May-Summer FFN-5/28/15
10. Parent Luncheon – 5/8/15
11. June-8th Grade Dance- 6/23/15

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

1. Events are scheduled and coincide with all PTA Meetings and parent workshops; a monthly calendar is distributed to inform parents of events, and the school messenger system is utilized to place reminder phone call to families.
2. Case conferences must be scheduled through the Parent Coordinator and are for the purpose of discussing a student's academic achievement and/or behavioral concerns. Case conferences are held weekly during student lunch period. The parent coordinator and the student's specific faculty member(s) attend the case conference.
3. Case conferences may be requested by the social worker and/or faculty member, in which case the school will call the parent/guardian to schedule. Parents/guardians may also request a case conference by calling the parent coordinator. Students may request a case conference through their parent/guardian or by contacting the parent coordinator.

Strategies to Increase Parental Involvement

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

In order to increase parent involvement:

- Provide yearly school calendar in September.
- Provide written and verbal progress reports using E-Z Grade Pro Software that are periodically given to keep parents informed of their children's progress
- Provide a comprehensive parent/student handbook that explains the DOE and the school's academic expectations, policies and discipline code.
- Provide school homework assignment planners (HAP's) for regular written communication between the teacher and the parents or guardians
- 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 a case conference with their child's teacher or other school staff member

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading Groups	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	January all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.
Mathematics	Accelerated Math program	During these blocks, the students are grouped based by their levels, and teacher observations. The ratio is 10:1 and/or 5:1 and the materials are created by the math department	For the months of February to March, all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.
Science	Schwartz Science program	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	For the months of May to June, all of our students are mandated to stay after school during our 50 minute blocks, which are the 37 1/2 minutes extended day programs combined
Social Studies	Explorers program	The ratio is 10:1 and/or 5:1 and the materials are created by the literacy department	For the months of March and April, all of our students are mandated to stay after school during our 50 minutes blocks, which are the 37 1/2 minutes extended day programs combined.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	When necessary school counselor will facilitate meetings with parents and teachers to discuss school performance. Referrals to outside counseling agencies and special education services are discussed when at-risk services are not	Referrals to at-risk counseling are received through teacher referral, parent referral, and or student self-referral. Students meet weekly with school counselor to discuss issues that are impacting school performance (i.e. attendance, organizational skills, social skills with	Based on individual needs; students are provided with individual or group counseling with aged peers.

	meeting the needs of student.	peers and adults, anger management).	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • FDA V participates in various DOE-sponsored job fairs as well as job fairs conducted by The Teaching Fellows and Teach for America. In addition, FDA V works collaboratively with colleges, such as Manhattanville, which has the Jump Start Program for professionals who want to transition to teaching. FDA V hosts student teachers and recruits new teachers from all local colleges and universities. • Professional development and external programs are utilized for all teachers to not only meet the needs of the new teacher evaluation system and the Danielson Framework, but to provide continuing support in best practices, content development, and ongoing use of technology to support learning. Teachers are surveyed for their interests and needs in professional development and often turnkey their own personal professional development experiences.

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).
<ul style="list-style-type: none"> • FDA V conducts a minimum of 20 hours of professional development for tenured and non-tenured teachers. In 2010-2011, FDA V will hold a minimum of 8-10 hours of professional development on the CCLS standards in both writing and mathematics with an emphasis on the citywide focus of argumentative writing and modeling in mathematics. Teachers will create instructional units that culminate in the creation of an argumentative writing piece while math teachers create instructional units that culminate in the completion of a math performance task. During the professional development, teachers will work on differentiation strategies and learn how to scaffold for struggling students so that all students' needs are met. • Teachers will develop a personal professional development plan (PPDP) where they will identify areas in need of improvement. Teachers will meet weekly in grade team meetings and participate in lesson studies. During these lesson studies, teachers will present lessons and receive feedback from their colleagues as well as an administrator, based on the goals of their PPDP. Teachers will be asked to make four inter-visitations each year. During the inter-visitation, teachers will observe teachers' actions and student outcomes, which will be recorded. Teachers will confer with the teacher they observed and provide warm and cool feedback. The PPDP plans, lesson studies, and inter-visitations are collected, reviewed, and archived by the principal. • The data specialist will conduct professional development sessions throughout the year for teachers as well as meet with teachers on an as-needed basis to train teachers on ARIS. This system interfaces with ATS and SESIS to provide relevant information about students such as attendance, regents scores, New York State ELA and Math scores. Teachers will learn how to run reports, analyze data, and track student progress through ARIS. The Parent Coordinator will then train parents to access the system.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Services and materials for Students in Temporary Housing • Violence prevention workshops for parents • Cultural Speakers for Hispanic Heritage and Black History month • AUSSIE Math workshops • Behavior Management consultancy and coaching

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys; observations based on the *Danielson Framework for Teacher Effectiveness*, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development led by Generation Ready consultants (Math & ELA) and CFN liaisons to ensure that our assessments are measuring what we are teaching in the classrooms in terms of content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- 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.

DBN: 12X273

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$219,250.35	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,701,673.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 273
School Name Frederick Douglass Academy V		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Deborah Cimini	Assistant Principal D Otten
Coach type here	Coach type here
ESL Teacher Michelle Walsh	Guidance Counselor Edgardo Rivera
Teacher/Subject Area J. Mahlstadt/SS	Parent E. Maldonado
Teacher/Subject Area Ryanna Hooks/SS	Parent Coordinator Dorca Alvarez
Related Service Provider S. Flory	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	260	Total number of ELLs	24	ELLs as share of total student population (%)	9.23%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	12
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1	0	1	10	0	6	13	2	5	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	1	0	1	10	0	6	13	2	5	24
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	5	10					23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	8	6	10	0	0	0	0	24

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)							2	0	0					2
Intermediate(I)							1	4	1					6
Advanced (A)							3	5	7					15
Total	0	0	0	0	0	0	6	9	8	0	0	0	0	23

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	6	4	0	0	10
7	8	1	0	0	9
8	9	0	0	0	9
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		4						10
7	7		2						9
8	8		1						9
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		9		1		16
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				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In addition to the mandated ELL assessments (LAB-R and NYSESLAT) as well as the state mandated ELA and Math assessments, our school utilizes many different tools to measure the literacy skills of ELL students. Initially, along with the mandated ELL provider, all teachers collaborate on analyzing the previous year's NYSESLAT data to determine what language interventions need to be put in

place to ensure success within the classroom. In addition, ELL students are continually assessed by content teachers as well as the ELL provider to determine language proficiency through running records (reading assessment) (Fountas and Pinnell), vocabulary acquisition (academic and social), writing level assessments (ELA and content areas). Additionally, ELLs take part in all periodic and predictive assessments throughout the year for ELA and Math.

Our students also take a variety of student measures including Computer Adaptive Tests in Math and ELA and Performance Tasks in ELA, Social Studies and Science. Their measures are directly aligned with the new Common Core Standards and the data from these measures will help our teachers further develop an instructional plan to meet the specific needs of our ELLs.

Another part of our school's curriculum is a program called iREADY. This program involves in class instruction as well as online student access which is individually targeted for each student. This program will be very effective for analyzing the specific needs of our ELL population and aid the teacher in creating targeted skill groups as well as targeted individual instruction.

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

One pattern determined by our school's data analysis is that for a large percentage of ELLs, the second year in their middle school experience (7th grade) shows to be the pivotal grade for passing and scoring proficient on all modalities of the NYSESLAT. To the adverse of that data, their first year of middle school experience (6th grade) shows the biggest struggle in both the state ELA and NYSESLAT performance. The data has also shown a pattern that those ELL students identified as a beginner or low intermediate ELL have scored a level 1 or low level 2 on the state ELA exam. On average, growth in the NYSESLAT modalities correlates to growth on the state ELA exam.

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

Not able to complete as of 10\3\13, the RMNR report is not available.

4. For each program, answer the following:

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

A. One pattern determined by our school's data analysis is that for a large percentage of ELL's, the second year in their middle school experience (7th grade) shows to be the pivotal grade for passing and scoring proficient on all modalities of the NYSESLAT. To the adverse of that data, their first year of middle school experience (6th grade) shows the biggest struggle in both the state ELA and NYSESLAT performance. However, an important measureable data has shown that when provided with a freestanding ELL class period, a large percentage of ELL students had a 5-10 point raw score increase on their state ELA exam the previous year. This pattern will be tested this academic year and newly aligned Common Core Curriculum and watched closely for changes as the year progresses and some ELL students will not receive this period of instruction. The data has also shown a pattern that those ELL students identified as a beginner or low intermediate ELL have scored a level 1 or low level 2 on the state ELA exam. On average, growth in the NYSESLAT modalities correlates to growth on the state ELA exam. When ELLs take a test in their native language compared to English they generally receive a higher grade.

B. The ELL provider, school leadership, and all teachers collaborate to analyze the results of the ELL Periodic Assessments to determine what language interventions need to be put in place to ensure success within the classroom. We have had multiple professional development meeting to address the data from our DRP results. We learned how to break the data down and we were able to take away the areas that our ELL students need to improve on.

C. The school is learning that our ELL's are struggling when they take the Periodic Assessments and the DRP's. Our ELL students, just as our general education students, have a difficult time reading passages and comprehending difficult questions on grade level. The students native language is used during classroom instruction 25 percent of the time, through parenter work, test\homework in their native language, dictionaries, and many other items

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](#).)

Our school uses our data from from the mantated ELA and Math assessments as well as the mandated ELL assessments (LAB-R and NYSESLAT)to guide instruction for ELLs within the Response to intervention framework. We provide intensive, targeted instruction designed to match our ELLs needs and preformance on administerd assessments. Our school uses all three tiers of instruction support. All staff members are invloved with the development of ELL servicing as it is part of differentiation instruction. Specific ELL students receive extra attention, activies, and targeted work in addition to core instruction. Intensive and individualized instruction is also offered to our ELLs. All of our population receive rigorous and evidence-based curriculum within the classroom.

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

Based on the interview with the parent and the students educational history and backgroud we are able to develop an idea on each students second language development. The student's second language development and building each students' English language skill is always considered in instructional decisions by all teachers. In all of the classrooms there is a learning environment where the student

feels at ease and can show comprehension/competency non-verbally. The students are also given the chance to work on group assignments, use peer study partners, and to use the language experience approach to promote both oral and written communication. The students are also focused on purposeful content-related activities, provide comprehensible input within meaningful contexts, and are provided with meaningful writing opportunities. Teachers are also told to focus on what students communicate rather than on how they communicate and to use students' errors as indicators of their progress in developing second language skills. Some of the data that is used in instructional decisions are the LAB-R, previous State test scores (if there are any), as well as beginning of the year assessments and DRPs.

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

Some of the ways we evaluate the success of our programs for ELLs is if our students are acquiring English language skills at a consistent pace with our programs goals and expectations. Also, we look at how are our ELL students progressing in English language skills so they will be able to successfully handle regular coursework. We look at ELL students and former ELL students and how they are doing overtime, as compared to the academic performance of all other students. As a school, we use multiple measures to assess the overall performance of ELL students (state test, teacher observation measures and checklists, portfolios, and running records).

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](#).)

All newly admitted students are provided a registration package which describes and details the academics of our school. In addition, each parent\guardian is administered a Home Language survey to determine if their home language is something other than English. In collaboration with this survey, the ELL certified provider also conducts an oral interview (in native language whenever possible) with each new admit to determine the dominant language. If it is determined that the student's home language is that other than English, the LAB (LAB-R) exam is administered within 10 days of admission in order to determine ELL status. Once ESL status is determined and a student is deemed eligible for ESL services, the ESL provider along with the parent coordinator meets with the parent \ guardian to explain program choices available within the school system.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Once ESL status is determined and a student is deemed eligible for ESL services, the ESL provider , Ms. M Walsh who is certified in Elementary Education, Special Education and Teaching English to Speakers of Other Languages, along with the parent coordinator, Dorca Alveraz, meets with the parent \ guardian to explain program choices available within the school system. This type of meeting can take place in either a group or individual setting. Along with the parent coordinator, the ELL provider sets up a meeting at the school and an agenda is provided so parents \ guardians are fully informed about the session. Through the use of the NYC DOE's ELL program choice video and ELL research, all three choices available to the ELL student (Transitional Bilingual, Dual Language and Freestanding ESL) are explained in detail. Together, the ELL provider and parent coordinator work to assist the parent \ guardians in making the best possible choices for their child. This type of parent outreach is also performed during the school's beginning of the year registration and orientation to ensure all parents are informed about the services provided by our school. If a parent is unable to make such sessions, the school ensures that numerous attempts are made (through calls, letters (mailed and back packed home) and informal meetings), to ensure the parents \ guardians are made aware of these choices and can make an informed decision. (Whenever possible, the parent can be informed using their native language).
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 [\[see tool kit\]](#).)

Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and secured \ stored. During the beginning of the year registration and orientation the ELL provider and parent coordinator work together to assist the parents \ guardians in making the best possible decisions for their child. If a parent is unable to attend the school ensures that numerous attempts are made (through calls, letters (mail and backpacked home) and informal meetings), to ensure the parents \ guardians are made aware of these choices and can make an informed decision. Whenever possible everything is done using their native language. Through the use of ATS and the RLER report we are able to get a list of students eligible to take the LAB-R and NYSESLAT.

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.
Once ELL status is determined and a student is deemed eligible for ESL services these are the steps that take place:
 - ESL provider along with the parent coordinator meets with the parent \ guardian (in native language)
 - The parent \ guardian then goes through the orientation process in their native language, either through a translator or over the phone using the NYCDOE's ELL program choice video and parent brochure.
 - The ELL provider and parent coordinator work to assist the parent \ guardian in making the best possible choices for their child.
 - All the forms sent to the parent \ guardian are given in their native language and either certified mailed home or back packed with the student.
 - Placement letters are distributed to the parent and back packed home with the student. Once the placement letter is returned it is kept in the office in the students file for our records.
 - If an entitlement is not returned then we certify mail a letter to the students house and \ or do a home visit.
 - Once we receive the entitlement letter back if possible the parents choice is honored. If we are not able to honor the parents choice then we help the parent find a school that can. If the parent chooses not to leave the school then we keep the record of the parent choice and once we receive enough students with the same choice we will honor the choice.

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.

There are many steps taken to administer all sections of the New York State English as a Second Language Achievement Test to all ELLs each year. First, using the ATS and RLER screen we are able to receive a list of students eligible to take the NYSESLAT each year. Then, a spread sheet is created with each students name and ID number, along with the students class. This spread sheet is to be filled out each time a student is given one of the modalities of the NYSESLAT. After the spread sheet is created then the ELL coordinator creates a schedule for when each student is to be picked up to take the NYSESLAT (Room and Time). Since our school generally has around 30 ELL students our ESL teacher and coordinator, Ms. M Walsh, conducts all sections of the test. If a student is absent on one of the days of the test, the ESL teacher calls home and a make up day and time will be scheduled for the student. After the spread sheet is completed and all of our ELL students have taken each modality the ESL coordinator begins the process of packing the NYSESLAT.

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. 
While research shows that the default program for newly identified ELLs is Transitional Bilingual, over the past few years, our school has not had parent requests for such a program. The trend within our school for ELL students has clearly been the Freestanding ELL program where students take their classes in English and receive ELL instruction according to their NYSESLAT scores. Our school does however have in place the necessary plans and resources to provide additional programs if so requested. In addition to the initial identification of ELLs, our school continually evaluates the process of all ELLs through formal and informal assessments. All identified ELLs participate in the NYSESLAT each year (until tested out) and all teachers on staff are provided with data on these ELLs for use in their classrooms. Through an in-depth analysis of the RNMR, the ELL provider presents workshops to advise those teachers on how to best support and enhance the academic levels of their ELL students.

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])?

To ensure that the mandated number of instructional minutes is provided for all proficiency levels, ELL instruction is delivered in our school through a combination of services. ELL students are heterogeneously grouped by grade and classes, they travel as a group by grade. ELLs receive servicing five days a week between 45 to 90 minutes a day during their scheduled class periods. Whenever possible, our ELL Special Ed students are mainstreamed into the General Ed ELA classrooms where they receive a large portion of their ELL services. In addition, a portion of our ELL students are in Co-Teaching classrooms and experience both push-in and pull-out servicing. A large portion of the units of support are delivered during the ELLs ELA class period with the remainder of the servicing being provided throughout the day in other content areas. In addition, ELLs receive additional support across all content areas during the school's extended time at the end of the school day.

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)?

In order to ensure that the mandated number of instructional minutes are being provided according to the proficiency levels a spread sheet is created with each student's name, ID number, and proficiency level. After the spread sheet is created the ELL coordinator breaks down the minutes (either 360 minutes or 180 minutes per week) into class periods. Students whose proficiency level is at a beginner or intermediate level receive either 8- 45 minute periods a week or 4- 90 minute periods. Students whose proficiency level is Advanced receive 4 45 minute periods a week. These instructional minutes are provided through push-in, pull-outs, and co-teaching classrooms. 45 minutes of NLA instructional minutes are delivered each week to all ELL students. These instructional minutes are delivered through peer work, word-to-word glossaries, grouping, native language libraries, text books in native language, homework in native language, and teacher to student interaction in native language (if possible).

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.

Freestanding ELA: The ESL students receive their content subjects throughout the day. Content area teachers use ELL strategies guidelines to meet the linguistic needs of ELL students. In addition, along with the ELL provider, teachers analyze the data from the NYSESLAT as well as the state ELA and Math exams to determine the individual academic needs of each ELL student. This year both the ELA and Math departments received new Common Core Curriculum. Each of the teams met together, with our network and ESL provider, to review and develop their units.

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

ELLs are appropriately evaluated in their native languages throughout the year. 23 out of our 24 ELL students' native language is

Spanish. Our ELL students can take the LAB R in Spanish, have conferences in their native language, read and write in their native language, take the DRA in Spanish, and complete teacher created assessments in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year the ESL teacher looks at the previous years NYSESLAT scores and/or any periodic assessment to see what modalities need extra support. Based on our previous years the reading and writing sections seems to be the most difficult section for our students. Based off of the data that the ESL coordinator collects the ESL teacher does conferences with the students to make sure there is progress being made. Most of these conferences are informally assessed and based from the meetings either continue with skills being taught or change to help improve the students language and vocabulary acquisition.
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).

A. SIFE students need literacy skills in the L1 (or L2) for the study of all academic subjects and background knowledge to take them to grade level. Our instructional plan for SIFE students is for rigorous curriculum with technological support, intensive academic literacy instruction, preferably in both L1 and L2, content knowledge taught in L1 whenever possibly to bring them up to grade level, and intensive ESL instruction.

B. For the short term ELLs there are also extensive appropriate interventions. The ELL English courses are essential for the short term ELL because they provide the necessary second language acquisition curriculum. Additional support is provided from classroom content area teachers trained in ELL techniques. Some ELLs require more extensive Support. ELL Mainstream Support provides ELLs with extended time in a teacher supported environment. The level of acceptable additional support at beginning level is more extensive for the Short Term ELLs because the natural progress of second language acquisition is extensive and often unique to the strengths and weaknesses of the individual students. Short Term ELLs are not considered for moving to the next level of the intervention process until there is adequate evidence that the student is not academically successful due to reasons beyond the normal struggles of second language acquisition (using measureable evidence).

C. For ELL students who are receiving 4-6 years of service we use many interventions and strategies. These strategies are used for all ELL students but most are target for our 4-6 year ELL students. All teachers, no matter what subject, are literacy teachers, so throughout our school we use read-alouds, shared readings, small-group instruction, independent reading, think-alouds, shared writing, and independent writing.

D. The interventions for Long Term ELLs are more individualized for two reasons. First, issues other than second language acquisition may be the source of academic difficulties for students who are significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that are best provided by general education interventions. Support for Long Term ELLs are similar to those of Special Needs students. They are provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted literacy. There might also be an underlying disability that has not been identified. In order to best find the appropriate interventions at any level the most appropriate type of support for the student must be determined.

E. Former ELL students still receive services after testing proficient on the NYSESLAT. In years 1 and 2 the ELL student will receive all the interventions and strategies that helped them score proficient on the NYSESLAT. The ESL teacher also checks up regularly with the former ELL student to make sure the student is maintaining good grades and are not struggling with the curriculum. Former ELL students still receive their modifications on state and local assessments. In addition, if necessary, these students receive services and supports within their classroom environments through constant communication between the ELL provider and classroom teachers and ongoing assessment and data analysis.

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?
The instructional strategies for ELL-SWDs and Long Term ELLs are similar. Support for these students is provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted literacy. There is also a class for ELL-SWDs that incorporates technology and ESL. This class provides academic content, English language development, and grade-level materials.

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

All ELL-SWDs are scheduled through an alternating schedule where each day includes their mandated hours as per their proficiency ratings as measured by the NYSESLAT and their years as a ELL as identified in ATS. Our ELL coordinator and Special Education coordinator have regular meetings to discuss any matter that needs to be addressed. Our ESL teacher is also a part of the IEP team and participates in the IEP process. Through these meetings the team helps our ELL-SWDs achieve their IEP goals and attain English proficiency within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

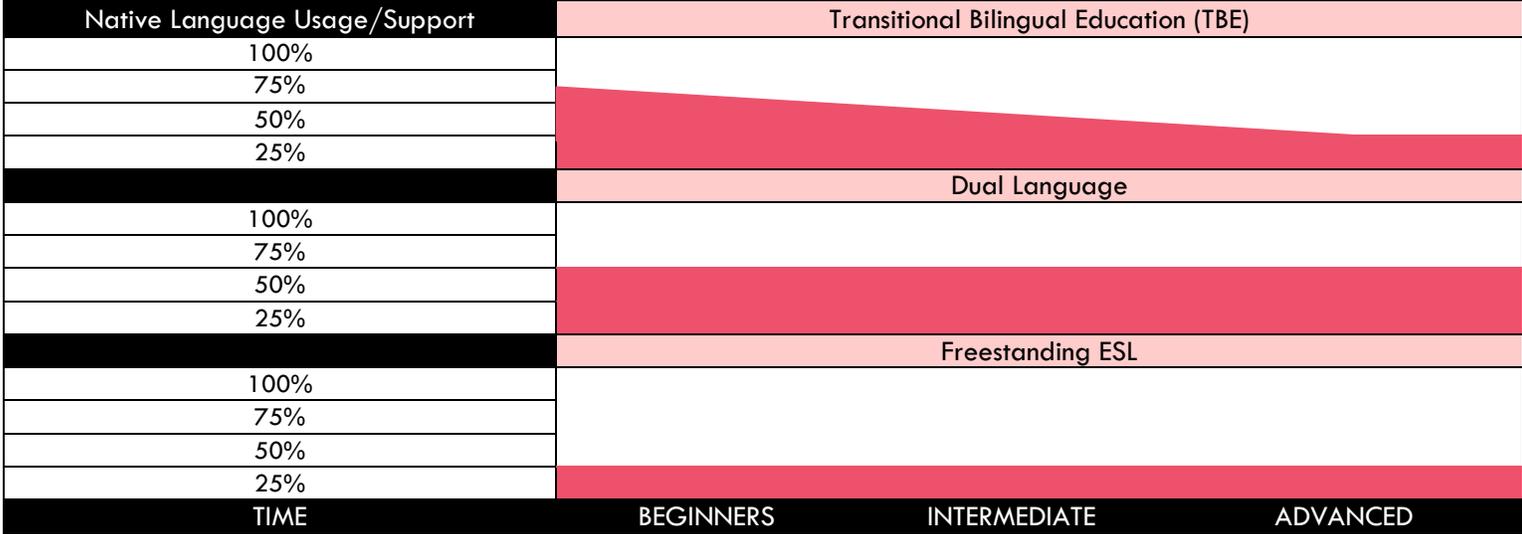
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our school uses our data from from the mantated ELA and Math assessments as well as the mandated ELL assessments (LAB-R and NYSESLAT)to guide instruction for ELLs within the Response to intervention framework for all subject areas. We provide intensive, targeted instruction designed to match our ELLs needs and preformance on administerd assessments. Our school uses all three tiers of instruction support. All staff members are invloved with the development of ELL servicing as it is part of differentiation instruction. Specific ELL students receive extra attention, activies, and targeted work in addition to core instruction. Intensive and individualized instruction is also offered to our ELLs. Most of our population receive rigorous and evidence-based curriculum within the classroom. While using the Rti Model and focusing on our 0-3 year ELL students we look at the ELL's background and educational contexts, which include first and second language proficiency, educational history, immigration pattern, and culture. All these things have an huge impact on their academic achievement in the classroom. Also we examine the appropriateness of classroom instruction and the classroom context, gather information through informal and formal assessments, and interpretation of all assessment data. Each of our targeted intervention programs focus on supporting ELL students and ensuring their growth in literacy as well as across the content areas. All intervention programs are offered to our ELL students in the English language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is meeting the needs of our ELLs in both content and language development. Based on the data from the pervious NYSESLAT scores 14 of our students moved up in scores and five students became proficient and tested out of the NYSESLAT. Ten of our students decreased in score; six of those ten were IEP students and eight of those students had the same proficiency result as the previous year (on an average went down five points from the previous year).
11. What new programs or improvements will be considered for the upcoming school year?
- For our ELL studens, from 2:40-3:30 is used as an additional support period to assist in their academic reading and content area skills-i.e. math, science, social studies, etc. The ELL service provider works with grades 6-8 to provide this support based on recommendations from content area teachers and data taken throughout the year. This program funds all year long, Tuesday - Thursday for a 45 minute period. This intervention was created to address the literacy needs of our ELLs and provide additional support for them in their content area subjects.
- After School Tutoring: Each day of the school week, ELLs are able to attend after school tutoring program that is offered by specific teachers in all subject areas on particular days. These tutoring sessions are opened to the entire school but can provide the ELL student with additional support from their classroom teacher and peers.
12. What programs/services for ELLs will be discontinued and why?
- N\A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- This year our school has a new after school program. The after school program offers academic intervention tutorials as well as sports, arts, and enrichment classes. The program is after school Tuesday through Thursday, beginning at 2:30 p.m. The program runs in cycles of six weeks, therefore if a student does not get to participate in an activity the first cycle they will have a chance later on in the year. This also allows each teacher to target a specific group of students for six weeks and then they have the choice to continue with the same group or change the students. Some students, including ELLs, are mandated to attend tutorial \s to help ensure their academic success. The student also has the option to sign up for an homework help, art, sports, and \ or enrichment activity as long as he\she is not already mandated to be in a tutorial at that time. If a student is mandated to attend a tutorial then he\she has the option to join a group after the tutorial time is completed. The students receive a full menu of activities and they are recommended to take full advantage of all the groups and to participate in the after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some of the instructional materials that are used to support ELL students in the classroom are:
- Bilingual Dictionaries
 - I Pads with ESL Apps (Native Language and English)
 - Reading Journals (Content Journals)
 - Picture Dictionary
 - Leveled Books (Spanish \ English)
 - Brain Pop
 - Homework \ classwork in Native Language

- Grouping
- Peer Work

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered in ESL twenty five percent of the time. The ELL coordinator creates a spread sheet with all ESL students, proficiency results, mandated number of minutes per day and the percent for native language use and supports. The native language support is delivered in a number of ways. Some ways are bilingual dictionaries, iPads with apps that use their native language and English, picture dictionaries, peer work, grouping, and homework \ class work in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Depending on the ELLs age and grade level the required support and resources varies. The material used is always age and grade level appropriate for the students. Based on the NYSESLAT scores and the proficent results of the students the ESL resources and support changes. A beginner ESL student receives more support and resources than a advanced ESL student.
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.
For our newly enrolled ELL students before the beginning of the school year we have a Bell Program. This program connects new students to the environment of our school, allows the students to get introduced to fellow classmates as well as teachers. The program runs from 8:20 am till 2:00 pm Monday - Friday. The student receives academic support in the morning and participates in enrichment activities in the afternoon. New ELLs who enroll throughout the school year have the opportunity to join our afterschool program. This program, just like our Bell Program, has academic support time as well as sports, arts, and enrichment.
18. What language electives are offered to ELLs?
The language electives that are offered to ELLs are Math Regents and US History Regents.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N\A

C. Professional Development and Support for School Staff

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

All staff members are involved with the development of ELL servicing as it is part of differentiation instruction. The majority of ELL professional development outside of school is attended by the ELL provider and then brought back to school and turned key at the school to the remainder of the staff. The ELL provider is present at all internal staff meetings including specific grade and content area meetings to answer any questions or assist in further development of the academic needs of the ELL student population.

All teachers attend daily professional development where ELL related issues are continually discussed and developed as a team. Mondays are afterschool whole school staff development days. Staff meetings are held by the principal and the entire staff attend. The focus of school wide PD's changes based on the needs of the school. Such topics of interest include but are not limited to: ELL language strategies, differentiation, CTT models, curriculum planning, etc. PDs can be run by in house staff or by an outside agency/network leader. The first week of each month during lunch periods there are content area meetings, this is when the teachers within a specified content area (i.e. Science) meet across the grades to discuss and develop the standards for instruction. During the second week of each month during the lunch period there are Special Education Meetings that are open to all staff to attend but all Special Education teachers and coaches are mandated to attend. These meetings review current Special Education practices and mandates, IEP requirements and upcoming dates, pressing issues regarding a specific Special Education student or a General Education student that may need observing. The third week of each month during the lunch period are grade level and planning meetings. These are attended by all content area teachers by grade (i.e. 6th grade meeting, 7th grade meeting, etc.) These meetings discuss grade specific agendas and concerns. The last week of each month during lunch is left for the teachers to plan with the cooperative teacher. During this time period teachers sit with each other and are given time to plan upcoming units and to discuss the current work of their students. Fridays are Discipline Committee and open forum meetings. These meetings are specific to the individual members of the discipline committee to review the current plan and make adjustments based on the need of the school and its' population. This meeting is open to all staff members to discuss concerns or add on ideas and thoughts to the current policies. All of the above mentioned meetings are used to provide staff members with a forum for educational discussions and to work as a team to strengthen instruction and pedagogical practices.

In addition, we have several staff members attending professional development courses outside of the school building. These meetings are ongoing throughout the year and are divided between a number of our teachers across all grades and content areas. We also are supported by our network liaison who works with our staff to outline strategies for our ELL students to get support in areas other than ELA (specifically in content area classrooms).

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. Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the on goings of school events through mailing and phone contact, in their native language whenever possible. We have a parent coordinator who is the first line of communication between our parents and our school. We offer PDs and resources for all parents of all students. We are continually re-evaluating the needs the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment.
 2. Our school partners with other agencies and Community Based Organizations to provide workshops or services to ELL parents. Through our parent coordinator and school support team we provide many workshops to help service our parents. Our ESL teacher, guidance counselor and Principal all host a workshop on graduation requirments, interpreting transcripts, how parents can help in their children's educations, and what resources are available to them and their children to succeed in school. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities facilitated by the Parent Coordinator and the ESL Teacher.
 3. The needs of our parents are evaluated through surveys and contact between our parent coordinator and the parents.
 4. By sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community we address the needs of our parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	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
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x273 School Name: Frederick Douglass Academy V

Cluster: 6 Network: 603

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.

Upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. This document provides the school with data to further assist parents and students in our school community. The data taken from the HLIS is reviewed by the ESL coordinator to determine if the student is eligible for LAB-R testing and if they are entitled to receive support services. Within the child's first ten days of school parents are notified (through DOE standardized letters in their home language) whether their child has been identified as a student who is eligible for support services. From this point, ESL coordinator along with the parent coordinator follows the DOE mandated process of holding an orientation meeting and describing entitled services. From that point, parents/guardians make choices regarding programming on the Program Selection Form. After a student is placed into the program, parents/guardians receive reports throughout the year (in home language) informing them about testing-out / continuation of services and their child's proficiency level. Any language not supported their DOE is translated using the DOE Translation & Interpretation Unit. This method is also used for translation of state assessments not supported under the DOE's current language interpretation. Continued collection of data informs the school of those parents/guardians who are in need of written translation and oral interpretation.

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.

Data collected has resulted in the following trends:

When Parent Survey and Program Selection forms were available in home languages parents / guardians of ELLs were able to choose which language program they wanted for their child. The ESL teacher concluded that all parents / guardians who attended orientation selected Freestanding ESL program as their first choice. One parent inquired about a dual language program but chose to select ESL as their first choice because they felt very satisfied with the programming at FDA V and did not want to transfer their child. Data collection allows us to determine which choices our families are selecting to determine whether the needs of alternative programming are necessary. Translation and

Interpretation services are vital because it allows access to educational opportunities for all students.

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.

Our school has several teachers on staff as well as our parent coordinator and counselor who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population, 24 out of 25 ELL students speak Spanish). Whenever possible, they are utilized as translators for an written documents. For our languages (as well as Spanish, if necessary) our school utilizes the DOE Translation and Interpretation Unit. The ESL teacher submits documents requesting the be translated for the ELL/ESL program and provide classroom teachers with information on how to use the T & I Unit for their own classroom resources and communication.

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

Our school has several teachers on staff as well as our parent coordinator and counselor who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population, 24 out of 25 ELL students speak Spanish). If necessary, our school provides parents / guardians and teachers the information for using the over - the - phone DOE provided interpretation services. The ELL coordinator is aware of the staff members who speak a language other than English and utilizes those resources during Parent - Teacher night and other school related meetings and workshops. If in-house interpretation is not available in a specific language the school will use the DOE T & I Unit to request an interpreter for a specific date such as Conference Night or Orientation based on need. This process was utilized last year as we had our first student of Burmese descent with a home language of Karen (not supported by the DOE identified languages). Request were made in advance for over the phone translation for the parent conference and future meetings.

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>.

In September 2013, FDA V parents/guardians are notified of their right to translation services. Additionally, the ESL teacher notifies the families of whenever possible of the availability of translation services in our school. According to the Regulations: FDA V will determine within 30 days of a student's enrollment, the primary language spoken by the parent/guardian of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the department. Parents / guardians may rely on adult or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the T & I Unit. (See Above) Our school will be responsible for providing parents whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school will post signs in the Parent Coordinator's office displaying information in most prominent covered languages indicating availability of interpretation services. The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching schools administrative offices due to language barriers. Our schools strategies support shared parent-school accountability, parent access to information about their children's educational options and parents' capacity to improve their children's achievement.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Frederick Douglass Academy V	DBN: 12x273
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

After school and Saturday Academy:

The program is targeted for all ELLs on all levels (beginners, intermediate or advanced). The program will provide an instructional plan that is aligned with mandated ESL/ELA and content learning standards and the core curriculum. The program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research.

In this program, the students will read short stories, analyze picture books, listen to audio and media presentations; read documents and retell what they read; write letters and critique each other's writing; draw picture summaries, observe patterns and chronology in pictures/diagrams; essay writing, view, listen and discuss literature of different genres; make predictions and inferences; oral presentations and evaluate them.

The goal of this program is to help students meet the New York State English Language ability requirement and this can only be done by passing the NYSESLAT. This program will continue in the spring based on budget allocations.

Teachers: 4 (Content) and 1 (ESL/Bilingual Certified)

Resources: core subject textbooks, libraries, standard-based instructional materials, NYSESLAT text.

Facilities: regular classrooms \ ESL Office

Assessment: oral presentation, portfolio, written project, and other forms of testing.

Beginning time: after-school from 3:27 pm - 4:30 pm

- One hour per session

- 10 hours per week

- 16 week program

- Beginning date: November 18, 2013

Part B: Direct Instruction Supplemental Program Information

Measureable outcomes: Higher NYSESLAT and ELA passing average.

Saturday Academy:

This program is targeted for ELLs on all levels (beginners, intermediate or advanced). This program includes required components of essays, research reports, creative writing; mock testing, and study skills.

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: Teacher's will receive Professional Development on how to implement the following strategies and programs to target ELL's to ensure higher achievement on NYS and NYC assessments. PD's will be led by our Network ELL Liaison and our Network Achievement Coach. Teachers will also attend PD's offered by the DOE and Fordham University.

- Teachers will be trained and will utilize I Ready, which is a system that will assess the student's reading level and provide non-fiction materials based on the child's reading level. This system will be used specifically with English Language Learners. It will enable the teachers to differentiate in the classroom with the use of technology. Teachers will be able to meet each student's needs at their level.

- Teachers will conduct tutoring before-school, after-school, and on Saturdays to increase their reading levels so they can be successful on the New York State ELA exam.

- ELA Teachers will increase the amount of non-fiction materials used in the classroom, by 40%.

- Teachers will administer one baseline and one final NYC performance task in ELA, Social Studies and Science. The data from the baseline will impact teacher instruction and differentiation in the classroom.

- Teachers will collect, analyze, and utilize classroom data (DRA scores, periodic assessments, classroom performance tasks) to target instruction to meet learning needs of students.

Teachers will meet with the Data Specialist on a weekly basis to guide data analysis and co-construct instructional plans.

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: In order to increase parent engagement in activities targeted toward parents of ELL's, that will impact higher achievement for ELL's FDA V will:

- Conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related
- Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher’s Circular Six period.
- 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 facilitated by the Parent Coordinantor and the ESL Teacher. (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, via Parent Workshops lead by Learning Leaders.
- Supporting parental involvement activities as requested by parents.
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Issuing a Parent/Student Handbook and Calendar in the famiy"s native language that contains all school policies and the Outlook e-mail of every staff member.

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)	\$1000.00	ELS Teacher, English Teachers and Bi-Lingual Paraprofessional for After School and Saturday Academy

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.
<ul style="list-style-type: none"> • Per session • Per diem 		ESL/ELA tutoring program.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____