



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

**16K393**

**School Name:**

**FREDERICK DOUGLASS ACADEMY IV SECONDARY SCHOOL**

**Principal:**

**JENNIFER GOLDBERG**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Frederick Douglass Academy IV School Number (DBN): \_\_\_\_\_  
9-12  
Grades Served: \_\_\_\_\_  
School Address: 1010 Lafayette Ave Brooklyn, NY 11221  
718 574-2820 718 5742821  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Elvin Crespo Email Address: [ecrespo@schools.nyc.gov](mailto:ecrespo@schools.nyc.gov)  
Principal: Elvin Crespo  
Maria Acedo  
UFT Chapter Leader: \_\_\_\_\_  
Melissa Leigh  
Parents' Association President: \_\_\_\_\_  
Elvin Crespo  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Melissa Leigh  
Jada Stevens  
Emmanuel Victor  
Student Representative(s): \_\_\_\_\_  
**Center for Supportive Schools**  
CBO Representative: \_\_\_\_\_

**District Information**

District: 16 Superintendent: Karen Watts  
1396 Broadway Brooklyn, NY 11221  
Superintendent's Office Address: \_\_\_\_\_  
[kwatts@schools.nyc.gov](mailto:kwatts@schools.nyc.gov)  
Superintendent's Email Address: \_\_\_\_\_  
718-455-4635 718-455-4684  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: \_\_\_\_\_

131 Livingston Street, Brooklyn, NY 11201

Director's Office Address:

[bfitzge2@schools.nyc.gov](mailto:bfitzge2@schools.nyc.gov)

Director's Email Address:

718-935-3954

Phone Number:

Fax:

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

### Accountability Tools and the Framework for Great Schools

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

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

### Section 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Elvin Crespo	*Principal or Designee	
	Maria Acedo	*UFT Chapter Leader or Designee	
	Melissa Leigh	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
	Melissa Leigh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Carlos Velazquez	Community School Director (staff)	
	Jada Stevens	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Emmanuel Victor	Student Representative	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
		<i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Alexander Bodas	Staff member	
	Anthony Shepherd	Special Education Coordinator/Staff	
	Courtney Brown	Instructional Coach	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

We are a small community-based high school that is building toward a technology-driven CTE STEAM program, more rigorous offerings for college readiness, and additional arts opportunities. We offer individualized attention and support to our students, through a talented, hardworking faculty, a principal who regularly conferences one-on one with students, a dedicated staff and daily advisory program. All our students are known; our team works very hard to support each and every student to stay on track and reach his or her academic potential. We expect our students to be college bound and set high expectations for themselves, therefore, we closely monitor and support their progress. Our offerings include: basketball every morning and afternoon College Now at Medgar Evers, a Teen Action after school program and Journalism after school class through I will Graduate. Our school culture is safe and friendly.

Our school community has some important, specific characteristics:

A high special needs population. Over 30% of the current students have IEP's. 89% of the students are considered to be "economically disadvantaged."

A majority of our students live in poverty. This leads to many well-documented effects--financial pressures and family responsibilities, such as caring for younger siblings or relatives, attendance issues and high social emotional needs. A portion of our students live in shelters, or foster care. The majority of our students enter 9<sup>th</sup> grade with scores of 1 and 2 in mathematics and literacy.

A high percentage of our students are first generation college students.

To meet the critical needs of our school community, our small team of teachers and staff are stretched thin. Our teachers strive to differentiate their teaching and create multiple entry points, serve as ad-hoc counselors and advisors, address ELT needs and stay in touch with families. Our teachers wear many hats as they serve as deans, leaders of new initiatives, often teach numerous courses and grade levels and serve as deans, leaders of new initiatives,

To better meet our needs and to increase the number of students who graduate not only on time but college ready, we are seeking a strong CBO to support our students who come to us with deep academic and social emotional needs.

This year we have implemented the following initiatives:

- Our STEM team is working to build our CTE program and use of technology, including forging a partnership with TEALS (Teaching Engineering and Literacy in Schools) to be implemented next fall.
- Our Advisory Committee supports development of our advisory curriculum and program through regular meetings and consultation with our CPET Teachers College Consultant. This program includes....
- FDA IV has developed programs this year to enrich and strengthen our college preparation model and laid the groundwork for further implementation next year. Specifically, our STEM team has implemented a technology class and forged a partnership with TEALS (Teaching Engineering and Literacy in Schools), which will support our implementation

of a computer science class next fall. Our Outreach Committee developed materials and a system for outreach to middle school students to encourage them and their families to consider FDA IV as a high school option.

- We have developed an attendance program that includes: regular data review and lateness monitoring, increased timely outreach to families, town hall assemblies that include recognition and awards, incentives, and student goal-setting in Advisory.

Frederick Douglass Academy IV Secondary School is committed to relevant instruction that is academically rigorous and offers students opportunities for “productive struggle.” We believe that students learn best when they are highly engaged in relevant instruction that makes connections to the real world. As a school wide community, we are actively engaged in exploration and implementation of the following approaches to promote higher-level thinking and participation:

- We are continuing with our school wide emphasis on Danielson Domain Component 3b. Questioning and Discussion using Webb’s DOK to design questioning and lessons that promote high-level thinking and active participation.
- We are focusing on Danielson Domain Component 3c. Engagement through professional development, with an emphasis on defining engagement and identifying how to plan for it.
- We are using Accountable Talk prompts, Stop and Jot and Turn and Talk to promote student engagement and participation.
- Teachers are using strategic grouping and partnering, as well as seating to promote productive engagement and participation.
- Teachers are implementing inquiry protocols for students to pose their own questions and incorporating roles for group members and rubrics to promote productive group work.
- Our lesson planning includes planning for “productive struggle” by asking students to work independently for longer period of time.
- In all classrooms, our teachers promote deeper thinking and participation through multiple means. Our students are more engaged and also achieving higher grades, especially in the classes where teachers are more experienced with these strategies. We are promoting classes with promising practices as models for intervisitation.

In all classrooms, teachers use formative assessment techniques to gauge student learning and progress and group students and adjust instruction according to their findings. In addition, teachers individualize instruction and address students’ needs based on their progress on a specific skill in the moment during class and on a weekly basis. Based on their findings, teachers may recommend and/or implement individual tutoring before, after or during school. Our students have become more self-reflective and set their own goals through their review of their own data in advisory and other ELT sessions.

To further support our efforts to developing school wide strategies to build student engagement and skills, we are partnering with the following organizations:

- Teachers College-Center for the Professional Education of Teachers: Through a state funded grant award, FDA IV has entered into a 3-year partnership with CPET Teachers College to support the school with goals of curricular development, instructional support and innovative solutions to the schools issues

● Teen Action-St. Nicks Alliance: FDA IV has a had a long standing relationship with St. Nicks' Alliance, a CBO that sponsors a student leadership development program, called Teen Action. Our students benefit from the program which includes leadership skill building, creative arts and social and political awareness

· Medgar Evers College: Our school has partnered with Medgar Evers' College Now Program to offer our students early college access and tutoring to support college ready skills.

· I Will Graduate: This year, FDA IV collaborated with the High School for Global Finance to offer students a journalism class sponsored by I Will Graduate, that culminated in publications

## **2. What will be the school's beliefs about student learning?**

At Frederick Douglass Academy IV Secondary School we believe that students learn best when they are highly engaged in relevant instruction that makes connections to the real world and includes hands on learning. We are committed to relevant instruction that is academically rigorous and offers students opportunities for "productive struggle." We believe that students learn best when they are highly engaged in relevant instruction that makes connections to the real world. As we move forward, we believe that this means that students need to have access to curriculum and classes that prepare them not only for college but for the the 21<sup>st</sup> century. This includes STEM education and promotion of higher level thinking skills and research.

As a school wide community, we are actively engaged in exploration and implementation of the following approaches to promote higher-level thinking and participation:

o We are continuing with our school wide emphasis on Danielson Domain Component 3b. Questioning and Discussion using Webb's DOK to design questioning and lessons that promote high-level thinking and active participation.

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o Teachers are using strategic grouping and partnering, as well as seating to promote productive engagement and participation.

o Teachers are implementing inquiry protocols for students to pose their own questions and incorporating roles for group members and rubrics to promote productive group work.

o Our lesson planning includes planning for "productive struggle" by asking students to work independently for longer period of time.

o In all classrooms, our teachers promote deeper thinking and participation through multiple means. Our students are more engaged and also achieving higher grades, especially in the classes where teachers are more experienced with these strategies. We are promoting classes with promising practices as models for intervisitation.

In all classrooms, teachers use formative assessment techniques to gauge student learning and progress and group students and adjust instruction according to their findings. In addition, teachers individualize instruction and address students' needs based on their progress on a specific skill in the moment during class and on a weekly basis. Based on their findings, teachers may recommend and/or implement individual tutoring before, after or during school. Our students have become more self-reflective and set their own goals through their review of their own data in advisory and other ELT sessions.

In addition to approaches that promote higher level thinking as outlined above, we also believe that students need to have access to curriculum and classes that prepare them for 21<sup>st</sup> century college and careers. This includes STEM education and participation in independent projects that include research.

### **3. GREAT SCHOOL'S FRAMEWORK Progress:**

Describe the elements for the Framework for Great Schools that the school made the most progress over this past year and which elements remain the most significant challenges. Be sure to include the historical progress the school has made with establishing family and community partner engagement.

This year, we are developing our approach implementation of the Framework for Great Schools into our school improvement.

Over the past year we have made the most progress in the areas of rigorous instruction and developing a supportive environment.

To maintain and strengthen rigorous instruction, our school has regularly engaged in Professional development focusing on Danielson 3c. Engagement and 3b. Questioning and Discussion. In addition, through our inquiry process, we developed and implemented school wide practices to support the CCLS in our classrooms.

As a tribute to the progress that our teacher have made in their efforts to implement rigorous and engaging instructional strategies, in April, the Quality Review rated us a score of proficient in 1.2 Pedagogy and Instruction. Additionally, the Quality Review evaluators awarded the area of 3.4 Communicating high expectations to students and family as an area of celebration. We are very pleased with this recognition of our progress in two areas that are connected to important components of the Framework for Great Schools, and we aim to continue with our efforts and achievement to support our students with their college and career readiness.

In addition, in our learning survey, 97% of students and 93% of families report being satisfied with the school culture. To create a supportive environment for all our students, we have implemented a daily advisory class with a 10-1 student to teacher ratio. Since its implementation, the number of reported disciplinary incidents has decreased significantly.

While our teachers collaborate regularly after school, and daily, in small teams or partners, we plan to implement more consistent planning periods for collaboration during the school day.

While we have made strides in this area, strong family and community ties is the area in which we are still challenged. We plan to augment our school-based practices with the support of a CBO.

Currently our CBO, Center for Supportive Schools is providing College counseling, student support services, whole school structures planning, as well as supervision of our ELT options through LEAP and the Leadership Academy.

They also provide us with a psychotherapist and counselor on site.

Historically, the school has had community partnerships with Medgar Evers College Now Program and St. Nick's Alliance who has facilitated a Teen Action program at our school. In addition, we partnered with I Will Graduate, an organization through which our students attended a journalism afterschool program in collaboration with the High School for Global Finance.

- Our STEM team is also working to build our CTE program and use of technology, including forging a partnership with TEALS (Teaching Engineering and Literacy in Schools) to be implemented next fall.

- Our Advisory Committee supports development of our advisory curriculum and program through regular meetings and consultation with our CPET Teachers College Consultant.
- FDA IV has developed programs this year to enrich and strengthen our college preparation model and laid the groundwork for further implementation next year. Specifically, our STEM team has implemented a technology class and forged a partnership with TEALS (Teaching Engineering and Literacy in Schools), which will support our implementation of a computer science class next fall. Our Outreach Committee developed materials and a system for outreach to middle school students to encourage them and their families to consider FDA IV as a high school option.

#### **4. Extended Learning Opportunities**

Our school offers a range of ELT activities to engage and support a diversity of students' needs. Starting in 9<sup>th</sup> grade, we identify and aim to serve students who need additional academic support to stay on track, or social emotional support, or desire additional learning experiences such as art, as well as students who need additional support to graduate. We currently offer college preparatory journalism classes, basketball, and for students who require opportunities for social emotional growth, we offer our Teen Action Program. These activities have been chosen to strengthen students' achievement, engagement, attendance and therefore student retention and graduation.

We offer ELT programs during the school day, after school, as well as Saturdays to capture the maximum number of students. Certified teachers teach all of these programs.

- Because our data showed that students participate most readily in ELT during the school day, we have implemented a daily advisory class for all students that addresses social emotional development, as well as academic achievement and college readiness.
- To provide ELT opportunities, we partner with Teen Action, I Will Graduate's Journalism Program, Medgar Evers' College Now.
- During ELT sessions for academic support, we use a multi-tiered approach of blended learning, small group instruction and one-to-one tutoring. We use on-line programs to individualize the work. These on-line programs also offer us and the students immediate feedback.
- Currently our ELT programs serve 100% of our students. Teachers are each using additional on-line systems and more blended learning opportunities such as Edmodo, Castle Learning, Kahn Academy and Google Applications to differentiate instruction to support the needs of the bottom third.
- Teachers are also implementing more purposeful group work and differentiation in their classes to address the needs of struggling students.
- Teacher's utilization of Castle Learning is helping struggling students improve their scores on the annual exams through an online approach.
- Our Teachers College Coaches are also supporting the use of highly individualized data and student performance profiles (see attached) to support students to identify and address their own struggles, set goals and mark progress.
- This year, we also implemented 9th period classes for students who need to accumulate credits or pass a Regent exam.
- As another step toward building the STEM program, the principal programmed a technology class this semester.

- The TC Technology Coach is supporting and training the technology class teacher to build curriculum and strategies to pilot a preliminary technology class to be more fully implemented in the fall 2015.

**3. To further support our efforts to developing school wide strategies to build student engagement and skills, we are currently partnering with the following organizations:**

- Teachers College-Center for the Professional Education of Teachers: Through a state funded grant award, FDA IV has entered into a 3-year partnership with CPET Teachers College to support eh school with goals of curricular development, instructional support and innovative solutions to the schools issues
- Teen Action-St. Nicks Alliance: FDA IV has a had a long standing relationship with St. Nicks' Alliance, a CBO that sponsors a student leadership development program, called Teen Action. Our students benefit from the program which includes leadership skill building, creative arts and social and political awareness
- Medgar Evers College: Our school has partnered with Medgar Evers' College Now Program to offer our students early college access and tutoring to support college ready skills.

**We are developing these strategic partnerships to promote our vision and mission to expand STEM and creative college preparation opportunities for our students:**

- AVID (Achievement Via Individual Determination): AVID offers students research based methods to improve their academic skills and motivation to stay on track to graduation, excel and attend college. Our teachers will attend an AVID Summer Training Session in Philadelphia this summer.
- TEALS: This year, FDA IV was accepted to partner with TEALS (Technology, Education and Literacy in Schools) to build our STEAM (Science, Technology, Engineering, Arts and Math) program for next year. In the Fall of 2015, TEALS will support the school to implement a Computer Science class as a step towards our vision of FDA IV as a STEAM high school that offers a CTE technology component.
- Opening Act: Opening Act partners with select schools around the city to work with students after school to develop their dramatic abilities and write and direct their own plays. Students also have a range of additional opportunities through Opening Act such as participation on a leadership committee and performance in an off-Broadway theater.
- Superintendent's Office District 13: Our superintendent's Office has always supported our school with recommendations and consultation.
- Network Support: FDA IV has benefitted from its partnership with Network 611. Our network achievement coach and leadership play a supporting role at our school, providing resources and coaching.

Through its School Renewal Grant, FDA IV will be partnering with a Community Based Organization next Fall and receive additional district support. **Our school wide goals are:**

- During the 2015-16, teachers will collaborate to enhance the existing CCLS aligned curricula which will increase the progress toward graduation rate from 41.5% to 51.2%.
- Throughout the 2015-16 school year teachers 100% of teachers will collaborate in teacher teams across grades and subjects to engage in inquiry around student data and curriculum analyze data, with a focus of improving teacher practice and student achievement, as evidenced by increased MOTP scores in Danielson 1e, 3b, 3c, 3d, and increases in Regents Completion rate from 42.4%-42.5%.

- During the 2015-16 school year the school leaders will collaborate to develop systems and structures for teacher collaboration and student support services resulting in an increase in the graduation rate from 61.5% to 66%.
- During the 2015-16 school year, the school's PBIS team, in collaboration with the school's Community Based Organization (CBO) will continue to develop and implement positive interventions and supports, decreasing our discipline referrals, including suspension rates and resulting in movement from 80% overall attendance to 83.7%.
- During the 2015-16 school year the school leaders will collaborate to develop systems and structures for teacher collaboration and student support services resulting in an increase in the graduation rate from 61.5% to 66%
- Throughout the 2015-16 school year, guidance and the parent coordinator, in collaboration with the school's CBO, will organize and sponsor monthly events around college and career readiness and topics of community interest for families, which will result in 10% increase in attendance to events.

For the students who need to improve their academic achievement and achieve proficiency in certain areas, we are focusing on the following goals:

- By June 2015, 9<sup>th</sup> grade students who attend ELT will accumulate at least 10 credits by end of June 2015
- By June 2015, 80% of students who attend ELT will increase their achievement on a Regents exam in a subject area will score a 75% or above.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>3.2 Based on a baseline score of Developing on 1.1 Curriculum on the Quality Review rubric, our principal, with plans to renew his review and supervision of the quality implementation of a systematic plan of rigorous and coherent curricula to ensure and support the quality implementation of a systematic plan of rigorous and coherent curricula that is aligned to the CCLS and adapted for student needs.</p>		
<p>3.3 Our teachers will continue to use school-wide unit and lesson templates develop and analyze student data to ensure that unit and lesson plans include differentiation based on DDI to address student achievement needs.</p>		
<p>3.4 The school leader and teachers will implement a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</p>		
<p>3.5 Based on a score of Developing in 2.2, Teachers need to implement a comprehensive school-wide system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</p>		

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

At FDAIV, we believe that students learn best when they are highly engaged and motivated by the content. Students are more motivated to build necessary skills, if they are engaged in the material.

Our theory of action supports the development of engaging curriculum through robust teacher collaboration:

If : If teachers collaborate in creating a rigorously challenging CCLS-aligned interdisciplinary curriculum through long-range planning,

Then : Students will develop literacy & analytical skills to support arguments in discussions and writings.

### Curriculum:

Each discipline will offer motivating and engaging electives to engage a variety of students, especially for juniors and seniors. By the beginning of year 2, FDA IV will have CCLS aligned curriculum, including at least 2 interdisciplinary assessment tasks per grade. We will have implemented Universal Design for Learning with support from the academic programs TEALS and AVID. Students will be scaffolded by grade level to become proficient and college ready by the end of 12th grade in the following:

Close reading using annotation, crafting an argument essay, with relevant evidence and logical reasoning annotations.

Each content area's grade level will use a CCLS aligned grade-level curriculum, adapted to suit our school and students' needs created from a combination of the following:

- adapted curricula and units from EngageNY
- proven college-ready high schools
- teacher-created based on CCLS standards, with supervision
- Curricula adaptations will be consistently informed by regular data review, based on daily, weekly and monthly formative assessments.

- We evaluate the effectiveness of curricula through a strategic combination of measures and means, including but not limited to: consultant-led evaluation of curriculum using the EQUIP (Tri State) rubric, peer and supervisory feedback, and a close focus on the standards.
- Teachers will create instructional groups (homo or heterogeneous) based on current abilities and needs.
- Instructional shifts will be evidenced in unit plans or curriculum maps written as adapted and honed by individual instructors.
- Argumentation will be a cornerstone of the curriculum in many forms, including debate.
- Schoolwide, AVID will support our school's scaffolding of the curriculum and differentiation, as well as frame consistent school wide approaches.
- TEAL implementation (fall 2015) will drive development of a rigorous CTE technology curriculum. We are building to a CTE program in technology for year 3. (2016-17)
- In addition, teachers will be trained in AP courses to implement in Fall 2016.

Assessment:

- Curriculum embedded teacher created or adapted assessments will be administered to track individual student progress weekly during units, at the end of each unit, as well as periodically as benchmarks, and summatively at the end of the semester and year.
- Periodic and end of unit assessments may also be aligned with Assessments will also be aligned with EOY summative assessments and offer important information about student progress toward them.
- Data from assessments will be used daily by classroom teachers, weekly by teams at department meetings and grade team meetings and periodically

Pedagogy & Multiple Entry Points:

Classrooms will be student-centered with teacher as facilitator, incorporating multiple entry points by use of: visuals and media, hands on approaches, scaffolding with templates, and student access to technology as a tool for individualization. Small purposeful groups (with defined roles) with multiple entry points. Classes will be small and heterogeneous.

- Teachers need to have personal knowledge of the students and how they learn so they can make personalized instruction for them through the use of print and media.
- Teachers will incorporate multiple entry points to build skills, including speaking and listening strategies such as Socratic seminar, debate, trials, presentations, drama and use of technology.
- Using multiple and formative assessments include student self, peer assessment and daily checks for understanding. The data will be collected and preserved in each class and analyzed by the teacher to assess student progress. The data will also be used adjust instruction based upon assessment results. Data can also be used in inquiry meetings to receive feedback from other teachers in order to ensure better teaching practices.

- Our Expanded learning Time offerings include both AIS-Intervention services to support struggling learners, or students who are in danger of not staying on track, as well as additional rigorous academic offerings such as robotics, debate or forensics.
- 67% of students will be at college readiness in English and Math by year two .
- We aspire to achieve a graduation rate of at least 66% by year 2.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16, teachers will collaborate to enhance the existing CCLS aligned curricula which will increase the progress toward graduation rate from 41.5% to 51.2%.

**Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>			
<p>We will need time and scheduling for teachers to engage in the following:</p> <ul style="list-style-type: none"> <li>● All teachers: bi-monthly curriculum planning meetings across disciplines for all teachers</li> <li>● Weekly planning meetings for Departments and Collaborative teaching partnerships</li> </ul>	Whole faculty	weekly/bi-monthly  Sept.June	Principal oversees and supervises  TCCPET Coaches implement and oversee planning and activities

<ul style="list-style-type: none"> <li>• bi-monthly inquiry sessions with whole faculty</li> <li>• For Administration: Monthly Curriculum co-reviews scheduled for administration and coaches</li> </ul> <p>We will need to include common planning time for teachers to meet at least 3 times per week in the following combinations:</p> <ul style="list-style-type: none"> <li>• ICT Teams</li> <li>• Collaborative Teaching partnerships</li> <li>• Departments</li> <li>• Grade Teams</li> </ul>			
Research and offer overage, undercredited students optional paths toward graduation such as alternative school settings	Overage under-credited students	Sept.-December	Guidance counselor and CSD Principal supervises
Monthly meetings for families to understand graduation requirements, College preparation and the college process	Families	Sept.-June	CSD, Parent Coordinator

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We have implemented 7th period common planning on a daily basis.											
We have bought new curricula, including the 9 & 10 grade Collections series											
We are using our SIF funds to hire coaches											
We have allocated SIF funds for per session planning time for teachers											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 60% of students will be on track for graduation.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>5.3 Based on an Ineffective rating on our state ITT review, this is an area in which we’d like to develop:</p> <p>The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</p> <p>We have hired a CBO, Center for Supportive Schools, to build communication with families and communities to</p> <p>The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</p>		

5.4 As a school community we are committed to offering families and community members training to support student emotional and social growth. We will hold Pd sessions and offer families training. This tenet is a focus of ours for the year, since we received a score of developing in it: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

5.5 we plan to develop new systems and routines to share data to promote dialogue among parents, students, and school community members centered on student learning and success to encourage and empowers families to understand and advocate for appropriate support services for their children is an important part of becoming partners with our students' families to truly promote their growth

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Upon completion of the Renewal program, our school envisions the following being in place:

- School stakeholders will unanimously describe the school as an environment that supports each student's individual social-emotional growth and develops his or her potential. Students at FDA IV report feeling feel safe, supported and acknowledged by their teachers and the school's administrators.

- Positive Behavior Interventions and Supports (PBIS) will be implemented in our school, with weekly meetings held to address issues and adjust our approaches.

The CBO partnership will be an important component of addressing all aspects of creating a supportive environment:

- The coordinated approaches to guidance and discipline will mutually support each other.

- In collaboration with the CBO staff, our school leaders and staff will coordinate systems and structures, routines and rituals for personalized attendance, guidance, discipline and advisement for all students.

- In addition, the CBO will collaborate to provide family focused services for college and career guidance and outreach.

- In addition, our students will continue to plan and lead events through participation in COSA.

- Students will be included in our school-wide decision making through representatives at each grade level as well as publication of student updates and articles on our website.

- We aim to be more proactive in promoting students social and emotional health.and emotional skills by further developing and/or implementing the following measures:
  - -Continued development of our Advisory Program
  - -Individualized Counseling opportunities
  - -Support Group Offerings
  - -Afterschool Opportunities including arts and leadership development (A few examples include Teen Action and Opening Acts Drama program)
  - -Our PBIS approach will also support students’ social emotional growth
- We will continue to ask students to reflect on their own data, progress and set goals during Advisory classes on a weekly basis.
- We will measure students’ increased social-emotional development by improved attendance and discipline referral rates, positive outcomes on Learning Environment and other surveys.
- Our goal is for our most chronically absent students will attend school 10% more often by the end of 2016.
- Overall, we aim for our attendance rate to be at least 5% better by grade level at this time next year:
  - 9th grade: 80%
  - 10th grade:90%
  - 11th grade:90%
  - 12th grade:75%

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16 school year, the school’s PBIS team, in collaboration with the school’s Community Based Organization ( CBO) will continue to develop and implement positive interventions and supports, decreasing our discipline referrals, including suspension rates and resulting in movement from 80% overall attendance to 83.7%.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>5.2 Leadership, teachers and PBIS team will evaluate the PBIS approach in the school to make recommendations for improvements for SY 2015-16.</p> <p>CBO staff will engage in these meetings.</p> <p>The Advisory Team will also meet to review and make recommendations for the advisory program. -</p>	<p>Tracking students:</p> <p>Bottom 3rd</p> <p>Chronic latenesses, absences and repeat offenders</p>	<p>June 30, 2015-September 2, 2015</p>	<p>PBIS Lead</p> <p>Guidance Counselor</p> <p>Principal, AP, Guidance Counselor,</p> <p>Attendance Coordinator,</p> <p>CBO Staff</p>
<p>Family Outreach meetings will be held on a monthly basis to expand family’s understanding of supportive environments both at home and school. these may include Pd on social emotional needs, teen psychology, data use, and group discussion sessions.</p>	<p>Family Members</p>	<p>Monthly starting in September</p>	<p>Guidance Counselor,</p> <p>CBO Staff</p>
<p>5.5 The school leader and student support staff will work together to use data to track students’ social and emotional developmental health needs.</p> <p>.</p>	<p>9th graders and rising seniors will be targeted first , followed by a focus on the 10th and 11th graders</p> <p>All students</p>	<p>July 2015 Leadership and support team reviews data</p> <p>Sept. 2015 PD Days before school begins</p>	<p>July: Leadership &amp; Support Team</p> <p>Preschool September PD: Whole staff</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to put this plan into action, we will need the following resources:

- CBO personnel support will consist of at least a community coordinator, attendance support coach, event planner, counselors-one male and one female for the school community
- Events planned on the calendar ahead of time for the year
- Collaborative Planning time for CBO representatives, administration and guidance to meet

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor progress on a weekly, monthly and by marking period using the following:

- ATS Attendance and Discipline data
- Parent Engagement Logs
- Skedula
- Weekly PBIS monitoring
- Kinolved data and use
- Student conferences
- Bi-monthly grade level meetings and notes

Our benchmark in January will be at least 80% attendance rates for each grade level.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>4.2/4.3 Teachers have received some positive feedback (proficient) on 1.2 on the Quality Review Rubric for their CCLS aligned instruction, however, it has been noted that we need to continue to deepen our multiple points of access for all students. In addition, we will deepen our understanding of the CCLS and its connections across disciplines.</p> <p>4.4 We recognize that this is an area of priority need for us. While our teachers and students work harmoniously together, we need to strengthen our collaborative vision and work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</p> <p>o 4.5 Teachers use some formative and summative data sources to inform planning on a daily basis individually and through weekly inquiry sessions and to foster student participation in their own learning process, primarily in Advisory classes. Based on our rating of Developing in 2.2 Assessment, on the Quality review rubric, we will continue to develop our school wide approaches to a range of both daily, weekly and periodic formative assessment use for differentiation and with students to engage them in their own learning progress</p> <p>o teacher-student conversations</p> <p>o student-student conversations</p>		

○ Teachers will be seamlessly co-teaching

● Professional Development will be highly engaging and primarily facilitated by teachers and focused on students development, instruction and developing a collaborative environment where students and teachers are empowered to make decisions and take action to improve the school, instruction and the culture.

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Within the next two years:

- Once a week, teachers meet with each other for common planning and/or data inquiry.
- There will be a rotating bi-monthly cycle where teachers can utilize data to drive and plan out appropriate instruction and teachers can meet to plan.
- Common planning at least 3 times a week will allow teachers to create DD unit plans and lessons plans that address the needs of ALL students. This planning time is critical for integrated co-teaching (ICT) courses.
- Within each plan, teachers can extensively create appropriate modifications for select students. Also, all educators within the room will have a clearly understood specific role
- Teaching and learning in the classroom looks like:
  - Student centered facilitation by teachers
  - Group work
  - Aligned formative assessments across classes
  - Differentiated approaches, including group work and technology use
  - Multiple entrypoints, including discussion, debates, presentations, technology and media use
  - Independent research about relevant topics
  - Student Choice as much as possible
  - Interdisciplinary connections
  - teacher-student conversations

o student-student conversations

o Teachers will be seamlessly co-teaching

Professional Development will be highly engaging and primarily facilitated by teachers and focused on students development, instruction and developing a collaborative environment where students and teachers are empowered to make decisions and take action to improve the school, instruction and the culture.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Throughout the 2015-16 school year teachers 100% of teachers will collaborate in teacher teams across grades and subjects to engage in inquiry around student data and curriculum analyze data. with a focus of improving teacher practice and student achievement, as evidenced by increased MOTP scores in Danielson 1e, 3b, 3c, 3d, and increases in Regents Completion rate from 42.4%-42.5%.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>.2/4.3 To continue to deepen our implementation of the CCLS to create multiple points of access for all students, we will engage in professional development and collaborative planning of CCLS aligned units and project, in alignment with our theory of action.</p>	<p>All teachers/ all students  target SWD students/  bottom third</p>	<p>Sept ½ PD and planning session  Bi-weekly interdisciplinary planning of CCLS aligned units</p>	<p>Lead Teachers  CPET Coaches  Principal monitors</p>
<p>4 .4 Our students and teachers will work together to implement a program/plan to create a learning environment that is responsive to students’ varied</p>	<p>All students/</p>	<p>Starting in mid-Sept. and</p>	<p>All students/</p>

experiences and tailored to the strengths and needs of all students. This will take place through weekly collaborative ICT partner planning and monthly student representation and feedback on SLT 7	SWD and highly proficient students	continuing on a monthly basis:  student representatives will meet with SLT  ICT partners will co-plan 1 time per week	COSA participants &  Student representatives  ICT partners
4.5 We will continue to develop our school wide approaches to a range of both daily, weekly and periodic formative assessment use for differentiation and with students to engage them in their own learning progress.  Teachers will use standards based assessments and data at bi-weekly inquiry meetings and through conferencing and goal-setting with students using their data, both in subject classes and Advisory.	Bottom third/SPED students/  boys	Starting in Sept. and occurring regularly during the year:  bi-weekly inquiry team work  Sept. & end of MP's:  conferences with students	All teachers  All students
Families will be invited to visit the school during the day to observe teacher teams in action	Parents	Once a month/  PTC days  SLT meetings	Teacher Teams

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to develop more opportunities for teachers to collaboratively plan, the schedule will need to include at least 3 weekly co-planning periods to accommodate ICT, departmental and grade level team meetings.											
<ul style="list-style-type: none"> <li>Teachers will need access to data and training on accessing it.</li> <li>Teachers will assess their teams' collaboration 3 times throughout the year to assess progress.</li> </ul>											
Students will need support to develop capacity as leaders and representatives											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By the end of August, we will expect that a schedule will be in place that includes collaborative meeting time for teachers
- Teachers will fill out a team assessment survey in September, January and June to mark progress in collaborative team development.
- In January we will expect that all teams have met on schedule throughout the first MP.

By February, we expect that all teachers annual curriculum maps will be revised and edited, units for first marking period semester 2 will be completed by all teachers.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> and <u>I</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>2.2 The school leader has not only ensured that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP), but the entire staff has co-created the document. The school leader plans to expand the collaborative development and understanding of the document by sharing it with the SLT, online with families and community and through discussion and revision about the document.</p> <p>2.3 Based on our ITT State Review in January, 2015, we have noted that we need to improve how our community effectively uses evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined by the framework for Great Schools in the RSCEP. The principal plans to support and incorporate more regular collaborative data review into his meetings with guidance and SLT members, as well as teachers.</p> <p>2.4 The principal regularly reviews student achievement data and will deepen his efforts to collaborate with the Guidance department, students, teachers and families to collaboratively review report student progress mid-marking period and report card data promptly as they are completed.</p>		

**Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will share the school mission and vision in a number of ways:

- Postings throughout school
- At parent meetings throughout the year, including curriculum night in September
- At PTA Meetings and additional parent options
- Bi-Monthly e-mails and updates
- Various electronic approaches including:
- Our school's external and internal websites
- Regular e-mail communication with staff
- Messaging and texts
- The school leaders will meet as an SLT body on a monthly basis to review the school's data and progress. The findings will be communicated with the entire staff at their weekly Pd sessions. The CBO partner will also be a member of these meetings.
- The school leader will ensure that the CBO partnership is strong by including the CBO representatives by meeting regularly with all support organization representatives. At these meetings, all stakeholders will review data, including attendance, scholarship reports and ELT data.
- In addition, all school support organizations will report their activities and progress on a collaborative Google document to track work being done by all parties. This documentation will be reviewed weekly by the principal.

The school leader will organize the school schedule and program by continuing with the approach that he consistently takes: reviewing all students' transcripts and needs to develop an individualized program for each student. teachers' programs will include classes that are necessary for their progress toward graduation.

- The school will support shared accountability for academic, behavioral, Social Emotional Learning (SEL), and attendance data with a number of systems in place:
- Attendance data will be shared daily on Skedula and with Kinolved, an app based system for daily attendance and outreach.
- Behavioral and SEL data will be shared through a few avenues:

-Teacher team grade level meetings on a weekly basis

- SLT meeting updates by committee representatives on a monthly basis

- Our school leaders will continue with their approach to conducting observations by scheduling their observations on a weekly basis and meeting with teachers to debrief directly after their observations. The principal and Assistant Principal will each conduct observations in their subject areas of expertise.
- The data from observations will be used to inform a professional development and various methods will be employed, such as modeling and coaching
- All school leaders will offer individualized, specific feedback to each teacher after every observation, and then follow up with another observation to monitor the teacher’s progress and implementation of strategies. The leader will also include instructional coaches in feedback meetings with teachers to ensure that all support aligns with observational feedback
- Our DSR and SIF Instructional Coach will collaborate with the principal and assistant principal to support teachers’ growth based on the principal’s observational feedback and monitoring.
- The principal will delegate responsibility, clarify decision making authority and building organizational and instructional capacity and accountability for all staff members.
  - Plans for longitudinal data analysis to measure short and long-term progress will be driven by the school leaders and aligned to the RSCEP.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-16 school year the school leaders will collaborate to develop systems and structures for teacher collaboration and student support services resulting in an increase in the graduation rate from 61.5% to 66%.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Our school leader will continue to lead implementation of research based instructional programs, professional development, and/or systems and structures needed to impact change using TEALS, AVID and additional on-site and off-site professional development offerings through the District, professional organizations, and Teachers College.</p>	<p>All teachers to support and differentiate for all students</p>	<p>July AVID Institute  September-June Weekly Pd sessions</p>	<p>SIF partner-TC CPET  Teacher Leaders/Professional Development team</p>
<p>Our school leader will ensure that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision by articulating it to the incoming students’ families at the end of June, ensuring that the final SMART GOALS are shared with staff electronically and as a hard copy.</p>	<p>Families/Faculty</p>	<p>06. 2015-2016  June 30 new student/families meeting  09.02-03 Faculty PD Weekly faculty meetings/  newsletters &amp; electronic updates</p>	<p>Principal with assistance from school staff</p>
<p>Our school leader will make strategic decisions to organize programmatic, human, and fiscal capital resources.</p>	<p>High performing and bottom third students</p>	<p>June &amp; July 2015</p>	<p>Principal, DSR and Superintendent</p>

Our school leader will use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP by leading regular weekly and bi-monthly meetings with SLT, and joint CBO and PBIS/Attendance Committee using protocols to review data and plan action steps based on findings. (These meetings will focus on data about student achievement, curriculum and teacher practices; community/family engagement; and student social and emotional developmental)	Bottom third and all students	July and August 2015  weekly and bi-monthly during school year	Principal, SLT,  SIF Partner-TC CPET
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Renewal and priority funding; distributed leadership with teachers training and turn-keying, SIF funded coaches training and supporting teachers and teacher leaders, CSD organizing and facilitating meetings											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, at the end of the first semester 60% of students overall will be on track.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	I
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>6.3 This is an area in which we received an Ineffective. We’d like to develop: effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</p>		
<p>6.4 As a school community we are committed to offering families and community members training to support student emotional and social growth. We see offering this type of training as an important way to grow our community’s partnership with families to support our students’ social and emotional development. We plan to engage community agencies to promote and provide training across all areas to support student success.</p>		
<p>6.5 we plan to develop new systems and routines to share data to promote dialogue among parents, students, and school community members centered on student learning and success to encourage and empowers families to understand and advocate for appropriate support services for their children is an important part of becoming partners with our students’ families to truly promote their growth.</p>		

**Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

- The school leader sends a bi-monthly letter to parents posted on-line and sent home via e-mail.
- In the beginning of each school year, our staff and school safety officers will participate in a school wide discussion about creating a welcoming environment. Students and staff members will be expected to greet visitors and students will be welcomed at the door when they enter the school building each morning.
- Events for families and community members will be regularly held, posted and advertised around the school in newsletters and on line. In addition, text messages, instant messaging and phone calls will be used.
- From the beginning of the school year teachers will send home and post on line their syllabii and plans. On open school night in September, teachers will present their curriculum to parents.
- Parents will be given e-mail and phone access to teachers and advisors. Advisors will regularly communicate with parents about their child's progress.
- Advisors will solicit email addresses of parents during parent orientation, and will provide students with a scholar information sheet to be completed and signed by students and parents to be returned by the next day. Students will be given vouchers as an incentive to encourage them to return the documents.
- Parents will be provided with an email address created by each advisor. The emails are linked to the school website and Skedula to ensure that parents remain actively involved in their children's education.
- Parent Coordinator will schedule periodic technology 101 workshop session to ensure parents' familiarity with the system.
- Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. the school will provide appropriate and timely interventions, in collaboration with the school's CBO.
- There will be an area in the Community Room dedicated to meetings with parents and with a computer for accessing data and internet information. In addition, information will be regularly posted on line for community access.
- Advisors and teachers will meet with parents on open school night in September and then opportunities will be offered at the end of every marking period to meet with teachers.
- Periodic reviews will be conducted by Quality Reviewer, central team, superintendent, DSR, and/or PLF to ensure that instructional and student support interventions are implemented with fidelity, have the intended impact on student achievement, and are modified.

- Families and guardians as well community members will be invited to participate in regular events at the school. These will be held regularly on the same day of the month and will include workshops and useful information sessions, such as the college process, technology training, data use, teen development, guest speakers, and college classes
- Teachers will collaborate with the Parent Coordinator to ensure that students' data on the information blue card is accurate at all times. In September, students will be required to provide contact information that can be verified and validated during advisory. Teachers will share updated information obtained directly from parents during parent engagement, parent teacher conferences etc.
- The school will collaborate with families and CBOs to train staff and parents to increase parental support of their children's academic, social, and emotional growth.
- Teachers and parents in their focus groups will participate in PD to develop home-school partnerships so that both parties are able to work together to support student achievement.
- Students and families will be provided with access to local service agencies to which regularly as needed to be referred for services.
- expectations around high school and/or college and career readiness are communicated to families who are provided support in understanding and helping their children meet those expectations.
- Early warning systems will be established that include attendance, academic performance, and behavior monitoring to identify students at-risk. the school will provide appropriate and timely interventions, in collaboration with the school's CBO.
- Teacher training will be provided to create partnerships with families to promote a strong home-school connection, which will positively impact student achievement and social and emotional growth.
- The school's efforts to share data about students' academic and social progress with families will increase by 10 % as evident in the provision of training and support for parents to access, interpret, and use data to engage in their children's education.

The school will be able to share data in ways that enable parents to advocate for their children's needs to assist students' social and emotional development and academic achievement.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Throughout the 2015-16 school year school leaders in collaboration with the school's CBO will organize and sponsor monthly events around college and career readiness and topics of community interest for families which will result in 10% increase in attendance to events.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>6.3 Schoolwide, Teachers will reach out to the families of their advisees and school will schedule an open school night and meet the teachers in September.</p> <p>Parents will be invited to fill out a survey about their children to identify their strengths and talents. Students will do the same in Advisory.</p> <p>Parents will be invited to open school events each marking period.</p>	<p>Students with special needs, lowest 3rd performers</p>	<p>Sept. Open house/ Every 6 weeks open house and P-T meetings</p>	<p>Parent Coordinator Guidance Counselor Teachers</p>
<p>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</p>	<p>All parents</p>	<p>Monthly starting in Sept.</p>	<p>Monthly starting in September</p>
<p>6.5 The school will offer parents access to student data at PTA meetings, P-T conferences and other school events to promote dialogue among parents, students, and school community members centered on student learning and success and encouraging and empowering families to understand and use data to advocate for appropriate support services for their children.</p> <p>All Parents-especially incoming 9th grade parents parents of SPED students and bottom third performers</p>	<p>All Parents-especially incoming 9th grade parents parents of SPED students and bottom third performers</p>	<p>July-August Schedule workshops for parents and families Sept. PTA meeting Marking period's parent teacher conferences</p>	<p>CBO DSR Guidance Counselor Parent Coordinator TC Coach</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our renewal and priority funding											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly, the Parent Coordinator and Outreach committee will review event attendance data to assess progress toward goal of 10% increase in attendance to community events and share results with the principal and whole staff.  Parent feedback and surveys will be regularly collected and reviewed
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
For the students who need to improve their academic achievement and achieve proficiency in certain areas, we are focusing on the following goals:
<ul style="list-style-type: none"> <li>● By June 2015, 9<sup>th</sup> grade students who attend ELT will accumulate at least 10 credits by end of June 2016</li> </ul>
By June 2016, 80% of students who attend ELT will increase their achievement on a Regents exam in a subject area will score a 75% or above

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
While we program some students for additional ELT academic support, based on need, we also aim to serve students' social emotional needs as well as provide highly engaging enriching experiences to all students, by offering voluntary sessions.				
To actively encourage student participation, with the goal of serving at least 50% of students, we will continue to implement the following engaging approaches:				
As a renewal school, we have programmed students for ELT 9th period every day. Students are programmed for classes to support the skill building needed for them to pass classes toward graduation, be successful on Regents exams, or accelerate.				
In addition:				
<ul style="list-style-type: none"> <li>● We offer ELT programs during the school day, after school, as well as Saturdays to capture the maximum number of students.</li> </ul>				

- Because our data showed that students participate most readily in ELT during the school day, we have implemented a daily advisory class for all students that addresses social emotional development, as well as academic achievement and college readiness.
- We will seek out high quality, relevant ELT classes for students, taught by engaging instructors
- During ELT sessions for academic support, we use a multi-tiered approach of blended learning, small group instruction and one-to-one tutoring that work well for students and addresses the needs of a variety of learners. We use on-line programs to individualize the work. These on-line programs also offer us and the student's immediate feedback.
- Teachers are each using additional on-line systems and more blended learning opportunities such as Edmodo, Castle Learning, Kahn Academy and Google Applications to differentiate instruction to support the needs of the bottom third.
- We polled students to adjust our offerings for their responses.

We will deepen our current outreach approaches to reach as many students a possible:

- Students will present work from all ELT courses during assemblies and open house "finale" club meetings at the end of each marking period and semester.
- Clubs and ELT offerings will be advertised and posted on our school website and as posters on our school walls and on a bulletin board.
- Students will make announcements about clubs during advisory and over the PA system
- The journalism club will publish a newspaper that will publicize clubs' activities.

### **Part 3 – ELT Program Description**

**Target Population:** The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

\_\_\_ The school is funded by a School Improvement Grant (SIG). The ELT program will be offered to all students at the school with the goal of serving a minimum of fifty percent of students.

\_\_x\_\_ The school is funded by a School Innovation Fund (SIF) grant. The ELT program will be offered to all students identified for Academic Intervention Services (AIS) with a goal of serving a minimum of fifty percent of those students.

\_\_\_ The school is not funded by SIG. The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

\_\_x\_\_ The school is Renewal School or an Out of Time (OOT) school. ELT must be offered to every student; the program is compulsory. At this point, our school is currently using the following strategies to increase time on task and offer ELT Services to all students:

Our Saturday Academies, After School Programs, Lunch and Learns, and Zero Period Programming offer students an opportunity to receive additional support for Common Core subjects. These services specifically target AIS students, at risk students, and struggling students.

In addition, we scheduled an additional daily 9th period class and programmed students who need to make up credit. (9th period class is taught by NYS certified instructors and will be next year as well.

In February 2015, we also scheduled and implemented a daily advisory period for all students that includes individualized ELT time. This offers all students an opportunity to develop deepened relationships with staff members and in turn the staff gets to know each student differently

Guidance Services are also used to help struggling students and increase the likelihood they will graduate high school in a 4 year span and will be able to meet College and Career Readiness standards.

For next year, we aim to offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. These will include a drama program sponsored by Opening Acts, a photography or video class, music and basketball.

Our CBO staff will work during and after the school day and be able to use a space in the school to prepare for their club and meet with students.

To support our ELT offerings we are currently partnering with the following organizations:

- Teachers College-Center for the Professional Education of Teachers: Through a state funded grant award, FDA IV has entered into a 3-year partnership with CPET Teachers College to support the school with goals of curricular development, instructional support and innovative solutions to the schools issues
- Teen Action-St. Nicks Alliance: FDA IV has a had a long standing relationship with St. Nicks' Alliance, a CBO that sponsors a student leadership development program, called Teen Action. Our students benefit from the program which includes leadership skill building, creative arts and social and political awareness
- Medgar Evers College: Our school has partnered with Medgar Evers' College Now Program to offer our students early college access and tutoring to support college ready skills.

Next year, in addition to CBO offerings, we plan to broaden our ELT options to engage as many students as possible, by partnering with the following organizations:

- **AVID (Achievement Via Individual Determination):** AVID offers students research based methods to improve their academic skills and motivation to stay on track to graduation, excel and attend college. Our teachers will attend an AVID Summer Training Session in Philadelphia this summer.
- **TEALS:** This year, FDA IV was accepted to partner with TEALS (Technology, Education and Literacy in Schools) to build our STEAM (Science, Technology, Engineering, Arts and Math) program for next year. In the Fall of 2015, TEALS will support the school to implement a Computer Science class as a step towards our vision of FDA IV as a STEAM high school that offers a CTE technology component.

● **Opening Act:** Opening Act partners with select schools around the city to work with students after school to develop their dramatic abilities and write and direct their own plays. Students also have a range of additional opportunities through Opening Act such as participation on a leadership committee and performance in an off-Broadway theater.

For next year, we aim to offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. These will include the drama program sponsored by Opening Acts, a photography or video class, music and basketball.

Outreach to families will include:

- Updates and reminders about clubs through phone calls, e-mails, texts and special presentations by each club.
- Letters to students and families
- Outreach at parent teacher conferences and other events
- Postings on website and twitter
- Presentations of student work from ELT activities

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The Principal will be responsible for final oversight of the program. Many members of our community will play a role in implementation of the program. We envision our CBO coordinating, overseeing and providing a number of services including art and music classes, a STEM offering such as robotics, SAT preparation such as Princeton Review, and additional sports. CBO Coordinator will oversee and coordinate the ELT offerings.

CBO staff will be utilized to teach and facilitate the offerings.

We will continue to offer a 9th period class, as required ELT classes, taught by certified instructors, including our own faculty .

**Part 4b.** Timeline for implementation and completion, including start and end dates.

The program will be finalized over the summer and by September it will be implemented with adjustments made in January for the second semester which ends in June.

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

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We will utilize our renewal funding and seek additional teachers for our 9th period offerings as needed.

We will hire additional ELT staff to teach ELT elective choices, such as the arts and sports, through our CBO.

We added 9th period to our schedule in February 2015 to establish our ELT 9th period for 2015-16.

We will also utilize our SIF grant funds.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Each marking period, administration and teachers, with support from ELT staff members, will review students’ report cards, attendance, and any discipline referrals to note progress and evaluate if any adjustments to ELT need to be made. In addition, each semester, students’ report cards will be reviewed and adjustments may be made to their programs and ELT classes.

By February, 75% of students enrolled in a subject area ELT class will be scoring at least 70% in both classes that they take in that subject area.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

During the 2015-16 school year the school leaders will collaborate to develop systems and structures for teacher collaboration and student support services resulting in an increase in the graduation rate from 61.5% to 66%.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population to be served by the Community School program consists of all of our 9-12 grade scholars.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

FDA IV will start its Renewal partnership with its CBO, Center for Supportive School and

Teacher’s College Center for the Professional Education of Teachers will continue to provide support instructionally and innovative solutions to a variety of issues.

Center for Supportive Schools will hire additional ELT staff for our 9th period elective classes, as our students will benefit from leadership skill building, creative arts and special political awareness.

Medgar Evers College will continue to serve our students in the College Now Program by providing them with early college access and tutoring to support college readiness skills.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The following key personnel will be involved with the program:

In the fall the Guidance Counselor, CSD, Carlos Velasquez, in collaboration with the Parent Coordinator, will schedule sessions for parents to come to the school to plan the college preparation component. Our selected community based organization partners will join in on this endeavor as well.

Avid will be offering our students research based methods to improve their academic skills and motivation to stay on track to graduation, excel and attend college.

TEALS (Technology Education and Computer Science) will support students' understanding and use of technology and computer science.

Opening Act will provide exposure to our students in the area of drama and develop students abilities in that area. Students will be able to write and direct their own plays. In addition students will participate in leadership committees and performance in and off Broadway theaters.

We are planning for our CBO, or a subcontracted organization to offer both additional afterschool programs, specifically in technology, arts and athletics, as well as college readiness preparation such as SAT prep. and college trips and counseling.

We will evaluate the effectiveness of the program with the following measures:

- tracking attendance to programs
- tracking correlation between overall school attendance with regular attendance to specific offerings
- tracking correlation of students' grades and credit accumulation with regular attendance to specific offerings.

At the end of the school year, we will analyze and evaluate the effects of ELT participation on student achievement and our graduation rate goal.

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

As we add a 9th period class to our schedule to accommodate for the additional required hour of instructional time required for Renewal Schools, we will offer our ELT offerings at 4 pm and also include some offerings during lunchtime to encourage as many students as possible to participate.

To staff our Community School program, we will utilize counselors, tutors and ELT teachers provided by our CBO.

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

We will plan for our programming over the summer starting on June 29th and 30, and continuing during our Renewal Schools week-long professional development in July. Over the month of July and early August we will convene planning meetings that include our CBO representatives, school leadership, Teacher Leader and TC CPET lead partner to finalize the offerings and ELT plan for the school year. Then, during our September first and second professional development days before school starts, the leadership, including teacher leader, and CBO representatives will present

the plans to the entire faculty. The Community School offerings will begin in September 2015, with the plan for a few offerings to include additional summer opportunities for students to pursue over the summer.

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>· 9th grade students who scored below a 302 on their 8th grade ELA exam</li> <li>· Students who failed the Regents exam</li> <li>· Other 10-12 graders who are in danger of failing or have failed a class</li> </ul>	<ul style="list-style-type: none"> <li>· Literacy Skill Development at Saturday Academy</li> <li>· Open Writing Lab every day with teacher support to work on writing skills</li> </ul>	<ul style="list-style-type: none"> <li>· Services are offered both in small groups and also include 1-1 tutoring</li> </ul>	<ul style="list-style-type: none"> <li>· Saturday Academy is from 9-12 pm every Saturday</li> <li>· Writing Lab is open and staffed by our lead ELA teacher on a daily basis for one period.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>· 9<sup>th</sup> grade students who scored below a 298 on their 8<sup>th</sup> grade Math exam.</li> <li>· Students who failed the Regents exam.</li> <li>· Other 10-12 graders who are at risk of failing or have failed a class</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment program in Algebra</li> <li>Math Support on Saturdays</li> <li>Additional Algebra and Geometry support is available Tuesdays and Thursdays afterschool</li> </ul>	<ul style="list-style-type: none"> <li>· Services are offered in small groups and also as 1-1 tutoring</li> </ul>	<ul style="list-style-type: none"> <li>· Saturday Academy is from 9-12 pm every Saturday</li> <li>· Our math AP tutors and works with small groups after school two days a week</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Students who failed the Regents exam.</li> <li>· Other 10-12 graders who are at risk of failing or have failed a science class</li> </ul>	<ul style="list-style-type: none"> <li>Science support is available at Saturday Academy</li> <li>· Tutoring individually and in small groups during the school day</li> </ul>	<ul style="list-style-type: none"> <li>· Services are offered in small group and also as 1-1 tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Saturday Academy is from 9-12 pm every Saturday</li> <li>· Our lead science teacher tutors and works with small groups during school every day</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Students who failed the Regents exam.</li> </ul>	<ul style="list-style-type: none"> <li>Social studies support is available at Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>· Services are offered in small group and also as 1-1 tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Saturday Academy is from 9-12 pm every Saturday</li> </ul>

	<ul style="list-style-type: none"> <li>· Other 10-12 graders who are at risk of failing or have failed a social studies class</li> </ul>	<ul style="list-style-type: none"> <li>· Tutoring individually and in small groups after school</li> </ul>		
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	<p>Students identified as having social and/or emotional issues by teachers, parents, or the guidance counselor</p>	<p>Students meet with guidance counselor regularly in support groups one on one, and on an as-needed basis.</p> <ul style="list-style-type: none"> <li>· Teen Action also offers after-school support for students in a group setting</li> </ul>	<p>Services are offered in small group and also as 1-1 counseling sessions</p>	<p>Services are offered during the school day and occasionally after school.</p>

## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The school leader recruits and hires only highly qualified candidates. The school leader regularly attends job fairs and reviews open market candidates as needed. All of our teachers are teaching in their content area and have degrees in that subject. The school leader consults with teachers about their programs of choice and strives to offer all teachers an opportunity to not only teach in his/her subject area, but to develop courses that are CCLS-aligned and rigorous, and personally rewarding to teach.</p> <p>All our teachers regularly attend professional development both on-site and off-site, offered by the DOE, District, as well as many other professional organizations. This allows them to stay engaged, inspired and on the leading edge of instruction and their content area. Our teachers are offered opportunities for a wide range of professional development and are also encouraged to seek additional offerings. On site, our TC SIF Consultant, as well our teacher leaders develop and facilitate high quality professional development on a weekly basis.</p> <p>Our teachers have leadership opportunities within our school as team leaders and professional development facilitators as well as serving as representatives for our school to outside organizations, such as AVID, Renewal and TEALS (Technology, Engineering and Literacy in Schools).</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>This year our professional development committee comprised of our lead teachers and Teachers College SIF Instructional Coach planned and implemented high quality professional development, based on the needs of our school as identified by data review and by feedback on our quality review. The bi-monthly professional development sessions were structured as interactive CCLS and Danielson aligned sessions. In addition, our teacher teams engaged in weekly inquiry sessions using an ATLAS protocol to analyze student data and work samples to identify student needs to inform planning on all levels from annual maps to units to lessons. In addition, our inquiry cycles informed our professional development session topics, which included CCLS aligned unit and lesson planning, formative assessment strategies as well as discussion and questioning techniques. Our instructional focus on close reading also drove our focus on literacy strategies across disciplines. For the school year 2015-16, our instructional focus will be on planning interdisciplinary units to foster literacy skills and connections across disciplines, as well as create multiple approaches for collaborative teacher team planning</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our teachers have received training in the use of data to inform planning and improve instruction and will continue to do so next year. In addition, our teachers have chosen to utilize the MOSL exams as a measure of student growth and will continue to do so. Our teachers plan to further develop a mid year benchmark assessment aligned with the beginning end of year MOSL assessments to measure student progress.

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

<p><b>Directions:</b> 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 (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	83,918.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	706,518.00		

**<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):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC)**

**Frederick Douglass Academy IV**, 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>393</b>
School Name <b>Frederick Douglass Academy IV</b>		

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

Principal <b>Elvin Crespo</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Minerva Zanca</b>
Teacher/Subject Area <b>Irene Soto</b>	Parent <b>Melissa Leigh</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Joyce Oates</b>
Related-Service Provider <b>Daneille Davidson</b>	Borough Field Support Center Staff Member <b>Bernadette Fitzgerald</b>
Superintendent <b>Karen Wattss</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>0</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<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)		Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0

**Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We currently do not have any ELL students at our school. If needed, we will use the Do-it-Yourself assessment developed by the Performance Standards Consortium as an assessment tool. The teachers will work to develop reading and writing skills through all content areas, specially the Native Language Arts class.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Last year we had only one ELL student at the school. She tested out of the ELL program. The intermediate student was situated in the lower grades (9th and 10th).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 N/A. Student from last year tested out of ELL service.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?  
New Language development is paramount in all of our instructional decisions. Students will learn English in all their academic classes, not only English. Furthermore, students learn language through collaboration, which is a major focus of our instructional model. The ELL teacher are cognizant of the importance of

strengthening our students' native language and therefore incorporate native language activities into the curriculum as often as possible. This may include giving students the opportunity to research or present projects or activities in their native languages.

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

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

N/A

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

New admits take the NYSITELL within ten days of admission. When students arrive at the school, they meet with the parent coordinator and the Principal or another licensed pedagogue. They are asked if they speak Spanish, if they speak English, how long they have studied English (if they have), and if they have missed school for an extended period of time. If they have report cards from their country, we look at those to help determine academic strengths and weaknesses and grade level placement. The Principal, and the Guidance Counselor are native Spanish speakers. The interview is always in Spanish since all our parents speak Spanish. The students and parents are interviewed by the Guidance Counselor and/or the principal, and if they are speakers of a language other than English, are oriented as to the types of programs available to ELLs and the benefits of each model.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, the Oral Interview Questionnaire is used to determine if an ELL has had a gap of two or more years in their formal schooling. The results of the Oral Interview Questionnaire allows our school to develop a better understanding of a newcomer ELL. Frederick Douglass Academy IV follows all of the same steps as mentioned above to identify an ELL. Additionally, the incoming student is given the LENS which is used to measure the home-language literacy skills. This information is essential as it identifies each individual student's strengths and needs which drives planning and instruction. The LENS has been a very useful tool to program.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Newly enrolled students with IEPs will be administered the Home Language Identification Survey (HLIS) to determine the student's home language which is part of the general intake procedures. Once the home language is determined to be other than English, an interview with both the parent and student will be conducted in English and/or the preferred language (usually Spanish). Upon review of evidence, the LPT will recommend the student to take the NYSITELL if applicable. If a student is recommended to take the NYSITELL, its results will be used to determine ELL status and student will be provided with ELL services. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation will be sent to Mr. Badia, the principal, for review. If Mr. Badia accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After we determines the students' NYSITELL scores, the students are placed in a ESL or mainstream program depending on their test results and their Parent Survey and Program Selection Form decisions. The next day, the school will mail the entitlement or non-entitlement parent notification letter to the student's home in the parents' preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

At enrollment, parents are verbally informed that they have the right to appeal ELL status within 45 days of enrollment. A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification

Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian, a student's teacher, (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age or older. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u) 4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a parent comes to enroll a child, our staff meets with the parent to inform them of and have them fill out the "Parent Survey and Program. We only offer ELS services.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

If the parent wished to take the form home, the parent would be advised to return the completed and signed form within 5 school calendar days. They can also give to the Parent Coordinator. Our office staff keeps and maintains the copies in a binder in the main office as well as a check list of all required forms that need to be submitted by parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Coordinator will contact the parents or guardians in completing the Parent Surveys and Program Selection forms at enrollment. If a parent or guardian is unable to complete the form at enrollment, the form is given to the parent to complete at home, and the parent is asked to bring it back that week at an orientation meeting for new parents. If this form is not returned, the parent coordinator who speaks the home language will call the home to remind the parent that it is imperative the form is returned in a timely manner. A new form may be sent home with the student in case the old form has been lost.

9. Describe how your school ensures that placement parent notification letters are distributed. The Parent Coordinator ensure that placement parent notification letters are distributed to each student to inform parents of the status of their child's ELL program eligibility. Letter are mailed out in their preferred language not only to the new admits, but to the students receiving continued entitlement as well. The letters are stuffed into an envelope, and mailed out weekly.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The Parent coordinator create an ELL folder of critical documents for each new admit. In each folder is a copy of the HLIS, a copy of the entitlement letter or non entitlement letter (depending on English proficiency of the NYSITELL), a copy of the Parent Survey and Program Selection Form, and NYSITELL booklets and scantrons.

11. 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.

All ELLs, as identified in ATS through the RLAT and RLER (for newly-admitted students), take the NYSESLAT each spring as per NYS regulations. Most of PAIHS students receive ESL services and are thus eligible to take the NYSESLAT exam. A testing schedule is created school-wide for all eligible students to take the exam. Students are administered a component of the exam each day over a three day period. Speaking is administered during the allotted time window by all ESL teachers and students are taken out of their regular classes for brief increments so that they can complete this portion of the exam. Students who do not require ELL services are not required to take the NYSESLAT exam and are given assignments by their teachers in lieu of testing. Students who

are absent for any part of the examination are tested during a series of make-up sessions. These students are also contacted by the Parent Coordinator to make sure that they are tested during the test administration window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The Principal run various ATS reports at the beginning of each school year to aid in mailing out the continued entitlement letters to the returning students.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The program models at our school are aligned with parent/guardian requests. Parents of PAIHS students have opted for ENL program that offers Native Language instruction in Spanish as well as bilingual support in content-area classes. If a parent/guardian

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
The teacher plan instruction inter-disciplinary and in content areas to support the language needs of our students. While the teacher is responsible for teaching individual classes. Student receive from 205 to 220 minutes of ELL intruction a week
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All students are carefully programmed to be certain they have the mandated number of ELA instructional minutes each year.
3. Describe how core content is delivered in each program model. 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 students take English classes each year. Our ELL is trained in ELL methodologies that are targeted to their respective subject areas. As previously
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Throughout the school year, students are evaluated in Spanish to assess how their Home Language Literacy is continuing to develop as a result of the Home Language Arts program that is offered at our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
When students arrive at our school and have been identified as possible ELLS based on the HLIS, they are administered the NYSITELL exam to identify their English proficiency. Furthermore, the NYSESLAT is administered each year to assess students' proficiency in each of the 4 language modalities in English each year.
6. How do you differentiate instruction for each of the following ELL subgroups?

<b>Chart</b>	SIFE
b.	Newcomer
c.	Developing
d.	Long Term
e.	Former ELLs up to two years after exiting ELL status
	Former ELLs are taught by infusing language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. We encourage Former ELLs to choose linguistically demanding roles in collaborative tasks and help others who are less proficient in English with their language acquisition. Paste response to questions here:
7.	For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section. The school ensures that the student's academic progress has not been adversely affected by the re-identification due to the principal's review of the Re-identification Process decision within 6-12 months of the decision.
8.	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? ELLS-SWD are placed in heterogeneous classes with ELL peers of varying academic, linguistic and ethnic background.
9.	How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? We have no self-contained classes for ELLS-SWD only SETSS or Special Education Teacher Support Services; which means our students with Disabilities or Special needs are fully immersed in General Education classes.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
<b>Chart</b>	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>INSTRUCTIONAL TIME (MINIMUM)</b>					
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>TOTAL</b>	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

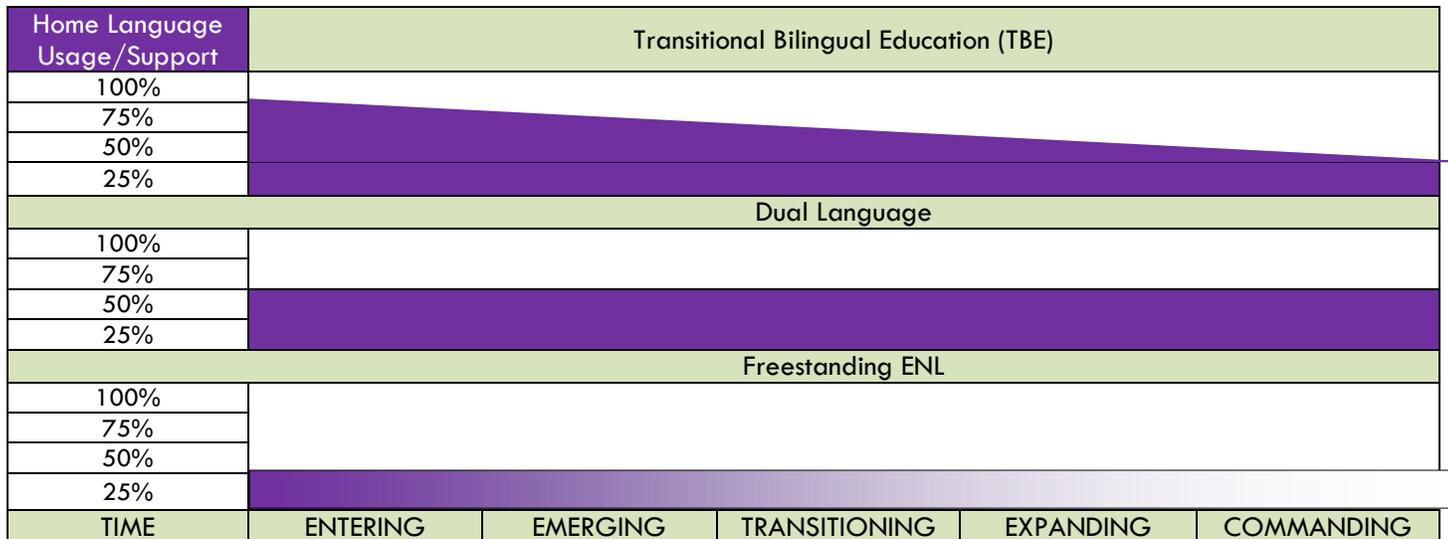


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
**Paste response to question here:**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Paste response to question here:**
12. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Paste response to question here:**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Paste response to question here:**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**Paste response to question here:**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**Paste response to question here:**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

**Paste response to question here:**

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

**Paste response to question here:**

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

**Paste response here:**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

**Paste response here:**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

**Paste response to question here:**

5. How do you evaluate the needs of the parents?

**Paste response to question here:**

6. How do your parental involvement activities address the needs of the parents?

**Paste response to question here:**

### D. Additional Information

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

**Paste response here:**

# Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvin Crespo	Principal		10/30/15
	Assistant Principal		1/1/01
Joyce Oates	Parent Coordinator		10/30/15
	ENL/Bilingual Teacher		1/1/01
Melissa Leigh	Parent		10/30/15
Irene Soto	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Karen Watts	Superintendent		10/30/15
Bernadette Fritzgrald	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **16k393**

School Name: **Frederick Douglass Academy IV**

Superintendent: **Karen Watts**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When students register in our school, our intake team (secretary, parent coordinator, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish who are available to help translate as needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Because Bedford-Stuyvesant is not a major immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS. Each year we generally have between four to six families who request Spanish, and occasionally one or two requesting Haitian-Creole or French. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For Frederick Douglass Academy IV school events and notices, our staff generally translate the documents in-house, for Spanish only.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who can translate into Spanish when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At school events and during Open School Night, upon request such services will be provided for all parents to communicate with all staff members. At times, it may be necessary to contact on site interpreters provided by an outside vendor in languages other than Spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who can translate into Spanish, French, and Haitian Creole when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of three schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback will be gathered through the learning environment surveys and parent surveys. In addition, our parent coordinator will help gather additional information from the parents.