

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

**School Name:** FREDERICK DOUGLASS ACADEMY III  
**DBN (i.e. 01M001):** 09X517  
**Principal:** RAHESHA AMON  
**Principal Email:** RAMON@SCHOOLS.NYC.GOV  
**Superintendent:** CARRON STAPLE  
**Network Leader:** JORGE IZQUIERDO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rahesha Amon	*Principal or Designee	
Albania Rosario	*UFT Chapter Leader or Designee	
Sherma Wheeler	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Fatumata Tunkara Justin Gyamfi	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steven Dodell	Member/ Chair/Teacher	
Annette Evans	Member/ Parent	
Jose Arroyo	Member/ Parent	
	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

Develop rigorous assessments that are instructionally relevant both in content and in timing so that our Weighted Regents Pass Rate will rise by 5 percentage points for each of the required exams in 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.

Our Regents pass rates in Math and Science are below the average of our peer range.

### **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 create, revise, and implement meaningful formative assessments that are instructionally relevant both in content and in timing. Teachers will utilize this information to make adjustments in their pedagogy over time (by period, day, week, or unit)
2. In the science department, we will be using time to workshop a full unit revision process for each subject including data collection from summative assessments and reflection on learner outcomes. Additionally, departmental planning time will be used to score and analyze the data collected through common benchmark assessments (4 times this year) focused on building skills to reinforce science literacy within the classroom. Finally, time will be spent on specific instructional content standards and brainstorming effective instructional methods to reach the desired student outcome.
3. In the math department, we will revise and enrich units and assessments to align with the rigor and text complexity of the Common Core standards. We will develop culturally responsive teaching strategies that help scholars bridge their home and school life. In addition, department time will be used for meetings and inter-visitiation to study, model and debrief the 8 components of the Danielson Framework to strengthen our knowledge of students, pedagogy and level of instruction in our classrooms.

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

1. Using the work of assessment literacy authors J. Chappuis, Stiggins, S. Chappuis and Arter, Administration, Department Chairs and Grade Leaders will develop a school wide philosophy of how using assessments in instruction, shape the teaching and learning process.
2. Science Department
3. Math Department

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

1. Department and Grade teams will evaluate the effectiveness school wide.
2. The Science Department will evaluate the effectiveness in their department and share results with the learning community.
3. The Math Department will evaluate the effectiveness in their department and share results with the learning community.

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

1. Sept. 2014 – June 2015. Mid-year check in February 2015.
2. Sept. 2014 – June 2015. Mid-year check in February 2015.
3. Sept. 2014 – June 2015. Mid-year check in February 2015.

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

1. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content, grade and as an inquiry team.
2. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content and as an inquiry team.
3. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content and as an inquiry team.

### **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).

Parents are kept informed of school activities through a monthly newsletter, Jupiter Grades messaging and we are developing a school website to be launched in the second semester. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

***Budget and Resource Alignment***

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

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

NA

## 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.

Initiate The FDA III Brand by developing a course of study that documents what each child should know by content and grade level by December 2014.

### **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.

Our school is rated Developing in ensuring engaging, rigorous and coherent curricula in all subjects.

### **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. We will develop The FDA III Brand by documenting by content area and grade what each scholar is expected to master. This approach will ensure that our scholars are better prepared for college and career with both the academic and interpersonal skills required to be successful in high school and beyond.
2. Our initial unit school wide will be an inter-disciplinary unit that addresses the interpersonal skills required by grade level, culminating in a school wide Community Service Day.

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

4. Administration, Department Chairs and Grade Leaders
5. All classroom teachers

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

4. Department and Grade teams will evaluate the effectiveness school wide.
5. Department and Grade teams will evaluate the effectiveness school wide.

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

1. Sept. 2014 – June 2015. Mid-year check in February 2015.
2. Sept. 2014

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

1. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content, grade and as an inquiry team.
2. The initial unit will be delivered during instructional time.

### **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).

Parents are kept informed of school activities through a monthly newsletter, Jupiter Grades messaging and we are developing a school website to be launched in the second semester. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

### **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.						
NA						

### 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.  
 Using the Common Core and our Core Values, develop and deliver an inter-disciplinary curriculum that celebrates and reflects the diverse cultures of our students by December 2014.

#### **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.  
 Our school is rated Developing in pedagogy that is engaging and meets the needs of all learners so that all students produce meaningful work products.

#### **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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
  1. All staff will attend 8 hours of professional development presented by Dr. Michelle Knight of Columbia University, noted author of *College Ready: Preparing Black and Latina/o students for higher education – A Culturally Relevant Approach*. Department and grade teams will use this learning to develop curriculum that reflects the diverse cultures of our students, enhances engagement and higher order discussion and promotes a college-ready culture.
- 2. Key personnel and other resources used to implement each strategy/activity**

All learning community members are integral to this goal. Department Chairs will lead the meetings focused on creating measurable rubrics and rigorous lessons and assessments that will help develop this curriculum enhancement.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Department and Grade teams will evaluate the effectiveness school wide.
- 4. Timeline for implementation and completion including start and end dates**
  1. Sept. 2014 – June 2015. Mid-year check in February 2015.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Programmatically, the schedule includes for teachers to meet 6 times per month in professional learning teams across content, grade and as an inquiry team.

#### **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).  
 Parents are kept informed of school activities through a monthly newsletter, Jupiter Grades messaging and we are developing a school website to be launched in the second semester. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

#### **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	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

## 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.

We will show an increase in overall daily attendance by 3 percentage points to 85% by June 2015, by focusing our time and effort on improvement of the chronically absent scholar population (Students who have missed more than 20% of school days per year).

### **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.

Our attendance is below the average of our peer range. We have assessed that our overall attendance has decreased the previous 5 years from 88.96 to 81.00.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

We will identify the chronically absent students by disaggregating attendance data. Students will be paired with an attendance team member who they have a positive rapport with and they will meet weekly to discuss attendance goals. One of the key things the mentor will do is be there for encouragement by providing support and positive feedback. Student attendance will be tracked monthly. The data will include the student's name, identification, and previous year's attendance, year to date attendance, year to date change, weekly attendance and the mentor's name. There will be weekly and monthly celebrations to culminate the progress of student attendance. Some of the celebrations will consist of: calls home to parents, progress reports home to parents, pizza parties, scholar dollars, etc.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. All learning community members will play an integral role, but the attendance team will monitor the improvement of attendance. The plan will be shared with the whole staff and everyone will be aware of the students and they will be encouraged to say something positive to those students as they strive to make improvements with their attendance. In addition, we were awarded the Start It grant which assists with chronically absenteeism. We will use that grant to involve our students in our entrepreneur club in which they will learn about business and create opportunities to earn money. This will give our chronically absent students incentive to attend school on a daily basis.

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

1. The target will be students who are chronically absent (missed more than 20% of school days per year).

#### **4. Timeline for implementation and completion including start and end dates**

2. The attendance team will evaluate the efforts of the attendance initiative throughout the year. Attendance initiative on chronic absenteeism will begin in September 2014 and complete in June of 2015.

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

1. The tracking of the student's attendance is key to the improvement of chronic absenteeism. The attendance team will evaluate the attendance data (daily, weekly, grade, SPATS reports) in our weekly meetings and make modifications in strategies if needed.

### **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).

Parents have been provided access to Jupiter Grades to monitor scholar attendance. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

### **Budget and Resource Alignment**

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

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

NA

## 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.

Through implementation of our Four Core Values Rubric (Education, Professionalism, Respect and Community Awareness), Level 3 & 4 Incidents will decrease by 3 percentage points 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.

Our four and six graduation rates are above the average for our peer range. However, our college and career readiness are Approaching Target. In addition, many of them drop out because they were not prepared with the values one must exhibit to succeed in college-level classes.

### **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.

#### **3. Strategies/activities that encompass the needs of identified subgroups**

1. We will train teachers and participating staff on The Core Values and FDA III advisory curriculum. The teachers will meet with students once a month to reinforce the Core Values of Education, Professionalism, Respect and Community Awareness. Administrators will evaluate the advisory's success by surveying students and faculty three times per year. Students in grades 9-12 will develop strong values, which will help them succeed in high school and better navigate the college and career process.

#### **4. Key personnel and other resources used to implement each strategy/activity**

1. Grade Leaders will develop the Core Values Rubric and advisory curriculum. All teachers will execute the advisory lessons. All Administration, teachers, guidance personnel and Discipline Associates work to ensure scholars uphold the Core Values.

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

1. Grade Leaders will evaluate the process and grade students on each of the Core Values throughout the school year.

#### **6. Timeline for implementation and completion including start and end dates**

1. Advisory will start in October 2014 and complete in May 2015.

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

1. Programmatically, the schedule includes for advisory lessons the last Thursday of the month across all grades and content areas.

### **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).

Parents are kept informed of school activities through a monthly newsletter, Jupiter Grades messaging and we are developing a school website to be launched in the second semester. We will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; 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.

### **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
List any additional fund sources your school is using to support the instructional goal below.							
NA							

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	All departments use 8 <sup>th</sup> period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.	Small group	Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8 <sup>th</sup> period daily depending on the teachers' meeting schedule and/or after school.
<b>Mathematics</b>	8th period	Small group	During and after school
<b>Science</b>	8th period	Small group	During and after school
<b>Social Studies</b>	8th period	Small group	During and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Credit Recovery Guidance Psychologist Social Worker ICT, Self-Contained, SETSS	Small Group Small group, one-to-one One-to-one Small group, one-to-one Small group	Before and after school During the school day During the school day During the school day During the school day

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
In terms of recruitment strategies, we rely heavily on internal referrals from people who currently work at FDA. We believe they understand the mission vision of our school and know the type of candidate that would best meet our needs. Additionally, we use external recruiters, such as Teaching Fellows, and our relationship with universities – Lehman College, Teachers College and Fordham. Once teachers are identified as possible hires, they are interviewed by the following, in this order: department chair, assistant principal and principal.
Candidates must conduct a demo lesson and are asked to spend a day at our school. Assignments are made based on vacancies available and are based on qualifications, referrals and the interview process. The candidates are matched to the vacancy. Once hired, they participate in new teacher professional development, facilitated by the principal and department chair. They are assigned to a department based on their content and are provided a mentor. Like all other staff members at FDA III, they participate in the goal-setting process. Initial goal-setting is mid-year and the end-of-the-year review.
The observation process consists of both informal and formal observations in accordance with ADVANCE. In addition, department chairs conduct informal observations and teachers do inter-visitations of other teachers. Teachers attend department conferences and team meetings, as well as grade-team meetings. Finally, they participate in bi-weekly faculty conferences. We believe all of these ingredients are critical to recruiting, retaining and supporting highly qualified teachers.

**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).
Staff are required to attend professional development, not just limited to in-house PD's; staff are given an opportunity to attend workshops outside FDA III and are encouraged to do so. PD's include topics such as CCSS curriculum development, special programs, DOE guidelines and developing leadership skills. Teachers attend weekly Inquiry Meetings by department to advance their instructional practice and aligning to the CCSS.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
For STH, we provide support services, e.g. mentoring and purchase of items not available to them. We also provide scholars with Peer Mediation Services, using scholars trained in mediation techniques to prevent violence between scholars.

**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.).
NA

**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.
FDA III established a Local Measures Committee to explore the State and Local Assessment Measures that are most appropriate for our students. The team shared their findings with the teaching staff and made a recommendation to the

Principal. During weekly Department Meetings (PD), teachers discuss the data obtained from formative assessments and use it to inform instruction.

**TA Schools Only**

**Use of Program Resources**

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

NA

**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).

NA

**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)**

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

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;
- implementing a Core Values Rubric addressing Education, Professionalism, Respect and Community Awareness
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$339,386.85	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	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,330,488.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>517</b>
School Name <b>Frederick Douglass Academy III</b>		

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

Principal <b>Rahesha Amon-Harrison</b>	Assistant Principal <b>Francis Cassidy</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Sheridan Honore</b>	Guidance Counselor <b>Tiolly Capellan</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Sharlyn Wheeler</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jean Hill</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>12</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>414</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>10.39%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										21	11	5	6	43
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	21	11	5	6	43

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities
SIFE	6	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)
				28

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	7	4		15	2		21			43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>43</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	9	3	5	36
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic												1	1	2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
<b>TOTAL</b>	<b>0</b>	<b>21</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>43</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	0	0	4
Intermediate(I)										10	5	2	2	19
Advanced (A)										8	5	3	4	20
Total	<b>0</b>	<b>21</b>	<b>11</b>	<b>5</b>	<b>6</b>	<b>43</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		4	
Integrated Algebra	19		14	
Geometry	10		7	
Algebra 2/Trigonometry	2		1	
Math _____	0		0	
Biology	0		0	
Chemistry	3		1	
Earth Science	8		5	
Living Environment	18		12	
Physics	0		0	
Global History and	13		8	
Geography	13		8	
US History and	6		3	
Foreign Language	7		7	
Government				
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.  
We don't use assessment tools at our school for assessing early literacy skills.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
N/A.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- The NYSESLAT modalities drive instruction for the ESL classes. Students are grouped per levels of reading/writing and listening/speaking. The focus of this data driven instruction leads to what classes the students in their English class. Mr. Honore, the ESL teacher will push into the English classes that the students are enrolled. The pull-out portion of the students program places them according to levels into the instructional group necessary. The focus of instruction is based on the outcomes of the NYSESLAT.
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. We do not test students in two native languages. Students are mostly in the advanced level with some on the intermediate level for instruction. As the students progress in high school they do tend to acquire the language and test more favorably on the NYSESLAT.
- b. We take the information from the ELL periodic assessments and drive the intervention plan according to the individual ELL student. All of this information drives the individual student's action plan.
- c. The ELL periodic assessment provides us interim data as a predictor for the future results. The assessments allow the ESL teacher and the English teacher to adjust instructions and focus.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
- N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Through the assessments and observations of the English teacher and the ESL teacher decisions are made for the students plans. The courses are standard and mandated , the interventions by the ESL teacher drive the development of the student. If additional time is needed, we cater the schedule of the student to maximize his/her exposure to their individual learning needs. All subject areas are taught in English with translation glossaries present for those students in need of additional supports. Additional tutorials are held for ELL students after school and during a lunch and learn environment.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- We look at the movement of the individual student NYSESLAT scoring: Once our indication, teacher observations and interim assessments, show more support needed, we adjust their interventions.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- This question is difficult to answer because we have had serious attendance issues over the past two years.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- The Home Language Identification Survey (HLIS) is always the first form given to a new student and his family. If students say that they speak a language other than English at home, then the informal oral interview is the next step. After these two things are done, the new student is then administered the Language Assessment Battery (LAB-R). This test is then scored. The test results determine if the new student is eligible for ESL services or not. If they're eligible, the test will tell us if they belong in a beginner, intermediate or advanced ESL class. The test results are also sent to the Borough Accounting Office. The Home Language

Identification Survey is always administered to the student by a licensed pedagogue. That person is usually me, the English Language Learner Coordinator at Frederick Douglass Academy III. I am a licensed to teach English as a Second Language in grades K through 12 and I have 12 years of experience working for the New York City Department of Education. This is my third year as the English Language Learner (ELL) Coordinator at Frederick Douglass Academy III.

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.  
Our first contact with parents of a new student who is a potential English Language Learner (ELL) is when they come in to register their child. This initial meeting gives us the opportunity we need to tell parents about the three options offered in New York City public schools for English Language Learners. The Department of Education website has an introductory video in several languages that we show parents. The overwhelming majority of our students come from Latin America, and so they are shown the video in Spanish. I will also sit down with the parents and give them a brief overview of how we will determine whether or not their child is in fact an ELL. I have a functional level of fluency in Spanish, which makes this possible, but there are several bi-lingual people on staff who I can call on for assistance should I need help. We make it clear to parents that they have three options from which to choose: Transitional Bi-lingual Education, Dual Language and the Freestanding ESL model.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Once a determination has been made that a student is eligible for ESL services, a letter is sent to the parent or guardian letting them know. The letter is sent to the parent in the language of their choice. Some parents request that all correspondence from the school be sent to them in their native language. The eligibility letter is available in several languages making it possible for us to do this.
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.  
Our parent coordinator, ESL teacher and or guidance counselors work together to assure that all parents understand the three (3) ELL program choices and the ESL program that is provided at FDA III. During this time parents are shown a video which explains the different programs that they can choose from. Parents are also informed that Frederick Douglass Academy III does not have a Transitional Bilingual Education or Dual Language program. Parents complete the selection forms immediately and submit them to the guidance counselor. Letters to parents are always sent in the language of their choice. Most at our school seem to choose English. However, if a parent wants to receive letters in their native language, we are able to do that. Several letters are available in multiple languages on the DOE website. If necessary, we can also turn to the DOE's language translation office for help with translating letters into a parent's native language.
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.  
NYSESLAT testing begins in late May. Students are given appointment letters to come and see me for the oral portion of the test. The oral portion of the NYSESLAT is administered by a licensed pedagogue who is not the student's ESL or ELA teacher. The students are all given invitation letters to come to certain rooms at certain times for the various parts of the test to be given. There is also a make up period for any of these students who may have failed to report to the testing time and place. All testing is administered by a licensed pedagogue.
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.   
The overwhelming majority of parents, approximately 95 percent, chose a freestanding ESL program for their child.

## 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])?
    - a. At FDA III we have two different models for instruction. All of our ELL students have an English class that Mr. Honore, ESL teacher pushes into the class (heterogenous seating) when necessary. The ELL teacher also has established classes that the heterogenous students have in their programs for intrusive ESL services.
    - b. The ELLs at FDA III are programed to come and see me. Right now, we have two ungraded ESL classes. In addition, we have one period where I push in to their classes. The proficiency levels are mixed in these classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Instruction is delivered according to the mandated number of units states in the NYS CR Part 154. We currently have 4 beginners and 19 intermediate students. The beginners receive their 540 minutes of service through a combination of classroom instruction and push in. Intermediate and advanced students get 360 minutes of instruction through a combination of classroom instructin and push in also. Advanced students receive 180 minutes a week of instruction through classroom instruction only.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All ESL classes are conducted in English. Scaffolding is used a great deal in our ESL program. Each ESL student has various scaffolds in place that each teacher, ESL and regular teacher have available to them and share success at the grade meetings. Currently, we only have an ESL model of instruction. Differentiation of instruction is based on the individual, sometimes groups. These differentiation tools are given to the ESL students as supports for the language acquisition.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The overwhelming majority of our students are Spanish speaking, and they take Spanish as a class. This assessments given in this class allow us to evaluate a student's native language proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through the NYSESLAT
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).

We are in the process of developing a plan that allows us to differentiate instruction for various ELL subgroups. For former ELLs we make both them and their teachers aware that they are still entitled to accomodations even after testing out of ESL. For example, the former ELLs and their teachers both know when taking the ELA regents, former ELLs are still entitled to the 90 additional minutes to complete

the test that students still in ESL are entitled to. For newcomers, there is a bigger focus on grammar.

SIFE students will attend classes that give the students vocabulary word banks, printed notes and completed Venn Diagrams to assist in their instruction. The same differentiation is true for all categories of ELL students

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?

Scaffolding is the main instructional strategy used when working with our ELL - SWD population.

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?

N/A

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

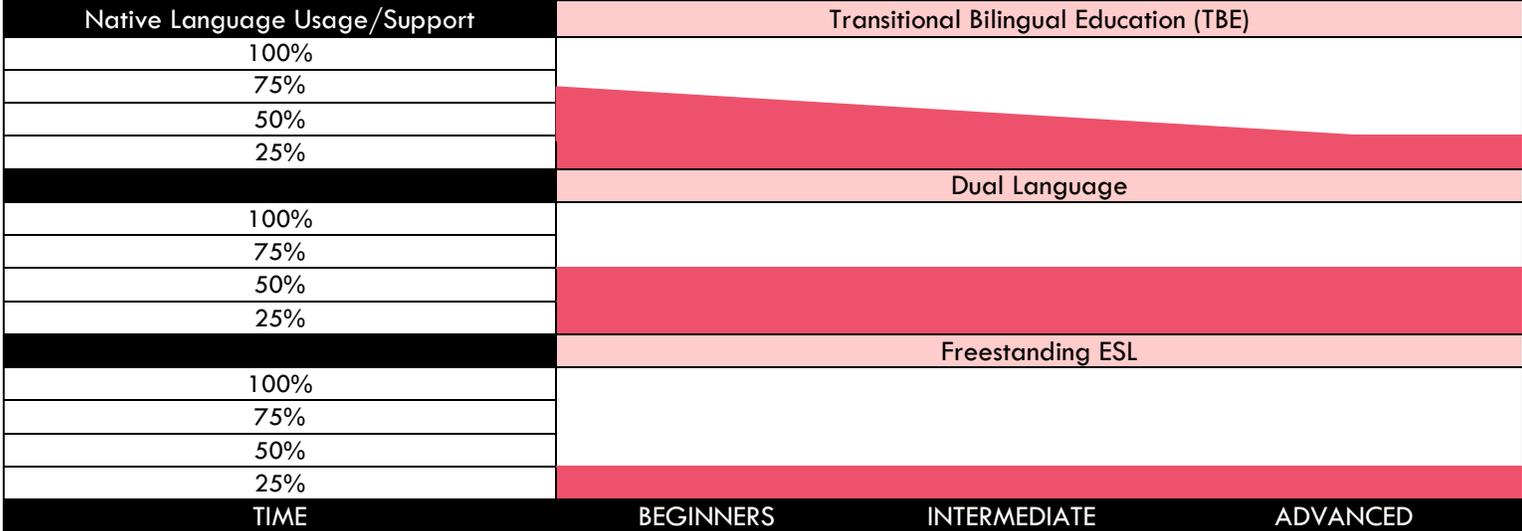
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention plans for each ELL student is designed by the teachers during their common planning time on a weekly basis. Interventions are written into the students individual intervention plan. All courses are offered in the English language. The intervention services range from one-on-one interventions with teachers to whole group learning objective focus meetings with groups of students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of one program is the students increase in their proficiency levels. While we continue to have the students strive for excellence, our current program has had success in the students growth and we have had student attain proficiency on their NYSESLAT exam. All staff members are aware of the ELL population and their desired scaffolds for instruction
11. What new programs or improvements will be considered for the upcoming school year?
- We have no new programs to consider in the near future.
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.
- Our ELLs can take full advantage of one extended day and afterschool programs, activities.
- We have a variety of enrichment clubs( from Art to Yearbook), quarterly that all students are eligible to participate. We have baseball, volleyball, and female and male basketball teams through the SSAL and the PSAL.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELL population has full access to their translation glossaries for each class. We are looking into any additional ELL specific software available for our ELL population. We are exploring the use of Rosetta Stone for the students and their parents.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are given the option of using native language - English dictionaries in class if they want in our freestanding ESL program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our freestanding ESL classes are mixed in terms of grades and levels. The students receive instruction through various folk tale and short story appropriate for all age levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All students including on ELL population participate in a one week intensive of our learning community. This transition week makes the school begin instruction the first day of school. All of the new students are oriented to the FDA III Instructional Model.
18. What language electives are offered to ELLs?
- FDA III offers Spanish and Italian for students who want it.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### C. Professional Development and Support for School Staff

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

1. We encourage all of our staff to attend professional development. If they seek out a PD we are more than happy to accommodate their request. We will pay for the PD offsite and ask that the person or persons turnkey this PD for the entire staff. All of our pedagogues are trained on scaffolds and types of differentiation for our ELL population. These PDs are developed by our English Department Chair and Mr. Honore, our ESL teacher.

2. Our teacher attends twice weekly content meetings that address the CCLS and the individual courses for our scholars. All teachers of ELLs have the supports usually indicated in their units of study and their individual lesson plans. Our Guidance Counselors receive training from our licensed ESL teacher in ways to assist new incoming ELL students.

3. Our week long transition to high school and the FDA III Learning Community student orientation allows for a better understanding if expectations in high school. The staff are required to include differentiation and scaffolds in their lesson plans for their specific ELL students. We, administration support the teachers in writing their lesson plans.

4. The ELL training will be provided by Mr. Honore, our ESL teacher along with Ms. Babb, our English Department Chair. The trainings will be throughout the school year during the common planning time. Attendance sheets and agendas are kept on file for these meetings.

### 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. All of our parent workshops, one monthly directed by Ms. Hill, Parent Coordinator we announce to all parents including our ELL population in their native language. We have curriculum nights for each Core Subject that our ELL population parents are invited to in their native language. Translations are available for these parents.

2. We currently involved with Mercy College and the program is newly started. If we can not accommodate translations for any of our parents, we reach out to the NYCDOE translation services unit.

3. Our parent surveys dictate the needs and desires of our parents. During registration, our parents fill out the home language survey and we interview all involve to determine eligibility

### 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

<b>School Name: <u>Frederick Douglass Academy III</u></b>			<b>School DBN: <u>09X517</u></b>
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Rahesha Amon-Harrison	Principal		12/1/13
Francis G. Cassidy	Assistant Principal		12/1/13
Ms. Jean Hill	Parent Coordinator		12/1/13
Mr. Sherdian Honore	ESL Teacher		12/1/13
Sharyln Wheeler	Parent		12/1/13

	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

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

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

DBN: 09x517      School Name: Frederick Douglass Academy III

Cluster: 05      Network: 511

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

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

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

Frederick Douglass Academy III utilized the home language surveys as the initial method to analyze our language needs. The Pupil Accounting Secretary looks into ATS to find all home languages for all of our students. We "tag" our home with this information so we know to send notices/reports/all correspondence to the home in both English and the native language of the parents.

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.

FDA III surveys the parents with our beginning of the year packet of information. The packet has a home language survey included so we can reach out to those families to ensure that the home languages is captured. We use our SLT meetings and the PA meetings to report all of our school findings.

## 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.

Currently our translation services are in two languages. We have in house school staff that facilitates our translations to be sent home to parents. Any email correspondence also goes through these staff members. When it became necessary to translate a document in a separate language we will seek an outside vendor.

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 oral interpretation services are first accommodated by our in house staff and parent volunteers. If this can not be accomplished we then go to an outside contractor to fulfill the services. We have not had to go to an outside vendor as of yet but we have the listing of contracted vendors for the service.

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>.

We have currently used in house staff to facilitate the translation needs of our students and parents. We translate all correspondence to be sent home or called home. We have sufficient staff to encounter these needs.



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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Frederick Douglass Academy III	DBN: 09X517
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: Frederick Douglass Academy III is a high school in Bronx, NY with 13% of our population classified as English Language Learners. Our data reflects our ELL population being unfamiliar with our NYS Regents exams. A fast sophistication class aligned with a content review is necessary to compliment our classroom learning. We offer a Regents Prep Academy to our ELL population in all Regents terminating courses. In 9th grade our ELL population, a total of 21 scholars will have the test prep academy classes on Mondays, Wednesdays and Thursdays from 3:30-5:00pm. On Saturday the Test Prep Academy runs from 9:00-12:00 noon. These courses are for Algebra and Living Environment. Our 10th grade scholars, 11 scholars, have the same schedule but for Global History, Geometry and Earth Science. Our 11th grade ELL population has 5 scholars. These scholars prep for Chemistry, American History, English and Algebra II/Trigonometry. Our senior 12th grade population has 6 scholars and the major concentration is designed to assist in the college application process and essay formations. The classes are being taught by the licensed teacher of the content area. The classes are taught in English. Our licensed ESL teacher pushes into these classes to aid in scaffolds and teaching aids to help the ELL scholar comprehend and understand. The use of the NYS Regents translation glossaries are utilized as a test sophistication practice. We have purchased study grades and Barron's Regents new books for all of our courses that are course able and that our ELL population class as well in the prep classes. Total number of teachers are 5 in 10 classes and assistance prep classes.

**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: Our professional development opportunities for our staff is all school year long. On the 1st two Fridays of the month from 2:06-2:54pm is our Common Prep time where all teachers, 35 have English Language Learners professional development. We introduce the ELL scholars and analyze their NYSESLAT date together. We discuss the different ELL models available. We discuss various strategies that any teacher should implement for our ELL population. We discuss best practices amongst colleagues. We continue to uncover a variety of additional topics concerning our ELL population.

**Part C: Professional Development**

Our ESL Teacher has attended many outside Professional Developments that focus on ELL instruction and were presented by ELI. This focused on student management and resources available to the ELL scholar.

Our data team has analyzed our Regents Data. This analysis has yielded the need to focus more preparation on the written portions of the NYS Regents exams, as well as college entrance exams and essay submissions. How to write to a purpose is the focus of these PD opportunities.

**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: Our parent population of our ELL scholars is important to us. Our parent coordinator uses the Saturday Regents Prep Academy time to welcome in the parents. She hold workshops for parents to associate themselves with NYC, particularly the Bronx. She highlights the various agencies available to the parents and the purpose of the agency. We have purchased Rosetta Stone in English and will begin to give group instruction to these parents on Saturdays who are able to sign up. We also offer various workshops throughout the year both after school and on Saturdays. We focus these workshops on learning the Jupiter Grading system, which accesses their scholars grades and assignments. We have our ELA department implementing and dissecting the Common Core Learning Standards for our English curriculum for our parents. We are starting a book club for the ELL parents on weeknights and some Saturdays.

**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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

**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"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____