



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

03M860

School Name:

FREDERICK DOUGLASS ACADEMY II SECONDARY SCHOOL

Principal:

OSEI OWUSU-AFRIYIE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

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

Grades Served: 6 - 12

School Address: 214 West 114th Street NY, NY 10026

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

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

Principal: Osei Owusu-Afriyie

UFT Chapter Leader: Monique Jackson Dickens

Parents' Association President: Brenda Rivera

SLT Chairperson: Brenda Rivera

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lynae Williams

Student Representative(s): Lissette Barretto
Djeneba Ballo

District Information

District: 03 Superintendent: Ilene Altschul

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

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

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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 CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Osei Owusu-Afriyie	*Principal or Designee	
Monique Jackson Dickens	*UFT Chapter Leader or Designee	
Brenda Rivera	*PA/PTA President or Designated Co-President	
Kim Williams	DC 37 Representative (staff), if applicable	
Lynae Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Djeneba Ballo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lissette Barretto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kecia Hayes	CBO Representative, if applicable	
Margaret Abbott	Member/ Parent	
Vacant	Member/ Teacher	
Vacant	Member/ Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies 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 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 that align with the first five 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.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the 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 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 Educational 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:

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 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:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

Our 2015-16 Instructional Focus is to improve Scholar engagement in consistently rigorous lesson, by our teachers designing designing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques, resulting in deeper student understanding of content and increased scholar in-class engagement. This is building off of DTSDE Tenets 3 and 4, in which we made growth in last school year.

Below are highlights of our work

- Improved 2015 graduation rate - 73%, June 2015
- Launched the power teaching instructional framework in our MS Math classes. This resulted in us significantly improving the number of Scholars approaching or on grade level in Math.

- Increased parent satisfaction, 98%, as evidenced by the 2015 School Survey, in our ability to help keep their child on track for college, career, and success in life after high school.
- 286 Scholars participated in our ELO program during the 2014-15 school year.
- Deepened student immersion in our college going culture through partnerships with College For Every Student, College Summit and iMentor.

Section 5: Needs Assessment, 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader 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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this 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. 		
<p>NYC DOE Quality Review Report 2014-15: Developing ratings for engaging, rigorous, and differentiated instructional practices.</p> <p>January 2015 DTSDE IIT Tenet Recommendation : Teacher teams will work together to develop and integrate checks for students' understanding throughout the lesson, such as: thumbs up-thumbs down, interim assessment questions, entry and exit slips. The school leader will actively monitor and evaluate implementation of this effort on a weekly basis.</p>		

Part 2 – Annual Goal

<p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 80% of teachers will improve the quality of the feedback Scholars receive by utilizing effective checks for understanding strategies that are aligned to the lesson's aim, as measured by a comparison of Fall and Spring Educator observation data.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change. ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> ● In-service training for all Educators on the FDA II Assessment Cycle and the skills associated with assessment and monitoring ● Teacher teams will conduct gap performance analysis and respond to the data from quarterly assessments and checks for understanding. ● Provide targeted support to teacher teams in planning an instructional response to interim assessment data. ● Review and monitor the teacher teams' implementation of their planned instructional response to interim assessment data and its impact to learning outcomes. 	<p>Teachers</p>	<p>August 2015- June 2016</p>	<p>Principal, Assistant Principal, Data Specialist</p>
<ul style="list-style-type: none"> ● Professional development and coaching on the following: <ul style="list-style-type: none"> ○ Formative assessments within lessons ○ Monitoring student learning in the classroom ○ Providing feedback to students ○ Student self-assessment and monitoring progress 	<p>Teachers</p>	<p>August 2015- June 2016</p>	<p>Instructional Coach, Data Specialist</p>

• Communicate with Scholars and their families on their progress reports and quarterly assessments via whole school communications and individual conferences.	Parents	August 2015- June 2016	Teachers
• Teachers will share their best practice on in-class monitoring of student learning with the members of their teacher teams.	All Educators	August 2015- June 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 4b. 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	X	P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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.

40% of Educators are improving in the Danielson Competency 3d, using assessment in instruction, as evidenced by a comparison of their 1st observation and their 2nd observation/walkthrough by 2/1/16.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
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.	D
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.	I
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this 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. 		
<p>January 2015 DTSDE IIT Tenet Recommendation : The school leaders and advisory teachers will implement the Community curriculum with fidelity during advisory and town hall meetings. The school leader will monitor the effectiveness of these efforts with clear accountability specified.</p>		

Part 2 – Annual Goal

<p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, at least 50% of the Most-At-Risk Scholars identified on the June 2015 Success Highway Academic Resiliency Report will have demonstrated a positive profile gain index in at least two of the six Academic Resiliency Skills by implementing the school’s universal and mandatory Community Class Curriculum.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Teacher teams will work with the support services staff to clearly define the purpose, framework, and curriculum of the Community class as the school’s vehicle to strengthen connectedness between adults and students and to foster a supportive school culture. 	<p>Teacher Team and Scholar Support</p>	<p>July - August 2015</p>	<p>Principal and Assistant Principals</p>
<p>PD for all educators on the:</p> <ul style="list-style-type: none"> • Purpose, framework and curriculum of Community Class <p>Success Highway Academic Resiliency Skills - the Community Curriculum’s anchor and framework</p>	<p>Teachers</p>	<p>July-September 2015</p>	<p>Principal, Assistant Principals, Instructional Coaches, Data Specialist, Guidance Counselors</p>
<ul style="list-style-type: none"> • Monitor the implementation and delivery of the Community curriculum during class advisory and town hall meetings. • Utilize the Pre-post Success Highway Academic Resiliency Data Report to track student progress on the Six Academic Resiliency Skills • Use this analysis to develop a plan to address student needs and promote academic achievement. 	<p>Students</p>	<p>July 2015 – June 2016</p>	<p>Teachers, Guidance Counselors, Assistant Principals</p>
<ul style="list-style-type: none"> • Address the particular needs of subgroups based on interest surveys and Scholar focus groups • Design and implement ELO’s that address the particular needs of subgroups based on interest surveys and Scholar focus groups • Utilize the Individualized Scholar Success Plan to track student progress and growth in response to ELOs 	<p>Students</p>	<p>July 2015- June 2016</p>	<p>Teachers, Guidance Counselors, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

- Teachers
- Assistant Principal
- Principals
- Guidance Counselors
- Dean
- Data Specialist
- Teacher Team meeting time during the school day and afterschool
- Office Supplies
- Instructional Supplies
- Data processing resources
- Per Session Funds to support the hiring of staff to facilitate, manage and/or supervise the ELO Program.
- Postage
- Student Workers
- Funding to hire external providers to provide programming
- Creating time in daily schedule for ELO programming.
- Incentives and awards for program participation

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

Part 5a. 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.

25% of the Most-At-Risk Scholars identified on the June 2015 Success Highway Academic Resiliency Report will have demonstrated a positive profile gain index in at least two of the six Academic Resiliency Skills by February 1, 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	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.	D
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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative 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. 		
January 2015 DTSDE IIT Tenet Recommendation : Every lesson must include:		
<ul style="list-style-type: none"> A minimum of three high level questions that require critical thinking utilizing a model such as Depth of Knowledge or Bloom’s Taxonomy, Students building on other students’ responses through accountable talk stems. <p>School leaders will monitor, provide timely feedback, support and hold teachers accountable for implementing this practice.</p>		

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, 65% of teachers will work in their teacher teams to improve one level in the Danielson Competency 3b by designing and implementing coherent lesson plans that incorporate tiered high-quality question prompts and effective discussion techniques, resulting in deeper student understanding of content and increased scholar in-class engagement.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<ul style="list-style-type: none"> • Provide ongoing professional learning on Questioning and Discussion Techniques and Accountable Talk • Utilize Looking at Teacher Work and Looking at Student work protocols to revise upcoming lessons and units. 	Teacher	July 2015- June 2016	Assistant Principal, Instructional Coaches, Teacher Team Leaders, Teachers
<ul style="list-style-type: none"> • Teacher will collaborate in t Teacher Teams to facilitate peer observations with a focus on questioning and discussion techniques across content areas • Educators share in their teacher team meetings the best practices re questioning and discussion techniques and articulate how the shared learning will be used in their individual practice. 	Teacher	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> • Teacher teams to utilize the LASW protocols to analyze the levels of student thinking and engagement across content areas • Teams to tune unit plans using the Modified Tuning Protocol to ensure explicit references in the plans questioning and discussion techniques and multiple entry points to support the needs of students with disabilities and ELL’s. • Within Tuning and LASW sessions, focus questions will be used to identify the adjustments in planned units for ELL’s and Special Education Scholars. 	Teacher	September 2015-June 2016	Instructional Coaches, Teacher Team Leaders, Teachers
<ul style="list-style-type: none"> • Provide ongoing professional learning on Questioning and Discussion Techniques and Accountable Talk 	Teacher	July 2015- June 2016	Assistant Principal, Instructional Coaches, Teacher Team Leaders, Teachers

- Utilize Looking at Teacher Work and Looking at Student work protocols to revise upcoming lessons and units.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

Part 4b. 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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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, 50% of teachers will improve one level in the Danielson Competency 1E by designing coherent lesson plans that reflect gradual release of Scholars to higher order tasks aligned with the instructional aims, resulting in increased Scholar engagement and performance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For 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. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	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 (SCEP).	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 SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this 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. 		
<p>Develop and implement a system to track constructive and instructive feedback from observations that hold administrators and staff accountable for continuous improvement. Provide supplemental professional development as indicated, for staff in identified areas.</p>		

Part 2 – Annual Goal

<p>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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, administration will complete 4 iterations of the FDA II observation cycle resulting in 80% of Educators meeting their 2015-16 PD Goals set in November 2015.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Set Professional Development goals with Educators rooted in the Danielson Framework for teaching. • Provide professional learning experiences for Assistant Principals on giving high quality feedback. • Provide targeted professional learning and instructional coaching for Educators based on their professional development goals. 	Teachers	September 2015- June 2016	Teachers, Instructional coaches, Administrators
<ul style="list-style-type: none"> • Evidence used to determine whether or not a PD Goal was met will include Scholar work products and/or performance data from SPED Scholars and/or ELL's. 	Teachers	September 2015- June 2016	Teachers, Instructional coaches, Administrators
<ul style="list-style-type: none"> • Educators communicate with families regularly to discuss Scholar progress and to elicit support in articulated actions thereby increasing Scholar engagement in their improvement process. 	Parents and students	September 2015- June 2016	Teachers, Administrators
<ul style="list-style-type: none"> • Collaboratively develop PD Goals based on Educator Self-assessment and Educator classroom observation data. 	Teachers	September 2015- June 2016	Teachers, Instructional coaches, Administrators

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Described below are the resources needed to implement the action plan.</p> <ul style="list-style-type: none"> • Teachers • Assistant Principal

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

Part 4b. 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	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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, administration will complete 2 iterations of the FDA II observation cycle, resulting in 80% of Educators meeting their 2015-16 PD Goals set in November 2015.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
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.	D
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.	I
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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this 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. 		
Provide PD opportunities for families to understand how to read, use, and analyze student data to enable them to understand and support their child in identifying ways to work in partnership with the school to raise student achievement.		

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we will facilitate 4 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement, resulting in a 10% improvement in attending families results on pre and post workshop surveys,

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Attendance data will be analyzed to identify Scholars in the highest quartiles for absenteeism and the common academic characteristics of scholars within each quartile by grade level. • Workshops will be devised to provide structured review of the attendance data and to prepare individualized responses to their student specific data. 	<p>Students, Parents</p>	<p>September 2015- June 2016</p>	<p>Guidance Counselors Scholar Support Data Specialist Parent Coordinator</p>
<ul style="list-style-type: none"> • Workshop materials will be translated for families • Interpreters will be present to translate at the workshops 	<p>Students, Parents</p>	<p>September 2015- June 2016</p>	<p>NYC DOE Parent Coordinator</p>
<ul style="list-style-type: none"> • All families will be invited to attend the series of workshops. • Targeted outreach will be made to Scholars in Tier 1 and Tier 2 of our Attendance analysis. 	<p>Students, Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator Guidance Counselors</p>
<ul style="list-style-type: none"> • Workshops will be attended by both parent and child. Action plans developed will also involve school staff 	<p>Students, Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator Guidance Counselors Administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

- Teachers
- Assistant Principal
- Principals
- Guidance Counselors
- Secretary
- Parent Coordinator
- Data Specialist
- Data processing supplies
- Technology
- Communication Software
- Instructional Coaches
- Refreshments
- Translation equipment and supplies
- Per Session Funds to support Teacher outreach to families and participation in workshops.

Part 4b. 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	X	P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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, we will facilitate 2 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement.

Part 5b. In **February 2016**, 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 activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, 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.			
By June 2016, 35% of Tier 1 and Tier 2 Scholars identified on the FDA II Attendance + Academic Data Target group will participate in an Expanded Learning Opportunity (ELO) activity for at least 45 contact hours.			
FDA II ELT will offer a range of high-quality educational, developmental and recreational services for students and their families.			
a) The school will offer high quality services in core academic areas, e.g. reading and literacy, mathematics and science.			
b) The school will offer enrichment and youth development activities such as art, music, technology and yoga.			
c) The school will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing and sustaining programs.			
d) The school will offer services to parents of participating children.			
FDA II ELT participant scholars will demonstrate educational and social benefits and exhibit positive behavioral changes.			
a) Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.			
b) Students regularly participating in the program will show continuous improvements on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.			

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		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.				
1. The target population to be served by the ELT program includes students with the following characteristics:				
a. Students who have yet to pass their Regents exams with 85+ points				

b. Students with an average daily attendance rate under 93%

c. Students who are deemed 'almost on track' or 'off track' to graduation by transcript reviews or data reports

Students who are otherwise uninvolved in their school community

We will also promote the program to the wider community through assemblies and the advisory class.

Part 3 – ELT Program Description

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.

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

1. All academic ELT programs at FDA II are aligned to the CCSS, including culminating performance tasks reflecting Depth of Knowledge (DoK) skills.

2. All ELT programs at FDA II are delivered through hands-on project-based learning strategies that are typically not offered in the traditional classroom setting.

3. Specific lessons from the ELT program will be provided to FDA II by TC and Columbia University's School of Engineering and Applied Science (CU SEAS) with the intent to 'bridge' the after school to the school day, incorporating many of the project-based learning strategies into the regular school day. These lessons are developed by TC faculty and graduate students, CU SEAS faculty and graduate students, and TC's Office of School and Community Partnerships' Instructional Specialist.

4. All youth development ELT activities at FDA II are aligned to social-emotional standards released by the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL's standards are aligned to the NYSED guidelines for social and emotional development and learning. Additionally, youth development ELT activities are based on best practices document in Conley (2007) Redefining College Readiness .

5. All TC graduate student instructors receive professional development in research-based instructional strategies and activities throughout their employment, including planning through use of Understanding By Design, instructional strategies researched and reported by Fisher & Frey, and use of research-based protocols for viewing and discussing student work.

Part 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.

FDA II has established an Extended Learning Time Committee for the 2015/2016 school year. Lead by the high school guidance counselor Mrs. Sharrell Matta, the committee meets regularly to discuss the development and implementation of ELT programs at FDA II. The committee also reviews recruitment and retention of students. Mrs. Matta also participates in establishing and maintaining relationships with community partners.

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

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

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

- Teachers
- Assistant Principal
- Principals
- Guidance Counselors
- Dean
- Data Specialist
- Teacher Team meeting time during the school day and afterschool
- Office Supplies
- Instructional Supplies
- Data processing resources
- Per Session Funds to support the hiring of staff to facilitate, manage and/or supervise the ELO Program.
- Postage
- Student Workers
- Funding to hire external providers to provide programming
- Creating time in daily schedule for ELO programming.
- Incentives and awards for program participation

Part 5 – ELT Budget and Resource Alignment

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

N/A

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 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

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.

40% of identified Scholars will have participated in ELO Activities for at least 30 contact hours by 2/1/16.

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

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> ● proficiency on state exams ● marking period grades ● midterm exam scores 	<p>PLATO LEARNING is an online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home.</p> <p>REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support</p>	Tutoring, Small Group Instruction, Individualized Computer instruction	<p>PLATO- during school day, before school, after school</p> <p>Achieve 3000</p> <p>Regents Prep- during school day, before school, after school</p> <p>Teacher Office hours- before school, after school</p> <p>Peer Tutoring- during school</p>

		<p>for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June.</p> <p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5th-8th grade ELA and/or Math test at least twice a week.</p> <p>Teacher Office Hours- students are offered an opportunity to meet with their teachers one on one or in small groups to</p>		
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		<p>work on assignments and receive tutorial services from educators.</p> <p>Peer Tutoring- students receive academic support from trained student leaders in our current school and Teachers College Grad Students.</p>		
<p>Mathematics</p>	<ul style="list-style-type: none"> ● proficiency on state exams ● marking period grades ● midterm exam scores 	<p>PLATO LEARNING is an online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home. REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support for an incoming</p>	<p>Tutoring, Small Group Instruction, Individualized Computer instruction</p>	<p>PLATO- during school day, before school, after school Dreambox Regents Prep- during school day, before school, after school</p> <p>Teacher Office hours- before school, after school Peer Tutoring- during school</p>

		<p>Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June.</p> <p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5th - 8th grade ELA and/or Math test at least twice a week.</p> <p>Teacher Office Hours- students are offered an opportunity to meet with their teachers one on one or in small groups to work on assignments and receive tutorial services from educators.</p>		
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		Peer Tutoring- students receive academic support from trained student leaders in our current school and Teachers College Grad Students.		
Science	<ul style="list-style-type: none"> ● proficiency on state exams ● marking period grades ● midterm exam scores 	<p>PLATO LEARNING is an online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home. REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer</p>	Tutoring, Small Group Instruction, Individualized Computer instruction	<p>PLATO- during school day, before school, after school Achieve 3000 Regents Prep- during school day, before school, after school</p> <p>Teacher Office hours- before school, after school Peer Tutoring- during school</p>

		<p>additional testing preparation to students taking any Regents exam in January or June.</p> <p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5 th - 8th grade ELA and/or Math test at least twice a week.</p> <p>Teacher Office Hours- students are offered an opportunity to meet with their teachers one on one or in small groups to work on assignments and receive tutorial services from educators.</p> <p>Peer Tutoring- students receive academic support from trained student leaders in our current</p>		
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		school and Teachers College Grad Students.		
Social Studies	<ul style="list-style-type: none"> ● proficiency on state exams ● marking period grades ● midterm exam scores 	<p>PLATO LEARNING is an online academic support program implemented at helping At-Risk scholars with skill remediation and to recover lost academic credits. Learning is self-paced and put in real-world context. It is coupled with offline activities and Internet resources that reinforce learning in areas of greatest weakness. The Plato course is given to scholars during their instructional day and they work independently with the support and guidance of their teacher. Scholars can also access Plato Learning from any computer so they can continue to log in hours from home.</p> <p>REGENTS PREP is a program that is offered to students who have previously failed a NYS Regents exam or need additional test preparation support for an incoming Regents examination. This program is offered in the Fall and Spring school semesters to offer additional testing preparation to students taking any Regents exam in January or June.</p>	Tutoring, Small Group Instruction, Individualized Computer instruction	<p>PLATO- during school day, before school, after school</p> <p>Achieve 3000 Regents Prep- during school day, before school, after school</p> <p>Teacher Office hours- before school, after school</p> <p>Peer Tutoring- during school</p>

		<p>FDA II SOAR (Scholar Opportunity for Academic Readiness) is a program that is offered to any scholar who is academically performing at 65 or below in any of their core subjects. Teachers use technology and a variety of other resources to tutor scholars in a small group or one-to-one setting. Flexible office hours have been posted by teachers to help meet the academic needs of the scholars before or after school.</p> <p>ACADEMIC SKILLS classes offer small group instruction to students who performed at a level 1 or 2 on their 5th - 8th grade ELA and/or Math test at least twice a week.</p> <p>Teacher Office Hours- students are offered an opportunity to meet with their teachers one on one or in small groups to work on assignments and receive tutorial services from educators.</p> <p>Peer Tutoring- students receive academic support from trained student leaders in our current school and Teachers College Grad Students.</p>		
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At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ● IEP mandates ● teacher referral ● parent/ student request 	Individual and Group Counseling focused on effective communication and positive peer relationships	one-to-one, small group	during school
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Section 8: 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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
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Activities - All teachers receive professional development (in partnership with New Visions and Teachers College) on the construction and implementation of effective CCSS aligned unit plans, pre and post tests, performance tasks and assessment analysis

Activity - MS teachers will partake in a blended learning community study group. This partnership is sponsored by New Visions and works in collaboration, with other various middle schools. The professional development focuses on common core strategies, text complexities, and discussion techniques.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

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

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

State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	214,978.00	X	28, 23, 20, 17, 14, 12
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	74,400	X	28, 23, 20, 17, 14, 12
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	28, 23, 20, 17, 14, 12
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,592,236.00	X	28, 23, 20, 17, 14, 12

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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/SCEP.
- **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 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template Frederick Douglass Academy II, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ .Rationale:

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

-
Subgroups and Grade Levels:

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

-
Program # 1: Title III Middle School After School Program

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

Schedule and Duration:

Sessions will take place on Tuesdays and Thursdays for Middle School students during 10th period, from 3:40-4:20pm. Sessions take place during the following weeks and focus on specified areas. The sessions will take place from the week of 1/5 to the week of 4/20. The areas of focus include vocabulary, independent reading, reading for information and comprehension, listening comprehension, taking notes, vowel sounds, blended words, annotation skills for comprehension, picture description writing, essay writing with introductions and conclusions, phonemic understanding, past tense verbs and spellings, and short story telling.

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

Title III Middle School Saturday Program

The rationale for direct instruction is to provide supplementary instruction for the ESL students in the Middle School grades. There is one certified ESL teacher who services these students both in school and outside of school. Middle school program will focus on reading and writing using the NYSESLAT and will be led by one ESL certified teacher. There will be one group of twelve sixth to eighth grade students. Middle school program with 12 students and one ESL instructor. There will be 5 Saturday sessions from 9:30am-12:30pm from January to May. Middle school program will focus on reading and writing using the NYSESLAT and content area literacy materials and will be led by one ESL certified teacher. Middle school program with 12 students and ESL instructor. The majority of beginner ELLs are in middle school and the supplementary instructional sessions will be a place for them to advance to the intermediate

Part B: Direct Instruction Supplemental Program Information

level. The goal is to focus on the four sections of the NYSESLAT and English language learning to individually and practice via supplementary resources putting all four sections together to show mastery of material and understanding academic language, academic vocabulary and content clues in content area material such as, math, science and social studies to prepare ELL students for state assessments and meet the common core standards.

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

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

Program # 2: High School Title III After School Program

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

Schedule and Duration

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

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

Title III High School Saturday Program

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

The program will be for 5 Saturdays on different dates from the Middle School Saturday Program from 9:30 to 12:30 from January to May. The groups will switch every 90 minutes to be served by both

Part B: Direct Instruction Supplemental Program Information

teachers. Materials needed include: Arabic, Spanish, and English dictionaries. NYSESLAT study guide materials, a library of various fiction (early YA lit) and non-fiction texts to support learning. Phonics books for grades K-5 to support beginner ELLs. A subscription to ixl.com to support and level math acquisition. A subscription to Time News for Kids to promote nonfiction reading. Itunes money to buy apps for Ipads, Pictionaries. The games memory and Pictionary, ixl.com will be used as an additional independent learning center for students math skills. The program is leveled by grade and course. NYSESLAT study guide materials, a library of various fiction (early YA) and non-fiction texts (to only be utilized by ELLs during after school program), phonics books for grades K-5 to support beginner ELLs, a subscription to ixl.com to support and level math acquisition (only used during after school program for reinforcement), Itunes money to buy apps for Ipads (used by ELLs in after school program) to support vocabulary and reading are all needed materials to run the supplemental ESL program effectively.

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

Language of Instruction

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

and types of certified teachers

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

Types of materials

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

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

Part C: Professional Development

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

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

Begin description here: _

The rationale for teacher professional development is to make teachers aware of the varying learning styles and cultural differences of ELLs. It is important for teachers to grasp who is a SIFE student, what length of time students have been in the country, what languages they speak, etc. This knowledge is necessary for all teachers and impacts students in every classroom. In school professional development

Part C: Professional Development

for teachers is made available by the ESL teacher at FDA II. The ESL teacher has created various presentations about the ELL population of the school, breakdown of NYSESLAT and NYSISTELL exams, and various ways to support language acquisition. The professional development is made available after school for teachers to attend. All teachers at FDA II are welcome to the sessions. Depending on the topic, some sessions are only one and others are multiple/reoccurring sessions.

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

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

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

February 2015: Title unknown based on educators requests

April 2015: Title unkonw based on educators requests

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Getting and keeping parents involved is necessary for student success. If parents trust our school, feel welcome, and are made aware of the various events we have, they will be comfortable with FDA II and their child's learning. In addition to the parent orientation, parents are welcomed and often parent of the school's PTA. ELL parents come to the monthly meetings to understand what is happening at our school. Ina ddition, parents are invited in four times a year for student progress reports and twice a year for open house/back to school nights. In these events parents are given an opportunity to use PupilPath to check students' progress, meet with all teachers, understand the mandates of advancing to the next grade and/or graduating. Parents are made aware of these events via email (if chosen method of communication), phoen contact (by ESL teacher/translation services of DOE), backpack mailing (translated), and letters sent home (also translated). The parent coordinator runs communication with ELL parents.

November 5 Introduction to PupilPath Led by Parent Coordinator

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

January 18 & 22: FASFA training led by Guidnace Counselor

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

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	Borough select one	School Number
School Name		

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	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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	
TBE										0
DL										0
ENL										0
Total	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
TOTAL	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
TOTAL	0	0	0	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
TOTAL	0	0	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):	Number of students who speak three or more languages:
---	---

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
TOTAL	0													

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
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

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.
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).
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).
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.
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).
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.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
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 *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
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?
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?

Chart

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)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

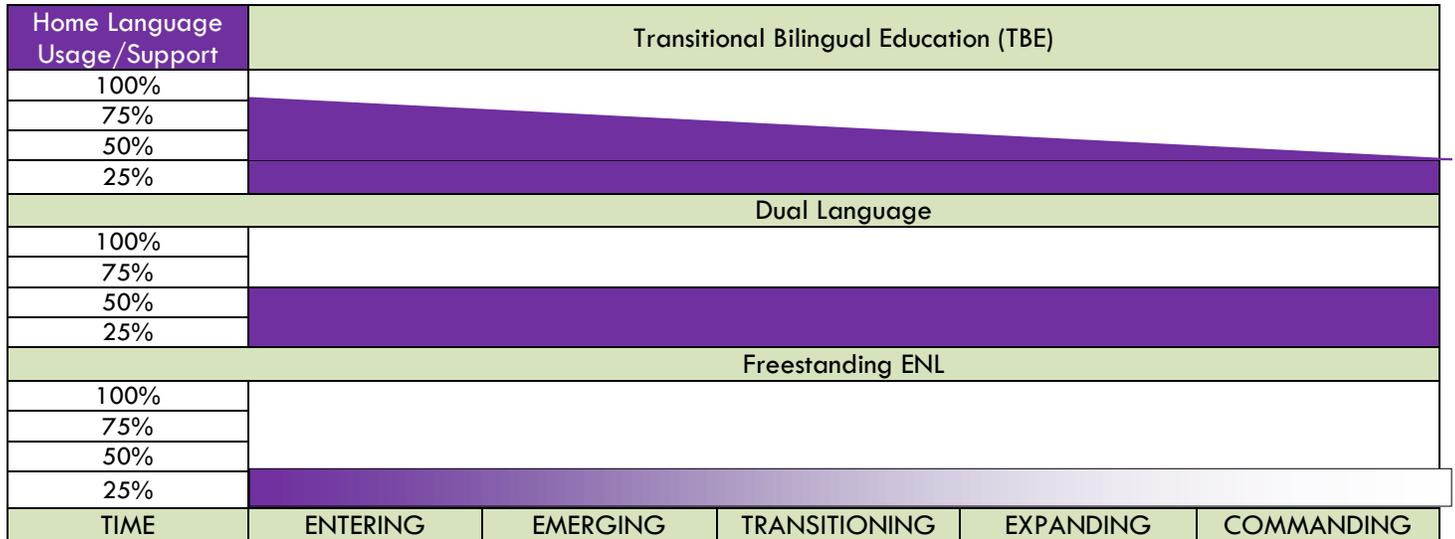


*Note “other approved services” does not apply to New York City at this time.

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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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).
19. What language electives are offered to ELLs?
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)?

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.)
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

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

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.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01