

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**12X273**

**School Name:**

**FREDERICK DOUGLASS ACADEMY V. MIDDLE SCHOOL**

**Principal:**

**DEBORAH CIMINI**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP 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: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Frederick Douglas Academy V School Number (DBN): 12x273  
Grades Served: 6-8  
School Address: 2111 Crotona Avenue, Bronx, Ny 10475  
Phone Number: 718.561.1617 Fax: 718.561.2184  
School Contact Person: Cynthia Rodriguez Email Address: CRodriguez94@schools.nyc.gov  
Principal: Dena Zamore  
UFT Chapter Leader: Robert Allemon  
Parents' Association President: Tamara Garcia  
SLT Chairperson: Cynthia Rodriguez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Dorca Alvarez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY 10460  
Superintendent's Email Address: respinal@schools.nyc.gov  
Phone Number: 718.328.2310 Fax: 718.382.2311

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
(718) 828-7776  
Phone Number: \_\_\_\_\_ Fax: (718) 828-6280

## 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 Comprehensive Educational Plan (CEP) 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<br>(Blue Ink) |
|-------------------|---|-------------------------|
| Dena Zamore       | *Principal or Designee  |                         |
| Robert Allemon    | *UFT Chapter Leader or Designee   |                         |
| Tamara Garcia     | *PA/PTA President or Designated Co-President  |                         |
| Jennie Perez      | DC 37 Representative (staff), if applicable   |                         |
| Dorca Alvarez     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Ronniece Bruce    | CBO Representative  |                         |
| Cynthia Rodriguez | Member/UFT  |                         |
| Ryanna Hooks      | Member/ UFT   |                         |
| Blessing Olabode  | Member/ UFT   |                         |
| Carmen Collado    | Member/ Parent  |                         |
| Maria C           | Member/ Parent  |                         |
| Roberta Asiedou   | Member/ Parent  |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | Member/   |                                 |

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

**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.

## The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

FDAV's Instructional focus for SY 2015-2016 is:

Teachers will collaborate to raise literacy and math scores through strategic use of intentionally grouped students, development of higher order thinking questions, design of authentic, collaborative tasks, and skillful facilitation. Students will engage in high quality discussions, extending each others' thinking and analyzing to make meaning and connections.

Our School's CEP Goals from SY 2014-2015 focused on attendance, student performance, and parental engagement. For SY 2015-2016, we are keeping similar areas of focus for our goals, with updated targets to reflect recent data. Our CEP goals are as follows:

- Increase average daily attendance from 89% to 92%
- Increase average student proficiency on the NYS ELA exam from 2.25 to 2.43.
- Increase average student proficiency on the NYS Math exam from 2.20 to 2.40
- Increase annual parent attendance at PTA Meetings and PC lead workshops from 27% to 35% by June 2016

In addition to CEP goals, our school is focusing on strategies to increase student literacy. As part of the Middle School Quality Initiative (MSQI) grant, our school has been charged with ensuring we are meeting the literacy needs of all our students. Based on the New York State ELA Exam, the Degrees of Reading Power Assessment (DRP), and the STAR reading assessment, it is evident that a majority of our students are struggling readers. Additionally, we recognize that literacy rates are directly tied to high school graduation rates and the ability to be college and career ready. Finally, we recognize that literacy rates impact student performance in each of the content areas. An analysis of all of these data sources was used to inform our decisions on our specific areas of focus and we expect to see evidence of student impact and in the alignment of our practices.

While we are still working towards improving our curriculum as part of year-long work, we are beginning to see evidence of students benefiting from this work. As a result of this work we have observed the following...

- Students are able to demonstrate knowledge of a concept through the use of reading and writing from sources while citing evidence from various texts.
- Students are completing common core aligned tasks that demonstrate knowledge of specific concepts covered throughout the various content areas
- Content teachers incorporate content-specific literary and non-fiction texts in an effort to build knowledge about the world.

We anticipate that our students will demonstrate significant gains in their January DRP scores, continued gains in common core aligned classroom assessments, and end of year summative assessments.

This past year, we had mixed outcomes in our Average Student Proficiency:

- 1.2% decrease in Average Student Proficiency on NYS Math Exam in 2014-15 when compared to 2013-14 (and a in peer group).
- 3.7% increase in Average Student Proficiency on NYS ELA Exam in 2014-15 when compared to 2013-14 (and a in peer group).

It is important to note that we will be administering an interim assessment in January to assess reading levels related to the DRP and Math.

### **Behavioral Expectations**

We have a school-wide structured behavior management system that consists of rules which are the same across grade levels. We also use PBIS that includes points/tickets/individual points and result in students being positively rewarded individually or as a whole class. In addition, we have school-wide discipline code that consists of a ladder of consequences and a severe clause. In this system, students are given the opportunity to correct their behavior as the levels of consequences increase in the hopes they do not reach the final consequence of student removal. Students are explicitly taught behavior expectations as part of this plan numerous times throughout the year. Each classroom has the Rules, Ladder of Consequences, and Teacher Creed posted and teachers and students refer to both as needed.

All students and parents/guardians will receive the Student and Parent/Guardian Handbook, 11th Edition 2015-2016 (the "Handbook") during the Frederick Douglass Academy V ("FDA V") orientation or when they enter FDA V. One Handbook will be given to each student for the use of the student and his/her family. It is the responsibility of students and parents/guardians to read the entire Handbook. No later than five (5) days after receiving the Handbook, the following forms must be completed, signed and returned to the first period teacher:

- 1) Parent/Guardian's Frederick Douglass Academy V Pledge and
- 2) Student's Frederick Douglass Academy V Pledge

### **Partnerships**

Our school has partnered with Building Educated Leaders for a Lifetime (BELL), a CBO designed to run our expanded day through TASC. The BELL program helps our students build knowledge, skills, and self-confidence. It nurtures their aspirations through a variety of quality enrichment opportunities to include academic math and ELA support, Leadership, Dance, Robotics, Cooking and Nutrition, Digital Filmmaking and Fitness. In line with our beliefs as school, BELL seeks to foster academic, social and emotional well-being of our students in a safe environment, build skills that support academic achievement and raise participant expectations and confidence, cultivate youth leadership and engage parents/guardians to support these goals.

This year we were also accepted into the Urban Advantage Science Program. One of our science teachers has engaged with this program to develop his own science knowledge and pedagogy as well as connect with institutions throughout the city. He will be attending PDs throughout the school year at various cultural institutions. Students and families will have opportunities to visit many of the museums and cultural institutions throughout the city both with the school and

on their own. Additionally, our teacher will take students to these sites for experiential learning. The program also provides several materials for hands on learning experiences.

### **Preparation for High School**

Students and parents are aided in the high school application process through Parent workshops offered and individual meetings with the guidance department as they choose the best high schools to service their individual needs. Furthermore, high schools come to our school to visit and recruit our students. Students are encouraged to attend high school fairs and open houses. There is also tutoring offered for those students who wish to take the Specialized High School exam.

### ***Strategic Reading Period***

Given data from last year's DRP which showed that the majority of students' scores were either stagnant or dropped, we decided to re-think the MSQi strategic reading period. Where last year there was a WIN (What I Need) period where students were grouped based on assessment scores, this year we are folding the Strategic Reading period into the double period ELA block. In this way, we believe we will be able to really emphasise reading and support our students to develop their reading abilities. Targeted students in each class are grouped in their ELA classes by DRP score and work with tutors in small groups following curriculum from Harvard as part of the MSQi Extra grant. Tutors and teachers utilize various strategies to meet the needs of each individual student. Some strategies used are reciprocal teaching, close reading, conferencing, comprehension text, and AR quizzes. The DRP will be administered two more times, January and June to determine student impact.

## 12X273 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |
|---|----------|---|-----|---|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 274 | SIG Recipient                                 |
|   |          |   |     | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |          |   |     |   |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
|   |          |   |     | N/A   |
| Types and Number of Special Education Classes (2014-15)         |          |   |     |   |
| # Special Classes   | 8        | # SETSS   | N/A | # Integrated Collaborative Teaching           |
|   |          |   |     | 16  |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |
| # Visual Arts   | 9        | # Music   | 5   | # Drama                                       |
|   |          |   |     | N/A   |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   |
|   |          |   |     | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |
| % Title I Population  | 85.6%    | % Attendance Rate                               |     | 89.1%   |
| % Free Lunch  | 86.1%    | % Reduced Lunch                                 |     | 3.1%  |
| % Limited English Proficient                                    | 9.7%     | % Students with Disabilities                    |     | 26.7%   |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |
| % American Indian or Alaska Native                              | N/A      | % Black or African American                     |     | 32.2%   |
| % Hispanic or Latino  | 65.1%    | % Asian or Native Hawaiian/Pacific Islander     |     | 1.9%  |
| % White   | 0.8%     | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |          |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 10.17    | # of Assistant Principals (2014-15)             |     | N/A   |
| # of Deans (2014-15)  | N/A      | # of Counselors/Social Workers (2014-15)        |     | 2   |
| Personnel (2013-14)   |          |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A      | % Teaching Out of Certification (2013-14)       |     | 0.9%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%     | Average Teacher Absences (2013-14)              |     | 6.12  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | 8.1%     | Mathematics Performance at levels 3 & 4         |     | 11.0%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     | 30.3%   |
| Student Performance for High Schools (2013-13)                  |          |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     | N/A   |
| 6 Year Graduation Rate  | N/A      |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |
| Reward  |          | Recognition                                     |     |   |
| In Good Standing  | X        | Local Assistance Plan                           |     |   |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |
| Priority School   |          |   |     |   |
| Accountability Status – Elementary and Middle Schools           |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | NO       | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | NO       |   |     |   |
| Accountability Status – High Schools                            |          |   |     |   |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A      | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

Strengths:

Our academic program combines the Common Core Learning Standards and New York State teaching standards into their curricula. Teachers are responsible for following these standards and basing their curriculum maps upon them. Teachers are constantly updating and refining the existing curriculum maps to ensure that tasks are rigorous across the grades and that multiple access points are provided for all students, including ELLs and SWDs, and for highest and lowest groups of students.

Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.

Administration provides teachers with pedagogical support, inter-visitation opportunities, cross grade conversations, access to CCLS curriculum and conferences.

Needs:

We are working to create standardized Curriculum and units of study that are developed using UBD structures aligned to CCLS across disciplines. Teaching staff needs more practice and interaction with UBD and support in developing strong essential questions and authentic tasks connected to the standards.

Teaching staff needs to use structures and protocols for inquiry: looking at student work; analysis of that work and of lessons and units; tracking progress over time on explicitly identified targets; creating pre- and post- unit assessments, authentic tasks and regular formative assessments and addressing the needs of all learners

Staff also needs support in the development of differentiated curriculum that supports and demonstrates improving individual and subgroup achievement. Additionally, staff needs support in scaffolding to insure that all students can reach the standard.

Staff needs support in development of authentic tasks and higher order thinking questions that allow for student centered classrooms with rich discussion.

**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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the percentage of students performing at or above level 3 or 4 in English and Mathematics as measured by the 2016 New York State ELA and Math exams will increase from 12.7 to 17% in ELA and from 10.4 to 14% in Mathematics.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>        | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|---|---|--|
| <p>In order to increase proficiency on all State Exams we will align literacy instruction in all content areas to the CCLS and provide students with a strategic reading period built into their ELA classes to target individual student’s needs. During these reading periods students are broken up into small groups where they receive reading instruction. Teachers utilize various strategies to meet the needs of each individual student. Some strategies used are reciprocal</p>  | <p>All students, specifically SWD and ELL</p> <p>At risk students</p> | <p>September 2015 – June 2016</p>                                 | <p>MSQI Coordinator</p>  |

|   |   |                                   |  |
|---|---|-----------------------------------|--|
| <p>teaching, Socratic Seminars, close reading, conferencing, comprehension text, book clubs, Imagine Learning Software, and AR quizzes.</p> <p>MSQI provides professional development and coaches to implement best strategies and practices during small group instruction. They also provide Harvard Ed Lab Tutors. These tutors provide 4:1 strategic reading instruction to students who are performing just below grade level.</p>   |   |                                   |  |
| <p>Administer Accelerated Reading (AR) assessments every marking period as a benchmark of individual student reading growth. Data will be analyzed in grade team meetings through a data analysis study. In addition to AR assessments, students' annual yearly progress is measured through the NYC MOSL Exams in math and NYS aligned teacher made assessments in the other core subjects. After administering the baseline assessment in September, teachers will use the data in combination with the 2015 NYS testing data to drive instruction, address skills that require improvement; target individual student's needs, and create unit plans using the CCLS. A NYCLA data specialist will guide the beginning of the data dive and alignment to curriculum.</p>  | <p>All students, focused on low Performing Students on AR assessments</p> | <p>September 2015 – June 2016</p> | <p>Administration, data specialist, and grade team leaders</p> |
| <p>During common planning time (content and grade), teachers will collect, analyze, and utilize formative and summative assessment data to target instruction to meet the learning needs of each student.</p> <p>Teachers will also conduct lesson studies with a protocol to plan lessons together and to collect qualitative data on student work.</p> <p>The BFSC will provide ongoing professional development in the area of using the CCLS to drive lesson planning and the creation of classroom assessments that mirror those of the state.</p> <p>Math Coach will be hired to work with the department individually and collectively to insure rigorous, CCLS aligned math curriculum, units and lessons are developed and implemented daily. This includes the development of authentic tasks and a movement towards student centered work.</p> | <p>Teachers</p>   | <p>September 2015 – June 2016</p> | <p>Department Leads; BFSC; Math Coach</p>                      |
| <p>To address the needs of students with disabilities and English language learners, the school has increased the amount of support services, professional development, and weekly meetings devoted to this student population. Teachers will gather to assess student success in the</p>   | <p>ELL and SWD</p>  | <p>September 2015 – June 2016</p> | <p>ELL Coordinator and IEP Coordinator</p>                     |

classroom and evaluate how to ensure the most progress with these target groups of students. The ESL Teacher and Special Education Teachers will deliver professional development around best practices for instructing and supporting ELL /SWDs in the classroom. The ESL / Special Education Teachers will deliver lesson studies within the Professional Learning Communities to model best practices in ELL and Special Education instruction. The ESL and Special Education Teacher will attend regional Professional Development and as needed to remain current with evolving best practices and techniques for supporting ELL \ SWD.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**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.

Resources needed:

Human resources: MSQI support, SWD Teachers, ELL Teacher, Parent Coordinator, BFSC, administration, teacher teams, Harvard Lab Tutors, 20-30 coaching sessions with Math Coach, Per Session/Per Diem for workshop attendance

Instructional Resources: AR, Imagine Learning Software, Wilson and Just Words materials, professional development

Schedule adjustment: Student groupings within classes for strategic reading periods, teacher team meetings, case conferences, parent teacher conferences

**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 |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | 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.

AR: Students will be assessed four times a year (November, February, April, and June) on their individual comprehension growth and the number of books they read. By February’s assessment, students will have moved up .5 of a level on average

DRP: Students will be assessed three times a year (September, January, and June) in order to measure reading individual reading levels and growth. By January’s assessment, students will have moved up .5 grade level

Math: Students will be assessed through teachers administered MOSL assessments in February. Students will have moved up .5 of a level

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

We pride ourselves on providing a supportive environment for our students. Students and parents are given a Handbook each fall. Expectations are clearly articulated and are reinforced verbally in classrooms, during PTA meetings, during Parent/Teacher Meetings and in regularly mailed parent correspondence. Teachers are expected to call parents regularly, maintain logs, and bring parents of students into weekly grade team meetings. The Family Worker makes home visits when students are not regularly attending. Our guidance counselors have a specified caseload of mandated students, at-risk students, and students who struggle academically. We are moving towards a restorative culture where students have a chance to discuss when they have disrupted their community and the community can help to decide on fair ways to restore and repair the harm done. We are working on developing teacher pedagogy to focus on inquiry based, student centered lessons and on questioning and discussion techniques to ensure that students also feel challenged in their classrooms.

#### Strengths:

Our strengths in providing a supportive environment can be seen on the school’s Quality Report Snapshot, where for the 95% of parents are satisfied with the education that their child has received. 92% of parents believe that the school communicates with parents and guardians about what needs to be done in order to prepare their child for college, career, and success in life after high school. 97% of parents believe that their child is safe at school. 98% of students believe that their teachers help them approach challenges by suggesting new strategies that they can use.

#### Needs:

One area at the school that needs improvement according to the learning environment survey is that 44% of students agree or strongly agree the students treat each other with respect. 37% of students disagree or strongly disagree that students are very interested in getting to know other students. Only 26% of students feel they are almost always challenged in the classrooms

### **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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will achieve results on our 2016 Student Learning Environment survey that 75% of students believe that students treat each other with respect, and 50% of students feel they are almost always challenged in the classroom.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>   | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>During our B.E.L.L (Building Educational Leaders for Life) afterschool program students will participate in activities that foster positive peer interactions and feelings of respect amongst students. Guidance counselors will continue peer to peer mediations.</p> <p>All students with disabilities and ELL students will have access to the ELL Coordinator and the IEP Coordinator dience counselors dminstration, Gtional Leaders for Life) afterschool program students will comeachers help them approach chall to help them feel safe and supported in the school environment.</p>  | <p>All grades</p>                                       | <p>September 2015 – June 2016</p>                          | <p>B.E.L.L Staff, Administration, Guidance counselors</p> <p>ELL Coordinator</p> <p>IEP Coordinator</p>   |
| <p>To increase parent involvement we create a safe, supportive and effective learning community for all students, as well as a welcoming, respectful environment for parents and guardians. We schedule student case conferences every three days during the teacher’s circular six periods and during parent engagement time on Tuesday afternoons. We also conduct parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as upcoming assignments, units, and assessments.</p> <p>There are scheduled professional developments and content meetings for all parents to attend and receive information on current and upcoming units Tuesday afternoons. These meetings engage families in the learning process to better support their children at home.</p> | <p>Teachers</p> <p>Parents</p>                          | <p>September 2015 – June 2016</p>                          | <p>Parent Coordinator</p> <p>Lead Teachers</p>  |
| <p>Engaged in collaborative partnerships between SIT teams, staff, instructional support staff, and administration in order to build trust and implement successful strategies to support students social, emotional, and developmental growth as evident by increase participation in ongoing weekly staff meetings and monthly SIT meetings</p>   | <p>SWD</p>  | <p>September 2015 – June 2016</p>                          | <p>SIT Team</p> <p>Teachers</p> <p>Administration</p>   |

|   |           |                            |                           |
|---|-----------|----------------------------|---------------------------|
| Staff will be trained in restorative practices and deescalation techniques. | All Staff | September 2015 – June 2016 | Principal, Teachers Unite |
|---|-----------|----------------------------|---------------------------|

**Part 4 – Budget and Resource Alignment**

|  |          |  |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| Teachers will be able to make parent phone calls as part of their union contract. The family worker will make home visits of students with challenges, and the guidance department will support the students who are struggling the most outside and inside of school with at risk counseling and meditations to resolve conflicts. SIT team will be monthly for common planning time. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X  | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |  |  |  |  |  |  |  |  |  |  |
| The learning environment survey will be distributed in Spring 2016, and the preliminary results of the survey released by the end of the school year, so that the school can make adjustments. The school will monitor progress and assess improvement via an internally developed school survey in February, before the learning environment survey is given. |  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |  |  |  |  |  |  |  |  |  |  |

## Section 5: Needs Assessment, 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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

The Common Core implementation as well as the new teacher evaluation system has created the need for additional measures to strengthen teacher practice and support teacher collaboration. At the heart of teacher growth is organic and sustained collaboration and inquiry related to teacher practice. Therefore, teacher growth will be supported through a combination of grade team meetings every three days, content meetings every three days, common planning periods, lesson studies within content meetings, Integrated Co-Teaching Classes with paired ELL and General Education Teachers as well as Special Education and General Education Teachers. In order to monitor the implementation of these methods, Grade Team Leaders will submit weekly agendas and weekly meeting minutes. During the 2014-2015 School year, teachers met weekly in grade level team meetings where they strategized to support students holistically and collaborated to plan interdisciplinary educational activities. Teachers met in content meetings once a week for content specific professional development. After meeting as a department and reflecting on the needs of teachers for regularly scheduled meetings in content areas to facilitate lesson, unit and curriculum mapping, the frequency of department meetings was adjusted from once per month to once per week.

### **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will have a normed understanding of the Danielson Framework for Teaching components as outlined in Advance by focusing collaboratively looking at clarity of instructional purpose, accuracy of content and classroom management techniques to improve teaching and thereby student achievement regardless of subgroups. Resulting in a 5% increase of students scoring at or above proficiency levels as measured by the 2016 NYS ELA and Math exams

### **Part 3 – Action Plan**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| In grade teams and subject teams, teachers will engage in tuning and other protocols to help one another align objectives and outcomes in lesson and unit plans  | All Teachers                                     | September 2015 - June 2016                          | Administration and teachers  |
| Teachers will engage in meaningful professional development sessions on the Danielson Framework for Effective Teaching, specifically 1E, 3B, 3C, and 3D to develop a shared context for self-evaluation, reflection and peer-feedback on pedagogy.   | All teachers and related service providers       | September 2015-June 2016                            | Administration and teachers  |
| Teachers will engage in professional development sessions on academic rigor and instructional strategies including differentiation for ELLs, SWDs and the lowest performing third of students.   | All teachers and related service providers       | September 2015-June 2016                            | Grade Team Leaders, Content Area Leaders, and Special Education Coordinator                        |
| FSC will provide instructional support (lesson planning, unit planning, curriculum mapping) and professional development support in Math, ELA, Social Studies, and Science as needed during Monday meetings.   | All teachers                                     | September 2015-June 2016                            | Administration and teachers, and FSC   |
| Teachers will engage in instructional rounds and intervisitations to provide feedback for one another as well as look for strategies to use across the content and/or grade level  | All teachers                                     | September 2015-June 2016                            | Administration and teachers  |

**Part 4 – Budget and Resource Alignment**

|  |
|--|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
| <ol style="list-style-type: none"> <li>1. Principal – Dena Zamore</li> <li>2. Special Education Coordinator – Sara Jasnow</li> <li>3. English Language Learners Coordinator- Michelle Hinkley</li> <li>4. Content Area Leaders</li> <li>5. Grade Team Leaders</li> </ol> |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |

|   |          |  |                                   |  |            |  |                     |  |                      |  |                         |
|---|----------|--|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy |  | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | 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.

Electronic files will be kept via all school google drive with all documents related to teacher collaboration including, professional development plans, content and grade team meeting agendas and meeting minutes. These files will collect quantitative and qualitative data for the purposes of supervision, goal setting, progress monitoring and goal revision a needed. Electronic files are monitored by school administration. By February 1, all teachers will have engaged in one instructional round or intervisitation and have implemented one new idea. By June, 2016 we will have created at least 3 all school rubrics including homework, group work/classwork and written work

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

The administration articulates a strong instructional focus for the staff. The principal also has a distributive leadership structure in the school. Structures/opportunities to distribute leadership to teachers abound. For the 2015-2016 the following leadership roles are in place: three Grade Team Leaders, and 4 Department Leaders, a Special Education Coordinator and an ELL Coordinator. Teacher leaders are expected to facilitate each weekly meeting, maintain agendas and minutes, and follow-up on the Next Steps determined by each team. Teacher leaders meet regularly with the Principal. There is also a Testing Coordinator and a MSQI Coordinator. The principal will provide ongoing Professional Development opportunities for teachers based on classroom observations. New teachers are given additional PD and mentoring. FDAV will also take part in The New Teacher Center to train and develop new teachers. All FDAV teachers will participate in inter-visitations and lesson studies, monitored by leadership, to promote growth and a supportive environment for collaboration.

With a change in leadership, the survey questions regarding leadership are irrelevant, however, only 70% of teachers believe school leaders provide time for collaboration among teachers. This is something we can work on for this year. Also, in conversations with teachers, it is evident that teachers need more regular observations and feedback with supportive next steps.

### **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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will implement a system that will allow frequent classroom observations paired with timely, meaningful feedback based on Initial Planning Conferences, collected data, and student achievement to assign, counsel, and provide on-going targeted professional learning opportunities to teachers which will result in a 5% increase in their overall 2016 MOTP rating measured by Advance.

### **Part 3 – Action Plan**

|   |   |   |  |
|---|---|---|--|
| <p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p>  | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>FDAV administration will design an observation schedule that allows for 25% more informal observations for each teacher.</p>   | <p>Teachers/<br/>admin</p>  | <p>September 2015-June 2016</p>                                   | <p>Administration</p>  |
| <p>FSC will provide instructional support (Lesson Planning, Unit Planning, Curriculum Mapping) and professional development support in all four major subject areas.</p>  | <p>Teachers</p>   | <p>September 2015-June 2016</p>                                   | <p>FSC and Administration</p>  |
| <p>Monday PD schedule will be designed around data collected from observations</p>  | <p>Teachers/<br/>admin</p>  | <p>September 2015-June 2016</p>                                   | <p>Administration</p>  |
| <p>Observations will be done in a 4 round cycle with each round's next steps focused on one element of the rubric set as a goal by teacher and admin</p>  | <p>Teachers/<br/>admin</p> <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div> | <p>September 2015-June 2016</p>                                   | <p>Administration</p>  |
| <p>Teachers will engage in intervisitation/instructional rounds using the Danielson Framework where they will rate one another and give peer feedback.</p>  | <p>teachers</p>   | <p>September 2015-June 2016</p>                                   | <p>Administration/Teacher leaders</p>  |

**Part 4 – Budget and Resource Alignment**

|  |                        |  |                                      |  |                          |  |                                |  |                                 |                                    |
|--|------------------------|--|--------------------------------------|--|--------------------------|--|--------------------------------|--|---------------------------------|------------------------------------|
| <p><b>Part 4a.</b> 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>Ensure funds in Galaxy are scheduled appropriately to support professional development, coverages for teachers engaged n instructional rounds</p>   |                        |  |                                      |  |                          |  |                                |  |                                 |                                    |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |                        |  |                                      |  |                          |  |                                |  |                                 |                                    |
| <p>X</p>   | <p><b>Tax Levy</b></p> |  | <p><b>Title I SWP</b></p>            |  | <p><b>Title I TA</b></p> |  | <p><b>Title II, Part A</b></p> |  | <p><b>Title III, Part A</b></p> | <p><b>Title III, Immigrant</b></p> |
|  | <p>C4E</p>             |  | <p>21<sup>st</sup> Century Grant</p> |  | <p>SIG/SIF</p>           |  | <p>PTA Funded</p>              |  | <p>In Kind</p>                  | <p>Other</p>                       |

**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.

In each round of observations after the first, (Nov-Dec; Jan-Feb; March - April) we will analyze to insure that teacher performance is increasing by way of advance scores going up.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

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 the community in our school. Therefore, our school, in compliance with the Section 1118 of Title 1, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. In order to foster a more effective and inclusive school program, all stakeholders, particularly parents, must be provided with varied points of access for communication with the school leaders and faculty. In order to facilitate fluid and continuous communication with parents, and increase parent involvement in school culture and management, FDAV will create and update the school website complete with email links to all staff members. This increase in the range of communication mechanisms with parents is expected to increase the number of parents monitoring student progress and attending parent teacher conferences. Presently, FDAV utilizes our Parent Coordinator as a point person for parent contact. Our Parent Coordinator also serves as liaison between families and the school.

#### Strengths:

- The school leader makes it a school wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from school and provides age appropriate information about high school to students and their families.
- The school staff uses a plan to communicate with parents (i.e., text-messaging, and communicating in a variety of ways) concerning student progress, achievement, and needs.
- School leaders, data specialists, and program coordinators share data and integrate data systems in order to identify family needs and target appropriate support strategies.
- The entire school community ensures that student data is shared in a way that families can understand their child’s learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.

#### Priority Needs:

- The PTA and SLT have been reestablished, but attendance is low.
- We have low turn out for parent workshops
- Ways outside of phonecalls home that will communicate with parents about positive or challenging behaviors, grades, upcoming events etc.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Increase the amount of parent outreach and involvement in academic achievement as measured by a minimum of 50% of parents accessing our school web-site and Jupiter Grades to monitor student progress in order to provide a support network for students and a minimum of 50% of parents attending scheduled parent-teacher conferences.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Professional Development training to the staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school’s plan for engaging parents to support student success</p>   | <p>Teachers and families of students at FDAV</p>        | <p>September 2015 – June 2016</p>                          | <p>Administration and teachers</p>  |
| <p>FDAV will host a “Meet the Teacher” event in which families will be invited to attend in class presentations introducing them to their child’s Teachers and introducing the course expectations and requirements for passing.</p>  | <p>Parents/community members</p>                        | <p>September 2015</p>                                      | <p>Grade Team Leaders and Department Leaders</p>  |
| <p>Parents will receive a Parent version of the School Handbook in English or Spanish complete with an itemized calendar of school events for the school year and a list of teacher email addresses.</p>  | <p>Parents</p>  | <p>September 2015</p>                                      | <p>Advisors, Grade Team Leaders</p>   |
| <p>Parents and other stakeholders will be fully apprised of the events occurring at FDAV, including Parent Teacher Conferences, and Student Orientation by phone calls</p>  | <p>Parent coordinator, Parents</p>                      | <p>September 2015</p>                                      | <p>Administration, Teachers, Parent</p>   |

|   |                              |                |  |
|---|------------------------------|----------------|--|
| from the Parent Coordinator, Department Coordinators, and the family worker, letters mailed home and through visiting our new website during the course of the academic year. |                              |                | Coordinator, Family Worker, and teachers |
| Engaging with a website design company to create a user friendly website navigation system,   | Principal, teachers, parents | Sept-June 2016 | PTA president                            |
|   |                              |                |  |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |  |                                |  |            |  |                  |  |                   |  |                      |
| Teachers will be able to make parent phone calls as part of their union contract. The family worker will make home visits of students with issues, and the guidance department will support the students who are struggling the most outside and inside of school with at risk counseling and mediations to resolve conflicts. SIT team will be monthly for common planning time. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| By February 2016 there will be a year-over-year increase of 10% in the participation of parents in school-related events and activities.  |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>                          | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|---|--|--|
| <b>English Language Arts (ELA)</b>  | DRP Level   | Enrollment in Wilson Reading Program  | Double period of ELA, Individual and small group instruction in class                | 5x days/week; all eligible students and all related teachers/support staff                     |
| <b>Mathematics</b>  | Students who scored either a level 1 or a low 2 on the NYS Math exam  | Tutoring  | Double period of math,, Individual and small group instruction in class              | 5x days/week; all eligible students and all related teachers/support staff                     |
| <b>Science</b>  | Course Grades   | Tutoring  | Individual and small group instruction   | 5x days/week; all eligible students and all related teachers/support staff                     |
| <b>Social Studies</b>   | Course  | Tutoring  | Individual and small group instruction   | 5x days/week; all eligible students and all related teachers/support staff                     |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Recommendations via the SBST, school psychologist, guidance counselor | Individual or small group counseling  | Individual and small group instruction   | 5x days/week; all eligible students and all related teachers/support staff                     |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <ul style="list-style-type: none"> <li>• We have a hiring committee who engages perspective candidates in a rigorous interview process. The team evaluates each candidate.</li> <li>• Professional development is offered regularly as part of teachers regular work schedule</li> <li>• Recruitment is done via TFA, NYCTF, Teacher Finder, list serves of teacher graduate schools and BFSC Support</li> <li>• Teachers are assigned in alignment with their certification and license.</li> <li>• Currently all teachers are HQ as per last year's BEDS survey.</li> </ul> |

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

|   |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| Professional development is a part of the fabric of our school. All teachers are required to be a part of at least one Professional Learning Community (PLC). Our PLCs meet at least once per week on Tuesdays after school as per the new UFT contract. PLCs engage in inquiry-based work around the CCSS. Teachers also meet in grade and department teams once every three days. Additionally, as per the UFT contract we have 80 minutes of mandated PD every Monday. Our Professional Development team aids in crafting our professional development plan for the year. Additionally, teachers, paraprofessionals and the administration attend off-site PD opportunities regularly. |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

#### **Part 4: SWP Schools Only**

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

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

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

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

We have both school-wide and classroom based assessments. Our assessment plan details both. School wide assessments consist of the DRP, School Net baseline assessments and periodic assessments. Teachers aid in selecting these at the end of every academic year for the following year. Teachers craft their own classroom assessments as per their curriculum map and essential questions.

- Assessment Committee that votes and/or offers input to the section or process of assessments
- Teacher teams review the effectiveness of school-wide and/or common assessments
- Surveys are conducted on teacher knowledge, comfort, and abilities with specific strategies so appropriate PD can be provided and inter-visitations can be effectively set-up to encourage specific assessment practices
- Different assessment strategies are compared so as to determine the most effective strategies and how they can be best modified and/or adapted for school-wide use
- Teachers and teacher teams help design rubrics that effectively assess students and modify and revise based on feedback
- Teacher teams also help create, align, and modify school grading policies

- PD always includes a reflection piece so that all voices are heard in terms of the assessment practices and the needed PD
- Based on limited observation of formative assessments in teacher practice for the 2014-15 SY, Formative Assessments have been reflected in the PD so that it is ongoing and teachers can demonstrate data collection, modification of instruction, and provide targeted feedback to students.

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

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

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 231,126.00  | X   | Section 5A                       |
| Title II, Part A       | Federal  | 0   |   |                                  |
| Title III, Part A      | Federal  | 0   |   |                                  |
| Title III, Immigrant   | Federal  | 0   |   |                                  |
| Tax Levy (FSF)         | Local  | 1,786,381.00  | X   | Sections 5A-5E                   |

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Frederick Douglas Academy V**, 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 Douglas Academy V** 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;
- **Investing in an online grading program called Jupiter Grades so that parents can see their updated child's grade at any given moment;**
- **Developing a user friendly website to communicate important messages to parents and create a way for parents to be in touch with teachers/**

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- **Moving to an online grading system to empower parents and students to know exactly what their grade is**
- **creating a user friendly website with announcements, teacher pages and any other information easily accessible.**

### School-Parent Compact (SPC)

**Frederick Douglas Academy V**, 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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 V</u>  | DBN: <u>12x273</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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>25</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<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>5</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>   |
| # of content area teachers: <u>4</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: \_

After school and Saturday Academy:

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

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

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

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

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

Facilities: regular classrooms \ ESL Office

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

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

- One hour per session

- 10 hours per week

- 16 week program

- Beginning date: November 18, 2013

Measureable outcomes: Higher NYSESLAT and ELA passing average.

Saturday Academy:

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

-

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Teacher's will receive Professional Development on how to implement the following strategies and programs to target ELL's to ensure higher achievement on NYS and NYC assessments. PD's will be led by our Network ELL Liason and our Network Achievement Coach. Teachers

### Part C: Professional Development

will also attend PD's offered by the DOE and Fordham University.

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

•Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related

•Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher's Circular Six period.

•Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians

•Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities facilitated by the Parent Coordinator and the ESL Teacher. (times will be scheduled so that the majority of parents can attend)

•Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community, via Parent Workshops lead by Learning Leaders.

•Supporting parental involvement activities as requested by parents.

•Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

•Issuing a Parent/Student Handbook and Calendar in the family's native language that contains all school policies and the Outlook e-mail of every staff member.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

| Budget Category   | Budgeted Amount  | Explanation of expenditures in this category as it relates to the program narrative for this title.                                  |
|---|------------------|--|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       | <u>\$1000.00</u> | <u>ELS Teacher, English Teachers and Bi-Lingual Paraprofessional for After School and Saturday Academy ESL/ELA tutoring program.</u> |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   | _____            | _____  |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> | _____            | _____  |
| Educational Software<br>(Object Code 199)   | _____            | _____  |
| Travel  | _____            | _____  |
| Other   | _____            | _____  |
| <b>TOTAL</b>  | _____            | _____  |

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>12</b>                              | Borough <b>Bronx</b> | School Number <b>273</b> |
| School Name <b>Frederick Douglass Academy V</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Dena Zamore</b>  | Assistant Principal <b>Torrence Robinson</b>               |
| Coach <b>type here</b>  | Coach <b>type here</b>                                     |
| ENL (English as a New Language)/Bilingual Teacher <b>Michelle Hinkley</b> | School Counselor <b>Edgardo Rivera</b>                     |
| Teacher/Subject Area <b>Ryanna Hooks \ SS</b>                             | Parent <b>type here</b>                                    |
| Teacher/Subject Area <b>Julie Walsh \ Math</b>                            | Parent Coordinator <b>Dorca Alvarez(LAC Coordinator)</b>   |
| Related-Service Provider <b>Stephaine Flory \ Speech</b>                  | Borough Field Support Center Staff Member <b>type here</b> |
| 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            | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | <b>0</b> | Number of teachers who hold both content area/common branch and TESOL certification | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | <b>0</b> | Number of teachers who hold both a bilingual extension and TESOL certification      | <b>0</b> |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | <b>0</b> | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | <b>0</b> | Number of special education teachers with bilingual extensions                      | <b>0</b> |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>271</b> | Total number of ELLs | <b>22</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                            |                             |                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 checked="" type="checkbox"/> | 7 <input checked="" type="checkbox"/> | 8 <input checked="" 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 type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL)                     | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL                               | Yes <input 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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 22 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 10 | <b>ELL Students with Disabilities</b>                     | 10 |
| <b>SIFE</b>                 | 2  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 7  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 5  |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 10                                      | 2    | 2   | 7   | 0    | 4   | 5  | 0    | 4   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|                     | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Dual Language (ELLs/EPs\*)  
K-8**

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

|                     | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|                     | ELL | EP | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

|                     | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|                     | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | 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  |          |          |          |          |          |          | 7        | 7        | 5        |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          | 1        | 1        |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          | 1        |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   | 2 |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   | 1 | 2 | 1 |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   | 3 | 2 |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   | 2 | 5 | 4 |   |    |    |    | 0     |
| <b>Commanding</b><br>(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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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  |   |   |   |   |   |   | 3 | 0 | 4 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 5       |         |         |         | 0     |
| 7       | 4       | 1       |         |         | 0     |
| 8       | 4       | 1       |         |         | 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        | 5       |    | 1       |    |         |    |         |    | 0     |
| 7        | 5       |    |         |    | 1       |    |         |    | 0     |
| 8        | 2       |    | 3       |    |         |    |         |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     | 2       |    | 4       |    | 9       |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

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

| New York State Regents Exam  |                            |               |                             |               |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                              | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                              | English                    | Home Language | English                     | Home Language |
| Global History and Geography |                            |               |                             |               |
| Geography                    |                            |               |                             |               |
| US History and Government    | 1                          |               |                             |               |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        | 1                      |                        |  |                        |                        |                        |
| 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.
 

In addition to the mandated ELL assessments (NYSITELL, and NYSESLAT) as well as the state mandated ELA and Math assessments, our school utilizes many different tools to measure the literacy skills of ELL students. Initially, along with the mandated ELL provider, all teachers collaborate on analyzing the previous year's NYSESLAT data to determine what language interventions need to be put in place to ensure success within the classroom. In addition, ELL students are continually assessed by content teachers as well as the ELL provider to determine language proficiency through running records (reading assessment) (Fountas and Pinnell), vocabulary acquisition (academic and social), writing level assessments (ELA and content areas). Additionally, ELLs take part in all periodic and predictive assessments throughout the year for ELA and Math.

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

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

Our school is also a part of the Middle School Quality Initiative; where we schedule strategic reading periods into our school day. Since we take part in the MSQI program we test our students, three times a year (September, January, and June), using the Degrees of Reading Power (DRP) to measure individual reading levels and growth. Once our ELL students take the DRP in September they will be placed in a strategic reading growth to work on literacy skills.
- 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](#))
 

Our school uses information from the Annual Measurable Achievement Objectives to focus on the academic achievement of our ELL students and to design effective instruction programs and interventions. We use the ELL service, NYSESLAT proficiency and progress,

SIFE status, home language, disability classification, attendance, age, grade level, and ELA/Math performances and progress. All these subgroups help us design targeted, data driven instructional programs that will impact student learning as well as highlight students who exhibit known risk factors and help us develop and implement targeted instruction.

As a school we use the AMAOs 1 and 2 to project our status through the next school year. We use the data from the AMAOs to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and to design effective instructional programs and interventions for those students. We also use it to indicate risk factors that can be exhibited.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - A. One pattern determined by our school's data analysis is that for a large percentage of ELL's, the second year in their middle school experience (7th grade) shows to be the pivotal grade for passing and scoring proficient on all modalities of the NYSESLAT. To the adverse of that data, their first year of middle school experience (6th grade) shows the biggest struggle in both the state ELA and NYSESLAT performance. However, an important measurable data has shown that when provided with a freestanding ELL class period, a large percentage of ELL students had a 5-10 point raw score increase on their state ELA exam the previous year. The data has also shown a pattern that those ELL students identified as entering or emerging ELL have scored a level 1 or low level 2 on the state ELA exam. On average, growth in the NYSESLAT modalities correlates to growth on the state ELA exam. When ELLs take a test in their native language compared to English they generally receive a higher grade.
    - B. The ELL provider, school leadership, and all teachers collaborate to analyze the results of the ELL Periodic Assessments to determine what language interventions need to be put in place to ensure success within the classroom. We have had multiple professional development meetings to address the data from our DRP results. We learned how to break the data down and we were able to take away the areas that our ELL students need to improve on.
    - C. The school is learning that our ELL's are struggling when they take the Periodic Assessments and the DRP's. Our ELL students, just as our general education students, have a difficult time reading passages and comprehending difficult questions on grade level. The students native language is used during classroom instruction 25 percent of the time, through partner work, test homework in their native language, dictionaries, and many other items.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
Our school uses our data from the mandated ELA and Math assessments as well as the mandated ELL assessments (LAB-R and NYSESLAT) to guide instruction for ELLs within the Response to Intervention framework. We provide intensive, targeted instruction designed to match our ELLs needs and performance on administered assessments. Our school uses all three tiers of instruction support. All staff members are involved with the development of ELL servicing as it is part of differentiation instruction. Specific ELL students receive extra attention, activities, and targeted work in addition to core instruction. Intensive and individualized instruction is also offered to our ELLs. All of our population receive rigorous and evidence-based curriculum within the classroom.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Based on the interview with the parent and the student's educational history and background we are able to develop an idea on each student's second language development. The student's second language development and building each student's English language skill is always considered in instructional decisions by all teachers. In all of the classrooms there is a learning environment where the student feels at ease and can show comprehension/competency non-verbally. The students are also given the chance to work on group assignments, use peer study partners, and to use the language experience approach to promote both oral and written communication. The students are also focused on purposeful content-related activities, provide comprehensible input within meaningful contexts, and are provided with meaningful writing opportunities. Teachers are also told to focus on what students communicate rather than on how they communicate and to use students' errors as indicators of their progress in developing second language skills. Some of the data that is used in instructional decisions are the NYSESLAT, previous State test scores (if there are any), as well as beginning of the year assessments and DRPs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Some of the ways we evaluate the success of our programs for ELLs is if our students are acquiring English language skills at a consistent pace with our programs goals and expectations. Also, we look at how are our ELL students progressing in English language skills so they will be able to successfully handle regular coursework. We look at ELL students and former ELL students and how they

are doing overtime, as compared to the academic performance of all other students. As a school, we use multiple measures to assess the overall performance of ELL students (state test, teacher observation measures and checklists, portfolios, and running records).

## Part IV: ELL Identification Process

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

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.

All newly admitted students are provided a registration package which describes and details the academics of our school. In addition, each parent \ guardian is administered a Home Language Survey to determine if their home language is something other than English. In collaboration with this survey, the ELL certified provider also conducts an oral interview (in native language whenever possible) with each new admit to determine the dominant language. If it is determined that the student's home language is that other than English, the NYSITELL exam is administered within 10 days of admission in order to determine ELL status. Spanish speaking students that tested "Entitled" on the NYSITELL will be administered the Spanish LAB. Once ELL status is determined and a student is deemed eligible for ELL services, the ELL provider along with the parent coordinator meets with the parent \guardian to explain program choices available within the school system.

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).

If there is an indication within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling the SIFE Identification Process will take place within 30 days of enrollment. In order to determine a SIFE student the ELL Coordinator must first administer the oral interview questionnaire. The questionnaire is used to determine if an ELL has had a gap of two or more years in their formal schooling. The questionnaire can also be used to get a better understanding of a newcomer ELL. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE, LENS, is administered. The LENS is a test to measure the home-language literacy skills SIFE bring with them when they enter the New York City schools. This assessment is highly informative for teachers of SIFE because you become aware of each individual student's strengths and weaknesses. In addition to the interview questionnaire and the LENS, the ELL Corrdinator can use work that has been done by the student to determine the strengths and weaknesses of each SIFE.

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).

If a student enters the school with an IEP and the Home Language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT team consist of a school administrator, IEP coordinator, ELL Coordinator, special education teacher, and the student's parent or guardian. After the LPT reviews evidence of the student's English language development, student's history of languae use in the school and home or community, test administered in the student's home language, as well as information provided by the Committee of Special Education (CSE) as to whether the student's disability is the determine factor affecting whether the student can demonstrate proficiency in English, the LEP either recommends that the student take the NYSITELL or the student does not take the NYSITELL. If the LPT recommends the student not to take the NYSITELL, then the recommendation is sent to the principal for review. The principal will then determine if the student should or should not take the NYSITELL. If the principal recommends the student not to take the NYSITELL then the principal's determination is sent to the superintendent or designee for review. The parent or guardian will be notified within 3 days of the decision. If the superintendent determines the student should not take the NYSITELL then the parent is notified and ELL identification process terminates. If the superintendent or designee determines that the student must take the NYSITELL, we have 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

During the beginning of the year registration and orientation the ELL provider and parent coordinator work together to assist the parents \ guardians in making the best possible decisions for their child. If a parent is unable to attend the school ensures that numerous attempts are made (through calls, letters (mail and backpacked home) and informal meetings), to ensure the parents \ guardians are made aware of these choice and can make an informed decision. Whenever possible everything is done using their native language. Our school also ensures that entitlement and non-entitlement parent notification letters are distributed within five

school days after the NYSITELL is scanned and score is determined. The ELL Coordinator mails and backpacks home the parent notification letters as well as the original copy is kept on file at the school.

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).

The parents will be informed that they have the right to appeal ELL status within 45 days of enrollment. They will be informed by two ways, the first is during a conversation, whether face to face or over the phone, and the second will be a letter that will be sent home to inform the parents.

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.

Once ELL status is determined and a student is deemed eligible for ENL services, the ENL provider, Ms. Hinkley who is certified in Elementary Education, Special Education and Teaching English to Speakers of Other Languages, along with the parent coordinator, Dorca Alveraz, meets with the parent \ guardian to explain program choices available within the school system. This type of meeting can take place in either a group or individual setting. Along with the parent coordinator, the ELL provider sets up a meeting at the school and an agenda is provided so parents \ guardians are fully informed about the session. Through the use of the NYC DOE's ELL program choice video and ELL research, all three choices available to the ELL student (Transitional Bilingual, Dual Language and Freestanding ENL) are explained in detail. Together, the ELL provider and parent coordinator work to assist the parent \ guardian in making the best possible choices for their child. This type of parent outreach is also performed during the school's beginning of the year registration and orientation to ensure all parents are informed about the services provided by our school. If a parent is unable to make such sessions, the school ensures that numerous attempts are made (through calls, letters (mailed and back packed home and informal meetings), to ensure the parents \ guardians are made aware of these choices and can make an informed decision. (Whenever possible, the parent can be informed using their native language.) During the parent orientation attendance, staff members present at the orientation, and languages used other than English will be recorded. Also during the orientation, we provide information on standards, curriculum, assessments, common core learning standards, school expectations for English Language Learners, program goals, and requirements for bilingual education and ENL programs.

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.

Our school ensures that Parent Surveys and Program Selection forms are returned within 5 school calendar days. During the beginning of the year registration and orientation the ELL provider and parent coordinator works together to assist the parents \ guardians in making the best possible decision for their child. If a parent is unable to attend or has not returned the forms the school ensures that numerous attempts are made; through phone calls, letters mail and backpacked home, and informal meetings. If they parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program, if one exists, otherwise the student will be placed in ENL. We will document the attempts made to gather the initial parent selection preference.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ELL Coordinator along with the parent coordinator monitors the Parent Survey and Program Selection forms. The ELL Coordinator creates a spreadsheet with student information, NYSITELL score, date the parent survey and program selection forms were distributed and mailed home, parent contact information, and date the forms need to be returned by. If the parent has not returned the forms by the 3<sup>rd</sup> day, the parent coordinator will reach out to the parents and remind them that the form needs to be returned.

9. Describe how your school ensures that placement parent notification letters are distributed. After parent survey and program selection forms are returned the student will be placed in the parent's program choice. If a parent's program choice is not available in the school, we will inform the parent that the selection is not available at the school and they have two options. After the parent \ guardian chooses between the two options the student will be placed in an ENL class or the student will be transferred to a different school. While the student is waiting to be transferred to a different school he \ she will be placed in the ENL program. The ELL coordinator will keep a spread sheet of the parent survey, program selection, and parent notification letters; the dates they were distributed and mailed home. The ELL coordinator will also keep a copy of all the forms and letters on file at the school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Our school retains all ELL documentation, HLIS, non-entitlement, entitlement letters, parent survey, and program selection forms. The ELL Coordinator keeps records and folders for all ENL students as well as students who have taken the NYSITELL. A copy of all the forms and letters are placed in the ELL Coordinators folders as well as the original copies placed in the students folders in the main office.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ELL coordinator and parent coordinator ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL coordinator will backpack and mail the letters home for each ENL student. The spreadsheet that is created by the ELL coordinator has a section for continued entitlement and transitional support notification letters to make sure each ENL student receives the letter.
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).

While research shows that the default program for newly identified ELLs is Transitional Bilingual, over the past few years, our school has had only 1 parent request for that program. The trend within our school for ELL students has been Freestanding ENL program where students take their classes in English and receive ELL instruction according to their NYSESLAT or NYSITELL scores. Our school does not offer any of the other programs but ENL, however we will be hiring another ENL teacher next year to help our school align to the new CR 154 requirements. In addition to the initial identification of ELLs, our school continually evaluates the process of all ELLs through formal and informal assessments. All identified ELLs participate in the NYSESLAT each year (until tested out) and all teachers on staff are provided with data on these ELLs for use in their classroom. Through an in-depth analysis of the NYSESLAT scores, the ELL provider presents workshops to advise those teachers on how to best support and enhance the academic levels of their ELL students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.  
To ensure that the mandated number of instructional minutes is provided for all proficiency levels, ENL instruction is delivered in our school through a combination of services. ELL students are heterogeneously grouped by grade and classes, they travel as a group by grade. ELLs receive servicing five days a week between 45 to 90 minutes a day during their scheduled class periods. Whenever possible, our ELL special education students are mainstreamed into the General Ed ELA classrooms where they receive a large portion of their ELL services. In addition, a portion of the units of support are delivered during the ELLs ELA class period with the remainder of the servicing being provided throughout the day in other content areas. In addition, ELLs receive additional support across all content areas during the school's Strategic reading periods.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
In order to ensure that the mandated number of instructional minutes are being provided according to the proficiency levels a spreadsheet is created with each student's name, ID number, and proficiency level. After the spreadsheet is created the ELL coordinator breaks down the minutes, either 360 or 180 minutes and whether it will be stand-alone ENL, integrated ENL, or

flexibility. Students whose proficiency level is at an entering level will receive 1 unit (180 minutes) of stand-alone ENL and 1 unit of integrated ENL. Students whose proficiency level is at an emerging level will receive .5 unit (90 minutes) of stand-alone ENL, 1 unit of integrated ENL, and either .5 unit of stand-alone ENL or integrated ENL depending on the individual student. A student whose proficiency level is transitioning will receive .5 unit of integrated ENL and .5 unit of stand-alone ENL or integrated ENL, depending on the student. A student whose proficiency level is expanding will receive 1 unit of study in integrated ENL. A student whose proficiency level of commanding will receive .5 unit of integrated ENL.

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.

**Stand-Alone ENL:** The ELL students receive their content subjects throughout the day. The ENL provider will pull the entering and emerging students out of the classroom for stand-alone ENL. The ELL teacher will provide strategies and guidelines for the content teachers to help meet the linguistic needs of the ELL students. In addition, along with the ELL provider, teacher's analysis the data from the NYSESLAT as well as the state ELA and Math exams to determine the individual academic needs of each ELL student. In order to make content comprehensible and to foster language development and to meet the demands of the Common Core Learning Standards both each content department work closely together with the ELL Coordinator to review and develop their units. The ELL coordinator works with each core content to make sure the instruction approaches and methods used to help all ELL students. The ELL coordinator helps each content teacher to infuse ELL student's home language as much as possible as when developing a unit.

**Integrated ENL:** The ELL students receive their content subjects throughout the day. The ENL provider will push in to some of the ELL student content classes. Content area teachers use ELL strategies guidelines to meet the linguistic needs of ELL students. In addition, along with the ELL provider, teacher's analysis the data from the NYSESLAT as well as the state ELA and Math exams to determine the individual academic needs of each ELL student. In order to make content comprehensible and to foster language development and to meet the demands of the Common Core Learning Standards both each content department work closely together with the ELL Coordinator to review and develop their units. The ELL coordinator works with each core content to make sure the instruction approaches and methods used to help all ELL students. The ELL coordinator helps each content teacher to infuse ELL student's home language as much as possible as when developing a unit.

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

ELLs are appropriately evaluated in their native languages throughout the year. 22 out of 24 ELL students native language is Spanish. Our ELL students can take the Spanish LAB, have conferences in their native language, read and write in their native language, and complete teacher created assessment in their native language.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year the ELL teacher looks at the previous year's NYSESLAT scores and \ or any periodic assessment to see what modalities need extra support. Based on our previous years the reading and writing sections seems to be the most difficult section for our students. Based off of the data that they ELL coordinator collects the ELL teacher does conferences with the students to make sure there is progress being made. Most of these conferences are informally assessed and based from the meetings either continue with skills being taught or change to help improve the students language and vocabulary acquisition. Throughout the year the students are assessed not only on written work but also conversations they have with peers, teachers, or whole class.

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

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

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

**C. Developing:** For ELL students who are developing we use many interventions and strategies. These strategies are used for all ELL students but most are target for our developing ELL students. All teachers, no matter what subject, are literacy teachers,

so throughout our school we use read-aloud, shared readings, small-group instruction, independent reading, think-aloud, shared writing, and independent writing.

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

E. Former ELLs up to two years after exiting ELL status: Former ELL students still receive services after testing proficient \ commanding on the NYSESLAT for at least two years following the school year in which a student is exited from ELL status. The ELL student will receive all the interventions and strategies that helped them score proficient on the NYSESLAT. The former ELL students will receive at least one half of one unit of student of English as a new language, or 90 minutes per week, and are eligible for certain specified testing. During this unit of student the ELL teacher will do regular check up with the former ELL student to make sure the student is maintaining good grades and is not struggling with the curriculum. Former ELL students still receive their modifications on state and local assessments. In addition, if necessary, these students receive services and supports within their classroom environments through constant communication between the ELL provider and classroom teachers and ongoing assessment and data analysis.

7. 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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, the school ensures that they student's academic progress has not been adversely affected by the re-identification. The ELL Coordinator \ teacher will do regular check up with the students to make sure the student is maintain good grades and are not struggling with the curriculum. Between 6-12 months the principal must review the re-identification process decision and consult with a qualified staff member in the school, the parent \ guardian, and the student. If the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within the same 6-12 month period.

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?

The instructional strategies for ELL-SWDs and Long Term ELLs are similar. Support for these students is provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted literacy. There is also a class for ELL-SWDs that incorporates technology and ENL. This class provides academic content, English language development, and grade-level materials. In order to make sure that every ELL-SWD's receive all mandated services required on their IEPs the ELL Coordinator, Special Education Coordinator, Speech provider, and guidance counselor all sit together to create student schedules and make sure all services are being provided.

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?

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

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><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>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><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>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.

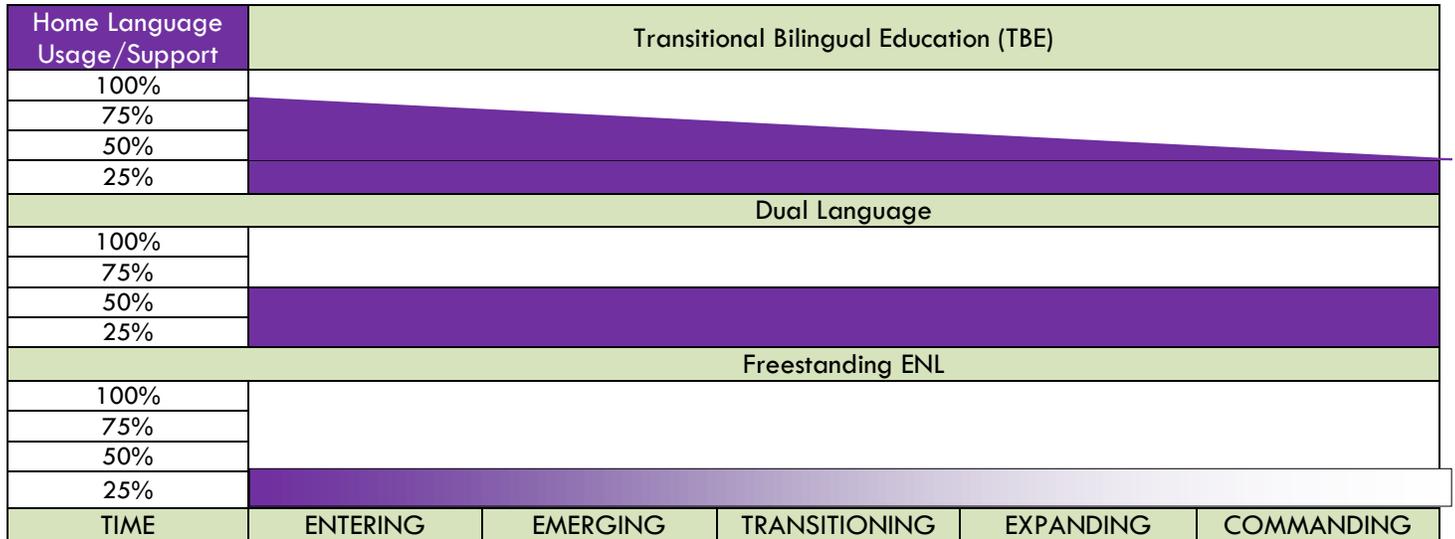


\*Note “other approved services” does not apply to New York City at this time.

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.  
Our school uses data from the mandated ELA and Math assessments as well as the mandated ELL assessments (NYSITELL, LAB-R, and NYSESLAT) as well as City assessments (MOSL, DRP) to guide instruction for ELLs within the response to intervention framework for all subject areas. We provide intensive, targeted instruction designed to match our ELLs needs and performance on administered assessment. Our school uses all three tiers of instructional support. All staff members are involved with the development of ELL servicing as it is part of differentiation instruction. Specific ELL students receive extra attention, activities, and targeted work in addition to core instruction. Intensive and individualized instruction is also offered to our ELLs. Most of our population receive rigorous and evidence-based curriculum within the classroom. While using the RTI model and focusing on our 0-3 year ELL students we look at the ELL's background and educational contexts, which include first and second language proficiency, educational history, immigration pattern, and culture. All these things have a huge impact on their academic achievement in the classroom. Also we examine the appropriateness of classroom instruction and the classroom context, gather information through informal and formal assessments, an interpretation of all assessment data. Each of our targeted interventions program focus on supporting ELL students and ensuring their growth in literacy as well as across the content areas. All intervention programs are offered to our ELL students in the English language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program is meeting the needs of our ELLs in both content and language development. Based on the data from the previous NYSESLAT scores 14 of our students moved up in scores and five students became proficient and tested out of the NYSESLAT. Ten of our students decreased in score; six of those ten students were IEP students and eight of those students had the same proficiency result as the previous year (on an average went down five points from the previous year).
12. What new programs or improvements will be considered for the upcoming school year?  
For our ELL students we are offering some new improvements to our scheduling. All ELL students will receive 90 minutes a day of Common Core ELA and 90 minutes a day of Common Core Math. During this time the ELL students will receive more common core instruction, small group reading instruction, support with academic vocabulary, and more time for group work with fellow classmates. We are also offering an after school program for our ELL students. This program runs every day of the school week from 2:40-5:30 pm. Our ELLs are able to attend an after school tutoring program that is offered by specific teachers in all subject areas. These tutoring sessions are opened to the entire school but can provide the ELL student with additional support from teachers and peers.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Every program that is at our school is offered to every student that attends. This year our school has an after school program provided by the BELL Foundation, Building Educated Leaders for Life. The BELL after school program offers academic intervention tutorials as well as sports, arts, and enrichment classes. The program is after school Monday through Friday, beginning at 2:40 p.m and ends at 5:30 pm. Also during the school day Harvard tutors come into the ELA classes and pull groups of 4 students and work on strategic reading strategies, book clubs, and/or guided reading groups.
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.  
Some of the instructional materials that are used to support ELL students in the classroom are: bilingual dictionaries, iPads with ELL apps (native language and English), reading journal, content journals, picture dictionaries, leveled books (Spanish \ English), brain pop, homework and classroom in native language, grouping, and peer work.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered in ENL twenty five percent of the time. The ELL coordinator creates a spread sheet with all ELL students, proficiency results, mandated number of minutes per day and the percent for native language use and supports. The native language support is delivered in a number of ways. Some ways are bilingual dictionaries, iPads with apps that use their native language and English, picture dictionaries, peer work, grouping, and homework \ classwork in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Depending on the ELLs age and grade level the required support and resources varies. The materials used are always age and grade level appropriate for the student. Based on the NYSESLAT scores and the proficiency levels of the students, the ELL resources and support changes. An entering ELL student receives more support and resources than an advance ELL student.
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).

For our newly enrolled ELL students before the beginning of the school year we have a BELL Program, Building Educated Leaders for Life. This program connects new students to the environment of our school, allows the students to get introduced to fellow classmates as well as teachers. The program runs from 8:20-3:00 pm Monday-Friday. The student receives academic support in the morning and participates in enrichment activities in the afternoon. New ELLs who enroll throughout the school year have the opportunity to join our afterschool program. This program, just like our BELL program, has academic support as well as enrichment activities. This after school, BELL program, runs from 3:00 pm – 5:00 pm, Monday – Friday.

19. What language electives are offered to ELLs?

N\A

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)?

N\A

## B. Professional Development and Support for School Staff

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

All staff members are involved with the development of ELL servicing as it is part of the differentiation of instruction. The majority of ELL professional development outside of school is attended by the ELL provider and then brought back to school and turn keyed at the school to the remainder of the staff. The ELL provider is present at all internal staff meetings including specific grade and content area meetings to answer any questions or assist in further development of the academic needs or the ELL student population. All teachers attend daily professional development where ELL related issues are continually discussed and developed as a team. Mondays are our afterschool whole school staff development days. Staff meetings are held by the principal and the entire staff attends. The focus of the school wide PD's changes based on the needs of the school. Such topics of interest include but are not limited to: ELL language strategies, differentiation, CTT models, integrated ENL, stand-alone ENL, curriculum planning, etc. PDs can be run by in house staff or by an outside agency \ borough field support center.

Every Tuesday during the lunch period there are grade team and planning meetings. These are attended by all content area teachers by grade (i.e 6th grade meeting, 7th grade meeting, etc.). These meetings discuss grade specific agendas and concerns. Every Wednesday the lunch period there are content area meetings, this is when the teachers within a specified content area (i.e Science) meet across the grades to discuss and develop the standards of instruction. Every Thursday during the lunch period there are Special Education meetings that are open to all staff to attend but all special education teachers and coaches are mandated to attend. These meetings review current Special Education practices and mandates, IEP requirements, and upcoming dates, pressing issues regarding a specific Special Education student or a general education student that may need observing. Also built in during the day are common prep periods where teachers can plan with their cooperative teacher. During this time period teachers sit with each other and are given time to plan upcoming units and to discuss the current work of their students. Monday and Friday lunch periods are used for our parent coordinator to schedule case conferences. Fridays are also used for our discipline committee and for open forum meetings. These meetings are specific to the individual members of the discipline committee to review the current plan and make adjustments based on the need of the school and its' population. This meeting is open to all staff members to discuss concerns or add on ideas and thoughts to the current policies. All of the above mentioned meetings are used to provide staff members with a forum for educational discussions, to work as a team to strengthen instruction and pedagogical practices, and to discuss best practice and ways to support all students. In order to help staff members assist ELLs as they transition from elementary to middle and / or middle to high school we offer professional development, usually given by the ELL Coordinantor or SBST. During this professional development strategies, techniques, and best practices are shared on how to help ELLs transition.

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

### 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?

Our school provides 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. These annual individual meetings will take place on Tuesday after school during the parent contact time. These meetings will be scheduled and phone calls and letters will be distributed. During these meetings if interpretation and translation is needed proper steps will be taken ahead of time. Our parent coordinator will be used for Spanish speaking translation and a fellow staff member will be used for our French speaking student.

Answer for # 2: Records will be kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated. A spread sheet is created by the ELL coordinator that will be used to keep track of all outreach and meetings. The spread sheet will include the student, proficiency level, ID number, Parent contact, when the meeting was scheduled, as well as the different measure of outreach needed. For each meeting an agenda will be created with signatures from everyone that attends. If a parent doesn't attend the meeting either the parent coordinator or ELL coordinator will reach out and schedule another meeting time. If a parent cannot come in then a phone conference will be scheduled.

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

Paste response here:

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

### D. Additional Information

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

Paste response here:



| School Name: <b>F</b>   |   | School DBN: <b>12x273</b> |                 |
|---|---|---------------------------|-----------------|
| 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) |
| Dena Zamore   | Principal   |                           | 10/26/15        |
| Torrence Robinson   | Assistant Principal                                   |                           | 6/23/15         |
| Dorca Alvarez   | Parent Coordinator                                    |                           | 6/23/15         |
| Michelle Hinkley  | ENL/Bilingual Teacher                                 |                           | 6/23/15         |
|   | Parent  |                           | 6/23/15         |
| Julie Walsh \ Math  | Teacher/Subject Area                                  |                           | 6/23/15         |
| Ryanna Hooks \ SS   | Teacher/Subject Area                                  |                           | 6/23/15         |
|   | Coach   |                           | 6/23/15         |
|   | Coach   |                           | 6/23/15         |
| Edgardo Rivera  | School Counselor                                      |                           | 6/23/15         |
|   | Superintendent  |                           | 6/23/15         |
|   | Borough Field Support<br>Center Staff Member<br>_____ |                           | 6/23/15         |
| Stephaine Flory   | Other <u>Speech</u>                                   |                           | 6/23/15         |
|   | Other _____   |                           | 6/23/15         |
|   | Other _____   |                           | 6/23/15         |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12x273**

School Name: **Frederick Douglass Academy V**

Superintendent: **Rafaela Espinal**

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

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

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

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

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

---

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

Upon registration non-English speaking parents are provided with a Home Language Identification Survey (HLIS) in their native language. This document provides the school with data to further assist parents and students in our school community. The data taken from the HLIS is reviewed by the ENL coordinator to determine if the student is eligible for NYSITELL and LAB R testing and if they are entitled to receive support services. Within the child's first ten days of school parents are notified (through DOE standardized letters in their native language) whether their child has been identified as a student who is eligible for support services. From this point, ENL coordinator along with the parent coordinator follows the DOE mandated process of holding an orientation meeting and describing entitled services. From that point, parents \ guardians receive reports throughout the year (in home language) informing them about continuation of services \ testing-out and their child's proficiency level. Any language not supported by the DOE is translated using the DOE Translation and Interpretation Unit. This method is also used for translation assessments not supported under the DOEs current language interpretation. Continued collection of data informs the school of those parents\guardians who are in need of written translation and oral interpretation. Another way to assess language preferences of the parent community for both written and oral communication is to use ATS reports, RAPL, as well as information that is put on the student emergency contact cards and teacher collected parent information sheets.

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

The parents' preferred languages for both written and oral communication in or school are Spanish, English, French, Twi, Garifuna, and Bengali.

## Part B: Creating a Communications Calendar

---

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

The documents that our school typically disseminates every year that require translation are:

- School Handbooks (September)
- Parent School Calendars (September, monthly)
- School functions (monthly)
- Parent-teacher conference announcements (4 times a year)
- Different school programs (all year long)
- School celebrations (Holidays)
- NYS testing dates (March)
- Orientation packages (September)
- High School Application Process (October- May)
- School Flyers (yearly)
- Open House

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

The formal face-to-face meetings our school will typically have with parents throughout the school year are:

- parent-teacher conferences (3 times a year)
- meet the teacher night (September)
- Case Conferences (scheduled every Monday and Friday during lunch periods)
- 8<sup>th</sup> grade Graduation meeting (April)
- IEP meetings ( initial and yearly)
- ENL Identification process (when a new student is enrolled)
- conflict resolution meetings (all year)
- Open House

## Part C: Providing Language Assistance Services

---

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

Our school has several teachers on staff as well as our parent coordinator and counselor who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population, 21 out of 24 ELL students speak Spanish). We also have one teacher who is fluent in French speaking and writing and she provides the translation needed for our French student and parents \ guardians. Whenever possible, they are utilized as translators for written documents. For other languages (as well as Spanish, if necessary) our school utilizes the DOE Translation and Interpretation Unit. The ENL teacher, LAC, and \ or parent coordinator submits documents requesting for them to be translated and provides classroom teachers with information on how to use the Translation and Interpretation Unit for their own classroom resources and communication.

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

Our school has several teachers on staff as well as our parent coordinator and counselors who are fluent in Spanish speaking and writing (this is a large percentage of our ELL population, 21 out of 24 ELL students speak Spanish). We also have one teacher who is fluent in French speaking and writing and she provides the interpretation needed for meetings with the parents \ guardians and the student. If necessary, our school provides parents \ guardians and teachers the information for using the over - the - phone DOE provided interpretation services. The ELL coordinator is aware of the staff members who speak a language other than English and utilizes those resources during Parent - Teacher night and other school related meetings and workshops. If in-house interpretation is not available in a specific language the school will use the DOE T & I Unit to request an interpreter for a specific date such as conferences or orientation. This process was utilized 4 years ago as we had our first student of Burmese decent with a home language of Karen (not supported by the DOE identified languages). Request we made in advance for over the phone translation for parent conferences and will be made for future meetings as needed.

## Part D: Training Staff on Policies and Procedures

---

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

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. During one of our full staff meetings the ELL Coordinator along with the LAC will provide all of the information and distribute handouts to the staff. The T&I brochure, Language ID Guide, and Language Palm Card will all be distributed as well as sent electronically.

## Part E: Providing Notice of Language Assistance Services

---

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

### Checklist of Notification Requirements

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

In September FDA V parents \ guardians are notified of their rights to translation services. Additionally, the ENL teacher notifies the families of whenever possible the availability of translation services in our school. According to the Regulations: FDA V will determine within 10 days of a student's enrollment, the primary language spoken by the parent \ guardian of each student enrolled in the school. Information will be maintained in ATS and on student Emergency Cards. Our school will provide translation and interpretation services to parents who require language assistance in order to communicate effectively with the department. Parents \ guardians may rely on a adult or relative for language interpretation if they choose. Our school will assess timely provision of translated documents through existing resources or the T & I Unit. Our school will be responsible for providing parents whose primary language is a covered language and who requires assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school will post signs in the parent coordinators office displaying information in the most prominent covered languages indicating availability of interpretation services. The school safety plan will contain procedures for ensuring that parents in need of language assistance are not prevented from reaching school administrative offices due to language barriers. Our school strategies support shared parent-school accountability, parent access to information about their children's educational options and parents' capacity to improve their children's achievement.

## Part F: Monitoring and Quality Control

---

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

Our school will use a number of ways to gather feedback from parents on the quality and availability of services. One way is through the parent survey, as well as a survey that will be given during meet the teacher night and during parent teacher conferences. Another way our school will gather feedback from parents on the quality and availability of services will be during ENL annual parent meetings. During this meeting the quality and availability of services will be discussed as well as the ways to improve the services.