

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X517

School Name:

FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL

Principal:

JUMEL CARLOS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Frederick Douglass Academy III School Number (DBN): 09X517
Grades Served: 9-12
School Address: 3630 Third Avenue, Bronx, NY 10456
Phone Number: (718) 538- 9726 Fax: (718) 538-9796
School Contact Person: Rahesha Amon Email Address: ramon@schools.nyc.gov
Principal: Rahesha Amon
UFT Chapter Leader: Justin Goldstein
Parents' Association President: Annette Evans
SLT Chairperson: Steven Dodell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Beverly Dominguez
Student Representative(s): Kiani Roper
Zhane Kerr

District Information

District: 9 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: (718) 741-5834 Fax: (718) 741-7098

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
Phone Number: (718) 828-7776 Fax: (718) 828-3113

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 (Blue Ink)
Rahesha Amon	*Principal or Designee	
Albania Rosario	*UFT Chapter Leader or Designee	
Annette Evans	*PA/PTA President or Designated Co-President	
Fatima Anderson	DC 37 Representative (staff), if applicable	
Beverly Dominguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kiani Roper	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Zhane Kerr	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Steven Dodell	Chairperson/UFT Member	
Donnette Manasseh	Member/ Parent	
Yennis Ortiz	Member/ Parent	
Flor Lucero	Member/ Parent	
John Heneghan	Member/ School Representative (AP)	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

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

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

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

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

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

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.

Frederick Douglass Academy III (404 students SY 14-15 in grades 9-12), is built on Dr. Lorraine Monroe's vision of academic and personal excellence for all scholars. Our mission is to be a college preparatory secondary school dedicated to providing an intensive academic program that will prepare scholars to enter the higher education institution of their choice. The Learning Community of Frederick Douglass Academy III strives to provide each scholar with an excellent foundation and a sense of self-confidence. Frederick Douglass Academy III's vision is to build in young women and men the cultural awareness, self-confidence, experience, academic record, skills and access that they will need to prosper in high school, and beyond. Through discipline, structure, high expectations and exploration, scholars will take personal responsibility for their education and realize their full potential. The emphasis on college preparation is supported by a challenging academic program, social and emotional development and cultural enrichment.

The school population comprises 51% Black, 47% Hispanic, 0.7% White, and 0.5% Asian students, a large majority of which will be the first generation in their family to attend college. The student body includes 11% English language learners and 21% special education students. Boys account for 54% of the students enrolled and girls account for 46%. Through immersion in our Core Values – Respect, Education, Professionalism and Community Awareness – scholars evolve as they matriculate at Frederick Douglass Academy III. Our warm supportive environment fosters the growth and development that our youngsters need.

This past year, our school made the most progress in creating and maintaining a Supportive Environment. The school prides itself on the creation of its Core Values, Branding, and the creation of scholar incentives such as Scholar Dollars. The school celebrates students frequently with attendance celebrations, academic honors, and other college/career experiences such as our first Career Fair. Additionally, we developed an introductory interdisciplinary unit to introduce the themes and supports of our school culminating in a school-wide community service day. We are proud of the progress we have made with an overall reduction of incidents, but we know we have work to do to continue to improve in this area. We have developed many strategic partnerships that help us meet our mission, including Fordham University, College Now, NY Cares, Project Achieve, Supportive Children's Advocacy Network (SCAN) and Expanded Success Initiative (ESI). In the 2015 - 16 school year we will be focusing on three elements of the Framework for Great Schools: Rigorous Instruction, Supportive Environment and Collaborative Teachers.

09X517 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	428	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	21	# SETSS	21	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.9%	% Attendance Rate			80.2%
% Free Lunch	85.4%	% Reduced Lunch			2.4%
% Limited English Proficient	11.5%	% Students with Disabilities			21.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			51.0%
% Hispanic or Latino	46.6%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# 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)	3.3%	% Teaching Out of Certification (2013-14)			25.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.14
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	62.4%	Mathematics Performance at levels 3 & 4			37.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	76.6%	% of 2nd year students who earned 10+ credits			66.7%
% of 3rd year students who earned 10+ credits	69.3%	4 Year Graduation Rate			72.1%
6 Year Graduation Rate	82.3%				
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	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	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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.

In the 2014-15 school year, 12% of our students met the college and career readiness standards. This represented a 2% drop from the 2013-14 school year. Additionally, our graduation rate lowered from 72% to 67%. This drop represented an issue with Regents exam accumulation rather than credit accumulation as many of the 2015 cohort that did not meet graduation requirements was missing one or more Regents exams.

Additionally, the 2014-15 Quality Review rated our school Proficient in Assessments, and as a school community we strive to improve through the introduction of interim assessments. Research shows that on-going checks for understanding during the class period paired with strategically implemented interim assessments is one of the key drivers of successful urban schools.

Within our Regents Data ELA (1.13 n=110), U.S. History (1.46 n=92), Science (1.23 n=205), Global History (0.74 n=142), Math (0.68 n=210). This represents a wide range of student performance across demographics and 8th grade entry proficiency. However, the wide-range of the information provides another piece of evidence that further support of students through on-going meaningful assessment will lead to increased student knowledge and student proficiency.

The information from these interim assessments will be utilized in the classroom to re-teach standards where students struggled. This targeted support will be specific to the student and allow the student to take further ownership of their work through an assessment reflection. Through our department meetings we ensure that our unit plans are designed using the UbD principal of backwards design, and that they are Common Core aligned with opportunities for students to engage deeply in topics. This backwards design leads to daily lesson plans with Common Core aligned student learning objectives.

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, all core subjects will implement four NYS/Common Core aligned interim assessments that will be analyzed to determine specific standards for targeted re-teaching and will result in a 2% point increase in the number of students scoring at or above college readiness as determined by the CUNY college readiness standards (70% Math/75% ELA).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Driven by Data - The Instructional Team will plan and create an assessment calendar. This schedule will be thoughtfully modified to allow for timely analysis and reflection by staff within Department team meetings.</p>	<p>Core Content Classes</p>	<p>2015 - 16 School Year</p>	<p>Instructional Team, Administration, Department Teams</p>
<p>The school support team will work collaboratively with school leadership and staff to customize inclusive and motivating college and career experiences for all scholars.</p>	<p>All Students</p>	<p>2015 - 16 School Year</p>	<p>Guidance, Instructional Team, Department Teams</p>
<p>The school leadership team will work to ensure strategic scheduling of scholars in their coursework to support their growth towards college and career.</p>	<p>All Students</p>	<p>Summer</p>	<p>Administration, Instructional Team, Guidance Team</p>
<p>The Instructional Team will develop school-wide professional development experiences to dovetail with department and grade meetings in order to ensure a smooth roll-out, analysis, and implementation of the interim assessments.</p>	<p>Teachers</p>	<p>2015 - 16 School Year</p>	<p>Instructional Team, Administration, Department Teams, School Staff</p>
<p>Interim Assessment implementation will ensure students with special testing accommodations are accounted for and provided the supports necessary for success.</p>	<p>SWD ELL</p>	<p>2015 - 16 School Year</p>	<p>School Staff, ESL Coordinator, SWD Coordinator</p>
<p>A monthly parent newsletter is distributed to provide college and career tips and ways to support students in the Common Core. Additionally, parents have the opportunity to access student grades through PupilPath to monitor their student's progress. Finally, SLT will work on the interim assessment plan and reflect on its implementation.</p>	<p>All Parents</p>	<p>2015 - 16 School Year</p>	<p>School Staff, SLT</p>

Part 4 – Budget and Resource Alignment

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

Summer Planning Time, Instructional Team Meetings, Common Planning Time, Funds for DataCation, Funds for Scanner/Printers for Answer Documents.

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 st 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.

The school will monitor progress through scholarship meetings quarterly after each interim assessment. The observation cycle will be another method used to monitor progress towards the goal of rigorous data driven instruction. After the January interim assessment, administration will review the teacher's student data, goals, and observations during a mid-year conference. This conference will be used to determine next steps to ensure continuous improvement towards the end of year goal.

At the mid-year, February, administration will review scholar data to determine if the school is on track for a 2% point increase in College and Career readiness within our Senior cohort. This reflective process will be used to identify strengths, weaknesses, opportunities, and threats (SWOT).

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.

The 2014-15 School Survey shows that parents (4 questions; nearly all), teachers (6 questions; 4 agree and 2 strongly agree), students (34 questions; 34 agree or sometimes) feel that the school creates a culture that encourages students to support one another and provides for their social and emotional growth. Overall, the school received an 85% on this mark which is a 2% increase over the Citywide positive response average for High Schools. Additionally, the Tripod Project School Report composite score was a 290 out of 300 in the 7 C's which are Care, Confer, Captivate, Clarify, Consolidate, Challenge, Control.

The Quality Review labeled our school's culture of high expectations as well developed. However, our 2014-15 attendance rate school-wide was 79.9% which is a 2.8% decrease from the 2013-14 school year where the rate was 82.7%. Therefore, our school is looking to provide an increasingly supportive environment with a focus on our core values of Education, Respect, Professionalism, and Community Awareness. Additionally, with the refinement of our interdisciplinary unit and branding we will continue to prepare our scholars for college and career. This could also help to support engagement and raise the level of pedagogy at FDA III as this was our Quality Review Area of Focus.

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, scholars will embody the CORE VALUES (Education, Professionalism, Community Awareness and Respect) throughout the school day as represented in organized activities that are culturally responsive, are aligned with College and Career readiness objectives and that also include the promotion of family engagement and scholar involvement in service both in school and in the community at large. Measurement of goal will be determined by reduction of school infractions by 5% based on prior year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will receive professional development through coordinated curriculum development in teacher team conferencing, including interdisciplinary projects.</p>	<p>All Students and Staff</p>	<p>June Planning, September</p>	<p>Grade Team Leaders, Teachers</p>
<p>Offer "lunch and learn" opportunities for SWD and ELL students, including extended day tutoring.</p>	<p>SWD/ELL</p>	<p>2015-16 School Year</p>	<p>Content Area Teachers, Grade Leaders, Special Ed Chair, ELL Coordinator</p>
<p>Provide resources and coordinate scheduled meetings with parents related to SWD and ELL students.</p>	<p>SWD/ELL</p>	<p>September December March June</p>	<p>Special Ed Chair, ELL Coordinator</p>
<p>Parents will be invited for a breakfast with the Principal one time per semester in order to facilitate a dialogue about the supportive environment at FDA III.</p>	<p>Parents</p>	<p>December March</p>	<p>Principal, Admin Team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Grade Team Meetings, Special Education Meetings, 8th Period "Lunch and Learn," Scaffolded Curriculum Development, Common Lunch (Scheduling)</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
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The plan will be evaluated during a mid-year cabinet meeting to include Administration, Guidance, and Teacher-Leaders. At this point, a record will be measured to determine if student infractions had decreased by 2.5% from September to February. This meeting, data analysis, and reflection will provide an opportunity to identify the strengths, weaknesses, opportunities, and threats to reaching our goal.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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.

In the school year 2014-15, 73% of scholars are earned enough credits to be on track to graduate in the 9th grade this represents a 4% drop from 2013-14. In 2014-15, 74% of scholars are earned enough credits to be on track to graduate in the 10th grade this represents a 7% increase from 2013-14. In 2014-15, 60% of scholars in the 11th grade are on track to graduate in 4 years this is a 12% drop from the previous year.

Within our Regents Data ELA (1.13 n=110), U.S. History (1.46 n=92), Science (1.23 n=205), Global History (0.74 n=142), Math (0.68 n=210). This represents a wide range of student performance across demographics and 8th grade entry proficiency. However, the wide-range of the information provides another piece of evidence that further support of students through on-going meaningful assessment will lead to increased student knowledge and student proficiency.

Therefore, the school needs to improve in the ability to keep scholars on the road to success toward graduation. This data focused our teachers on ways to collaborate around best teaching practices, analysis of data, and inter-visitation to improve instruction.

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, grade and department teams will implement school wide instructional focus across both content and grade. This will result in a 5% increase in students on track to graduate within each cohort.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grade teams will develop an interdisciplinary unit and advisory curriculum that focuses on the elements of the FDA III brand by grade.</p>	<p>All Students</p>	<p>9/9/15- 6/1/16</p>	<p>Grade Leaders</p>
<p>Department teams (inclusive of special education teachers) will use weekly meeting time to review interim assessments and reflect on curriculum and instruction.</p>	<p>All Students</p>	<p>9/9/15- 6/1/16</p>	<p>Department Chairs</p>
<p>Department teams will conduct inter-visitations to share feedback and best practices with emphasis on access for all students within daily instruction.</p>	<p>Students with disabilities, ELLs, Gen Ed Students</p>	<p>9/9/15- 6/1/16</p>	<p>Department Chairs</p>
<p>SWD and ELL students will conference with their grade team at the midpoint of the marking period in order to monitor yearly goals.</p>	<p>SWDs ELLs</p>	<p>December April</p>	<p>Grade Leaders, Teachers, Guidance</p>
<p>Parents will receive progress reports from PupilPath distributed at monthly intervals. In addition, parents have real-time access to student information.</p>	<p>Parents</p>	<p>2015-16</p>	<p>Administration, Teachers, Support Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Grade Team Meetings, Department Meetings, Lunch and Learn, Interdisciplinary Unit 1, Whole Staff Meetings, Schedule Adjustments for Common Planning.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

The plan will be evaluated at the mid-point of the year in a Cabinet meeting with Administration, Guidance, and Teacher-Leaders to ensure it is on track for with a 2.5% increase in on-track scholars to this point and a 5% increase by year's end. If not, course corrections will be made using the strengths, weaknesses, opportunities, and threats to determine next steps.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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Part 5b. 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. ELA entry scores from 8th grade (lowest-third) in school.	All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.	Small group	Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8th period daily depending on the teachers' meeting schedule and/or after school.
Mathematics	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. Math entry scores from 8th grade (lowest-third) in school.	All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.	Small group	Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8th period daily depending on the teachers' meeting schedule and/or after school.
Science	Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners,	All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in	Small group	Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend

	<p>and lowest third scholars.</p> <p>Science entry scores from 8th grade (lowest-third) in school.</p>	<p>learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.</p>		<p>on the teacher, but are typically 8th period daily depending on the teachers' meeting schedule and/or after school.</p>
Social Studies	<p>Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars.</p> <p>ELA entry scores from 8th grade (lowest-third) in school.</p>	<p>All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.</p>	Small group	<p>Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8th period daily depending on the teachers' meeting schedule and/or after school.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The Guidance team targets students based on marking period grades and credit accumulation (semesters).</p> <p>Student behavior incidents of L3 or L4 especially when physical violence is involved will receive additional counseling services as part of restorative practices.</p>	<p>Credit Recovery Guidance Psychologist Social Worker ICT, Self-Contained, SETSS</p>	<p>Small Group Small group, one-to-one One-to-one Small group, one-to-one Small group</p>	<p>Before and after school During the school day During the school day During the school day</p>

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).
NA

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.
FDA III established a Local Measures Committee to explore the State and Local Assessment Measures that are most appropriate for our students. The team shared their findings with the teaching staff and made a recommendation to the Principal. During weekly Department Meetings (PD), teachers discuss the data obtained from formative assessments and use it to inform instruction.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	341,326.00	X	Section(s) 5a, 5c
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	11,200.00	X	Section(s) 5c
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,590,871.00	X	Section(s) 5a, 5b, 5c

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing access to an online gradebook to enhance communication related to academics, attendance and conduct;
- establishing a school website that serves as a valuable resource for current information;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Frederick Douglass Academy III, 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.

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- **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;
- **Student Responsibilities:**
 - attend school regularly and arrive on time in uniform;
 - complete my homework and submit all assignments on time;
 - uphold the FDA III Core Values and school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully or through Peer Mediation;

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>43</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 517
School Name Frederick Douglass Academy III		

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 Jumel Carlos	Assistant Principal Frank Cassidy
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dave Miller	School Counselor Tiolly Capellan
Teacher/Subject Area type here	Parent Annette Evans
Teacher/Subject Area type here	Parent Coordinator Jean Hill
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Carron Staple	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	12	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	405	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	12
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	25

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	6	1	0	16	8	0	25	1	12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										13	15	10	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2	1	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										5	2	2		0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										4	5	1	1	0
Expanding (Advanced)										5	12	8	2	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8		3	
Integrated Algebra/CC Algebra	26		12	
Geometry/CC Algebra	8		0	
Algebra 2/Trigonometry Math _____	1		0	
Chemistry	2		0	
Earth Science	15		3	
Living Environment	28		6	
Physics	0		0	

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	22		6	
Geography	0		0	
US History and Government	5		3	
LOTE	10		6	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We don't use assessment tools for ELLs at our school for assessing early literary skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
A large majority of our ELLs are expanding in English and are one step closer to testing out of the ESL program.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The NYSESLAT modalities drive instruction for the ESL push-in, co-teaching, and pull-out program in our school. Students are grouped per levels of reading/writing and listening/speaking. The focus of this data driven instruction leads to what ELA classes ELLs take to get the support of the TESOL teacher. Mr. Miller, the ESL teacher, will push into English classes that the students are enrolled. The pull-out portion of the students program places them according to levels into the instructional group necessary. Based on the AMAO Estimator Tool we have one ELL student at the At-Risk level 9, three ELLs at the At-Risk Level 7, two students at At-Risk level 6, and six students at the At-Risk level 5. The variables at which these students are categorized as At-Risk ELLs relate to being under credited, low attendance, low levels of proficiency on English or Math state tests in middle school or the Regents. These are the students that we want to target for intervention and extra support for after-school tutoring, parental outreach, special focus and grouping within our integrated ESL program.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - We do not test students in two native languages. Students are mostly in the expanding level with some on the transitioning level and a small amount on the entering level. As students progress in high school they tend to acquire the language and test more favorably on the NYSESLAT.**
 - We take the information from the ELL periodic assessments and drive the intervention plan according to the individual ELL student. All of**

this information drives the individual student's action plan.

C. The ELL periodic assessment provides us interim data as a predictor for the future results. The assessments allow the ESL teacher and the English teacher to adjust instruction and focus.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

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

In all of the push-in pull-out ESL program at Frederick Douglass Academy III, Mr. Miller, the TESOL teacher, provides scaffolds for ELLs in the ELA department. These scaffolds include sentence frames, questions/prompts in the student's first language and in English, word walls that include their first languages and English, electronic translators, and Spanish/English and French/English dictionaries where needed. Mr. Miller also frontloads tier 1, 2, and 3 vocabulary words for the texts read in the ELA class to support ELLs English language development. We can also provide audio books and regular books in their first language to support English as their second language. Assessments are also scaffolded in the above manner so ELLs have access to the content along with assessing their English language skills in the four modalities: listening, reading, speaking, and writing (where needed).

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

We look at the movement of the individual student's NYSESLAT scoring: Once our indication, teacher observations and interim assessments, show more support needed, we adjust their interventions.

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

We take into consideration ELLs that have tested out of ESL, but measuring success has been a challenge due to serious attendance issues over the past two years.

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.

The Home Language Identification Survey (HLIS) is always the first form given to a new student and his family. If students say that they speak a language other than English at home, then the informal oral interview is the next step. During the intake process, Mr. Miller and Tiolly Capellan meet with the prospective ENL student and parent/s. If the parent or guardian of said child needs a translator in Spanish, then either Mr. Miller or Mrs. Capellan can support the parent or guardian and student during intake. If the parent or guardian and student speak another language outside of Spanish, we will either staff at our school for translation purposes or contact the Bronx district borough's office for ENL to get this support. After these two things are done, the new student is then administered the NYSITELL within 10 days entering our school from another state or country if they state they use another language other than English on the Home Language survey. The test is then scored. The test results determine if the new student is eligible for ESL services or not. If they're eligible, the test will tell us if they belong in an Entering, Emerging, Transitioning, or Expanding English class or grouping. The test results are also sent to the Borough Accounting Office. The Home Language Survey is always administered to the student by a licensed pedagogue. That person is usually the English Language Learner Coordinator at Frederick Douglass Academy III. I am licensed to teach ELA and ESL grades k-12 and this is my second year as the ELL coordinator at Frederick Douglass Academy III.

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).

Before we use assessments, we access information through ATS in order to find out an ELL's academic history including when they started receiving ELL services in the DOE system. We also request transcripts to take a look at gaps in an ELL's learning and to see if leaving the country affected their language acquisition. We also use the SIFE Oral Interview Questionnaire in an ELL's first language, which asks students about their basic information and their interests to get a sense of their deficiencies in their first language to support them in English based on the data from this questionnaire. Within 30 days of SIFEs entering the school, we assess students with the NYSITELL if they lived out of the country and haven't received a sufficient amount of education in their first language. We can use this data to see their level of understanding of English and utilize the questionnaires to see their level of literacy in their first language.

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).
Currently, our Special Education department handles identification of ELLs with IEPs and seeks the guidance of the ESL teacher for support when there is a discrepancy with whether the SWD struggles with processing in general or English as a second language. Mr. Miller (TESOL teacher/coordinator) Beth Antonelli (chairperson of Special Education), Frank Cassidy (Assistant Principal), parent or guardian of the student, and parent interpreter will be provided by team members and/or translation services will be provided by Mr. Miller or another staff member who speaks the language of the parent will take part in the identification of newly enrolled ELLs with IEPs in our school. Parents or guardians have 20 days to reject or accept the LPT team's recommendation in terms of the IEP and how staff and the school would support the ELL student. Once a parent or guardian accepts the LPT team's recommendation ELL service placement is immediate.
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.
Mr. Miller, TESOL teacher, is responsible for sending out parental notification letters to ELLs. Once a determination has been made that a student is eligible for ESL services, a letter is sent to the parent or guardian letting them know. The letter is sent to the parent in the language of their choice. Some parents request that all correspondence from the school be sent to them in their native language. The eligibility letter is available in several languages making it possible for us to do this.
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 ESL teacher/coordinator, Mr. Miller, contacts parents with concerns regarding their children and their acquisition of the English language. Mr. Miller would call them and if necessary has them come in for a meeting to describe the process of ESL enrollment. The discussion usually revolves around the NYSITELL and the NYSESLAT results and Regents tests scores to appeal an ELL's status.
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.
Our first contact with parents of a new student who is a potential ELL is when they come in to register their child. This initial meeting gives us the opportunity we need to tell parents about the three options offered in New York City public schools for ELLs. The Department of Education website has an introductory video in several languages that we show parents. The overwhelming majority of our students come from Latin America, so they are shown the video in Spanish. I will also sit down with the parents and give them a brief overview of how we will determine whether or not their child is in fact an ELL. I have a functional level of fluency in Spanish, which makes this possible, but there are several bi-lingual people on staff who I can call on for assistance should I need help. We make it clear to parents that they have three options from which to choose: Transitional Bi-Lingual Education, Dual Language and the Freestanding ESL model. We tell parents that our model is the Freestanding ESL model. Mr. Miller, TESOL teacher, will explain to the parents of ELLs the options for programs available within the NYC DOE. In addition, Mr. Miller, would contact parents who have previously selected a TBE or Dual Language Program and explain to them that our school currently doesn't offer either program, but give the parents the names of schools and contacts in their districts that do offer said programs. If a parent survey is not returned, then by default placement for their child is a bilingual program. In this case the TESOL instructor would reach out to the parent regarding this issue and have them obtain another survey and fill it out in a timely fashion. Correspondence with parents is in their native language if needed. Mr. Miller and several staff members speak Spanish and we have more staff members that speak various other languages who can correspond with ELL parents. If we do not have a staff member that can speak a parent's native language, then we would seek out a specific translator from the district borough office in the Bronx.
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.
When parents arrive here we let them know that our school only offers a freestanding ESL program and that within the Parent Survey and Program Selection that if they choose our school that they need to select the freestanding ESL program. We contact parents to come into the school to obtain the aforementioned surveys and they need to return them within the first week of entering our school. Mr. Miller, TESOL instructor/coordinator, is responsible for Parent Surveys out along with Program Selection forms to the parents of ELLs. He also reaches out to parents who have not filled out the Parent Surveys and Program Selection forms in their preferred language. If he does not speak the parents' preferred language, he seeks out staff in the school to support in the process depending on the preferred language. The key to the outreach is for parents to fully understand their programmatic options such as TBE/DL/Freestanding ESL program and that if we as a school do not offer the program they haven chosen, we will recommend another setting more suitable to their child. Mrs. Capellan or I can help support in the aforementioned process.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We usually follow up with parents by calling them to remind them to fill out the Parent Survey and Program Selection forms and then bring them in person to our main office. Mr. Miller, TESOL instructor/coordinator, reaches out to the parents in their preferred language or a staff member that could speak to ELL parents in the languages, which Mr. Miller doesn't speak. He calls the parents

first to see if parents have filled out the forms, clarifies any confusion, and if further assistance is needed then schedules a meeting with the parents in order to help them fill out the forms along with their programmatic options for ESL.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed to parents by Ms. Anderson, our dean, when a parent registers his/her child in our school. Ms. Anderson contacts Mr. Miller to support in contacting parents in their preferred languages as part of the process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
We keep record of HLIS documentation in an ELL student's file along with their academic records, which determine their ENL status. All original documentation of ELLs are kept in the office where you can find a complete file of an ELL student.
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.
NYSESLAT testing begins in mid April to early May. Students are given appointment letters to come and see me for the oral portion of the test. The oral portion of the NYSESLAT is administered by a licensed pedagogue who is not the students' ESL or ELA teacher. The students are all given invitation letters to come to certain rooms at certain times for the various parts of the test to be given. There is also a make up period for any of these students who may have failed to report to the testing time and place. All testing is administered by a licensed pedagogue. Mr. Miller, a licensed TESOL teacher/coordinator, uses the RLAT function on ATS to obtain the NYSESLAT Exam History Report which states all of the ELLs that are currently eligible to take the NYSESLAT in our school including past NYSESLAT scores, grade level, years of ELL services, and current ELL levels.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once our students are in the system as ELL students or ELL students with disabilities, then they are entitled to have ELL and SWD services, but in the case of continued ELL and SWD support, we send out reminder letters about how parents' children are serviced in our school. Mr. Miller distributes the entitlement and transitional support parent notification letters to parents and makes sure any parental contact such as calls or meetings are in their preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The overwhelming majority of parents, approximately 95 percent, chose a freestanding ESL program for their child. If parents request a dual language or a transitional bilingual education we will help parents in their choice for their child. Currently, we do not offer DL or TBE programs, but if there is an overwhelming amount of parents in the community that seek such a program at our school we will seek out instructors that can provide such services. Since very few parents request the TBE or DL programs, Mrs. Capellan or Mr. Miller would advise them on their options in terms of other schools in their community which offer such quality services for their children. We are aware that it is our obligation under the ASPIRA Consent Decree to support parents of ELLs in either finding a bilingual program that is right for their child in their community or getting the right certified staff in our school to provide such a service if parents overwhelmingly request it at our school.

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.
 - a. At FDA III we have two different models for instruction. All of our ELL students have an English class that Mr. Miller, ESL teacher, pushes into the class (heterogenous seating) when necessary. The ELL teacher also has established classes that the heterogenous students have in their programs for inclusive ESL services. Currently, the ELL teacher employs a model of push-in, pull-out, and after school intervention to support the needs of ELLs. Mr. Miller mostly employs an integrated ENL form of instruction to build English language skills through the content areas. He groups ELLs by language proficiency within the classroom and outside of the classroom if he needs to pull students for extra support. He currently teaches an ELA writing course as a standalone ENL course and groups students with mixed proficiency levels and with the same proficiency levels depending on the objective of the lesson. In addition, he works with certified ELA, Living Environment, Algebra, and History instructors as a co-teacher to support the langage needs of ELLs in each content area. Mr. Miller supports ELLs in both the integrated and the standalone ELL classes by utilizing the students' first languages to support their English language learning and groups them heterogenously and homogenously to give them a variety of supports.
 - 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)?

Instruction is delivered according to the mandated number of units states in the NYS CR Part 154. We currently have 9 entering, 11 transitioning, and 27 expanding ELLs. The entering students receive their 540 minutes of service through a combination of classroom instruction and push-in. Transitioning ELLs get 360 minutes of instructional time and expanding ELLs get 180 minutes of instructional time. Through the ENL integrated and the standalone ENL courses, ELLs are able to get the maximum number of minutes specified above. The standalone ELL course contains the transitioning and entering ELLs and the rest of the minutes for ESL instruction are within the integrated part of the Freestanding ENL program. As for the expanding ELLs aside from the transitioning and entering ELLs, Mr. Miller provides instructional minutes as part of the integrated ENL coteaching model to support expanding ELLs.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Mr. Miller provides formal periodic assessments that mirror the NYSESLAT in each of the English modalities (Reading, listening, speaking, and writing). Presentations and role play are also used to formally assess ENL students through the 4 English modalities. The aforementioned assessments assess how they write their presentations or scripts, communicate what they know, listen to each other in the process of creating a presentation or doing a role play, and using reading comprehension skills to research for the content of their presentations or role play assessments. Mr. Miller also allows ENL students to first verbally share their understanding of a text, answering a question, or writing an essay so that they have a foundation to write as an informal assessment of content and English. The periodic assessments, in preparation for the NYSESLAT, are done once a marking period. In addition, role play or presentation assessments are also done every marking period. Verbal support for writing is done almost everyday in each content area.
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

Our (a.) SIFE population and (d.) Long Term ELLs have similar challenges in our school. Both groups have lived a long period of time in the United States more specifically New York City. They have had many obstacles in their ability to test out of being ESL students in the DOE system. For both subgroups, I've found that they mainly struggle with writing and reading comprehension. To differentiate for both groups, Mr. Miller along with their content area teachers use graphic organizers specifically geared towards organizing information. Mr. Miller chunks texts with scaffolded questions and utilizes organizers that help them write their essays. If necessary, Mr. Miller gives them the opportunity to use translation dictionaries, sentence frames, frontload of vocabulary, and grammar minilessons to support their writing. (b.) Newcomer and (c.) Developing ELLs will receive the same type of scaffolds as SIFE and Long Term ELLs, but also will receive texts in both English and Spanish, English and French, texts dealing with the same content as their core classrooms focusing on basic English vocabulary and grammar, and images and pictures will be used to develop new English vocabulary. If necessary Newcomers and Developing ELLs will get help from Mr. Miller utilizing their first language to access English language skills. (e.) Former ELLs still receive graphic organizers to support their essay writing and reading comprehension where needed in the same vein as SIFE and Long Term ELLs.

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.

If a student has to be assessed again to re-identify them as an ELL, we would accommodate them by contacting his/her content area teacher regarding the process so that the student would not be academically affected gradewise. In addition, we would also contact the parents regarding any change in an ELL's status. As of yet, we have not had a student re-identified as an ELL or a non-ELL. Mr. Miller, the TESOL instructor/coordinator, will handle the initial identification and re-identification process for ELLs in our school in order to maintain continuity in the ESL services for ELLs along with supporting their content course needs.

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?

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

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?

For our 12 ELL-SWD students, Mr. Miller currently uses the ICT coteaching model with content area teachers and special education teachers. Within his schedule, he has the flexibility to coteach classes with a substantial amount of ELLs with IEPs giving them the support to develop their language skills along with helping the students attain their IEP goals. Mr. Miller collaborates tremendously with special education teachers to get insight into the cognitive and socio-emotional needs of the ELL-SWD population. For the aforementioned ELL population we use the ICT model as a form of integrated ESL instruction.

Chart

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

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

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

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



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

Chart

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

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

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

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

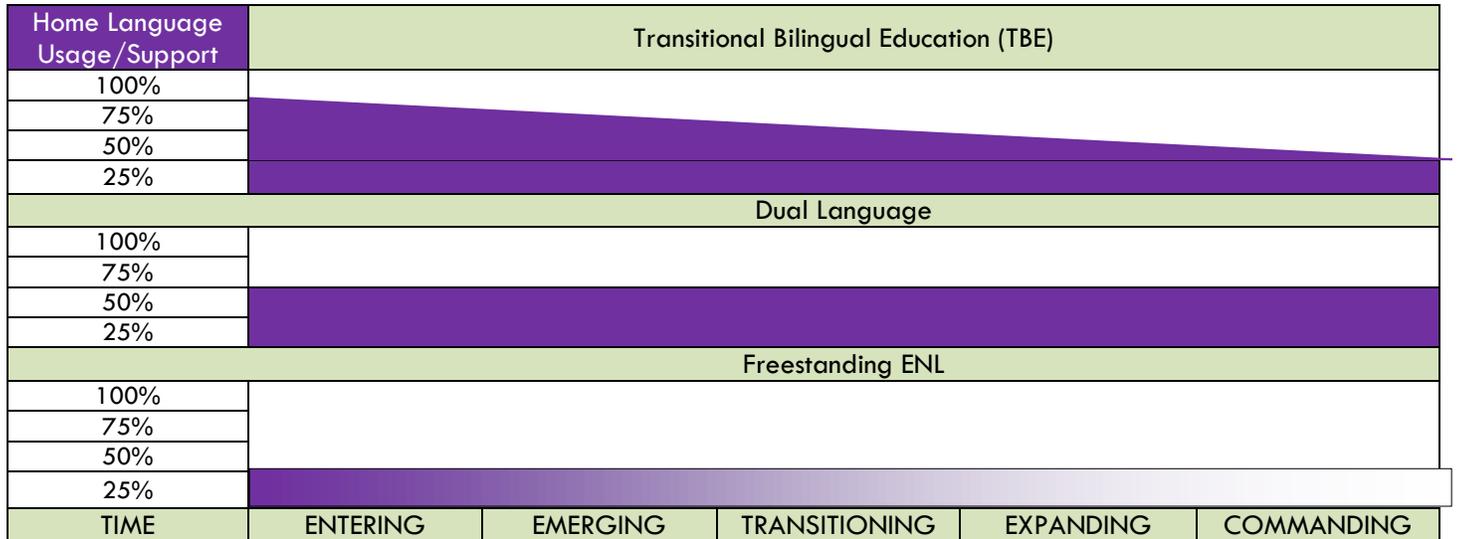


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention plans for each ELL student is designed by the teachers during their common planning time on a weekly basis. Interventions are written into the students individual intervention plan. All courses are offered in the English language. The intervention services range from one-on-one interventions with teachers to whole group learning objective focus meetings with groups of students. Our targeted interventions for ELA, Math, Social Studies, and the Sciences are done through our lunch and learn period at the end of the day. Mr. Miller caters to ELLs needing extra scaffolds and supports in each of the above content areas while collaborating with content area teachers for extra supports. We also have utilized a credit recovery program that allows ELLs to do alternative assignments in any of the content areas that they are struggling in as an opportunity to recover credits that they have lost previously.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of one program is the students increase in their proficiency levels. While we continue to have the students strive for excellence, our current program has had success in the students' growth and we have had students attain proficiency on their NYSESLAT exam. All staff members are aware of the ELL population and their desired scaffolds for instruction.
12. What new programs or improvements will be considered for the upcoming school year?
Last year we had a grant for a credit recovery program geared towards ELLs and an after school STEM science program geared towards ELLs. Both programs were to support ELLs in the sciences and the content areas while helping them recover credits where they were lacking. We plan to continue supporting ELLs in their academic deficiencies in their credits and help them after school in this regard after school where necessary.
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.
Our ELLs can take full full advantage of one extended day and after school programs and activities. We have a variety of enrichment clubs (from Art to Yearbook), quarterly that all students are eligible to participate. We have baseball, volleyball, and female and male basketball teams through the SSAL and the PSAL.
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.
Our ELL population has full access to their translation glossaries and device. We are looking into any additional ELL specific software available for our ELL population. We are exploring the use of Rosetta Stone for the students and their parents.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are given the option of using native language-English dictionaries in class if they want in our freestanding ESL program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our freestanding ESL classes are mixed in terms of grades and levels. The students receive instruction through various folk tale and short story appropriate for all age levels.
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).
All students including our ELL population participate in a two week intensive unit based on our learning community. This unit begins on the first day of school and in the process all of the new students are oriented to the FDA III Instructional Model.
19. What language electives are offered to ELLs?
FDA III offers only Spanish currently for those interested.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We encourage all of our staff to attend professional development. If they seek out a PD we are more than happy to accommodate their request. We will pay for the PD offsite and ask that the person or person turnkey this PD for the entire staff. All of our pedagogues are trained on scaffolds and types of differentiation for our ELL population. These PDs are developed by our English Department Chair and Mr. Miller our ESL teacher. ESL related PD dates: 9/21/15, 10/13/15, 10/15/15 (LPNTPP Triad school visit), 10/28/15 (ELL Mentor PD), 11/3/15. Our school is currently involved in a program called LPNTPP, which includes 3 schools as a triad where we each visit and share best practices in our mentor programs and in our schools in general. Our TESOL program is involved in this and includes two ELA teachers and 1 administrator. As for the remainder of the staff, Mr. Miller turnkeys information from the ESL PDs to our guidance counselor, ELA department, and administrators in our department or grade team meetings. We are currently in the process of setting up dates for our staff and administrators to attend more TESOL PDs this year.
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?
Our TESOL teacher attends twice weekly content meetings that address the CCLS and the individual courses for our scholars. All teachers of ELLs have the supports usually indicated in their units of study and their individual lesson plans. Our guidance counselors receive training from our licensed ESL teacher in ways to assist new incoming ELLs. In addition, Mr. Miller, attends PDs addressing new trends in TESOL within the city and how to help teach ELLs to access and be successful in their content area courses.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our week long transition to high school and the FDA III learning community student orientation allows for a better understanding of expectations in high school. The staff are required to include differentiation and scaffolds in their lesson plans for their specific ELLs. The ESL teacher supports the teachers in writing their lesson plans and add scaffolds specific to individual ELLs. Currently, as stated in number 1, we turnkey TESOL PDs to our staff including our guidance counselor during grade team meetings and department meetings. In addition, we plan to have our school guidance counselor to attend PDs with Mr. Miller, TESOL coordinator, throughout the year. Specific dates have yet to be confirmed for our guidance counselor to attend TESOL PDs.
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.
The ELL training will be provided by Mr. Miller, our ESL teacher, along with Beth Antonelli, our English Department Chair. The trainings will be throughout the school year during the common planning time. Attendance sheets and agendas are kept on file for these meetings.

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?

Mr. Miller contacts parents regarding the progress of an ELL in the content area classes and in their language development. If there is an academic concern, he recommends a meeting with the ELL's parent with the appropriate translation services. The ELLs with the highest need in terms of success in their content area classes and language development are the entering ELLs and Mr. Miller is regularly in contact with their parents to ensure they are receiving the ESL support that they deserve.

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.

We have transitioned to a new system called Skedula and for our individual meetings/parent contacts we will be keeping records in this program. In addition we keep written record with parents that we meet with if for some reason this program is not available. Mr. Miller, TESOL instructor/coordinator, will help in translation services for Spanish speaking parents if necessary and will coordinate with in school staff if we need translation services in any other language. If a parent does not speak a language that Mr. Miller or anyone on staff speaks, we will reach out to the Bronx Borough office to request services for the parent. Mr. Miller also keeps records on ELL students and coordinates with Ms. Anderson, dean of students, in the office who often has first contact with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All of our parent workshops, one monthly directed by Ms. Hill our Parent Coordinator. We announce to all parents including our ELL population in their native language. We have curriculum nights for each core subject that our ELL population parents are invited to in their native language. Translations are available for these parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We currently involved with Mercy College and the program is newly started. If we can not accommodate translations for any of our parents, we reach out to the NYCDOE translation services unit.

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

Our parent surveys dictate the needs and desires of our parents. During registration, our parents fill out the home language survey and we interview all involve to determine eligibility. Mrs. Jean Hill, our parent coordinator, is our point person for parental needs such as needed forms that have to be filled out, educational, disciplinary, and emotional concerns for all students including ELLs. Mr. Miller is in constant communication with Mrs. Hill regarding this information and provides needed translation services on an as needed basis.

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

We currently hold orientation activities for parents in the beginning of the year to get parents acclimated to our school. Our parent coordinator is involved in setting up monthly events for parents, a liaison between the teacher and school administrators, answers questions parents may have, sends out monthly newsletters to parents, weekly reports to parents, plans events for parents, and connects with Mr. Miller (ESL Coordinator) to get translation services for parents. The ESL coordinator is able to translate for parents that prefer to speak Spanish and utilizes staff who can speak any other preferred languages that parents may speak. If no one on staff is able to speak the preferred language of a parent, Mr. Miller will contact the Bronx Borough Office for translation services. Some of the forms that the parent coordinator sends out are in regards to parent orientation, parent-teacher conferences, city-wide parent and teacher events related to ELLs letters, and letters with regards to translator services,

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: **Frede**

School DBN: **09X517**

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)
Jumel Carlos	Principal		11/13/15
Frank Cassidy	Assistant Principal		11/13/15
Ms. Jean Hill	Parent Coordinator		11/13/15
Dave Miller	ENL/Bilingual Teacher		11/13/15
Annette Evans	Parent		11/13/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Tiolly Capellan	School Counselor		11/13/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X517

School Name: Frederick Douglass Academy III

Superintendent: Caron Staple

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) 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.

Frederick Douglass Academy III utilized the home language surveys as the initial method to analyze our language needs. The Pupil Accounting Secretary looks into ATS to find all home languages for all of our students. We "tag" our home with this information so we know to send notices/reports/all correspondences to the home in both English and the native language of the parents. We will create a report using data from ATS stating the Preferred Languages for ELLs and parents of ELLs, blue cards data, parent surveys, and teacher surveys (advance teacher surveys given to students annually). All this information will be culled into a spreadsheet.

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.

Spanish, French, and Arabic

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.)

Annual handbooks, cell phone policy, newsletters, calendars, parent-teacher conference announcements, New York state testing dates. Parent-teacher conferences are this Thursday, November 19th and Friday, November 20th. We have already sent translated letters out to parents reminding parents to come into school to meet with teachers. In addition, we will send out letters to parents regarding Regents exams for the week of January 26-29th, 2016. We will send out Spanish/English translations of these letters and seek out Translation and Interpretation services for those parents that prefer to read in another language other than Spanish and English. The same as above will be done for sending translated letters to parents of ELLs for the Regents week of June 14-23rd. For parent-teacher conferences on March 10th and 11th and May 10th, 2016 we will also request translated letters from T&I if we are in need of letters in different languages other than Spanish or English.

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.

Parent orientations, parent-teacher conferences, meetings about academic interventions, issues regarding problematic attendance (typically with our truency officer or guidance counselor).

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.

Currently our translation services are in two languages. We have an in house staff that facilitates our translations to be sent home to parents. Any email correspondence also goes through these staff members. When it becomes necessary to translate a document in a separate language we will seek an outside vendor. We will utilize the Translation and Interpretation Unit's internet site for templates for school holidays, letters, DOE notices, and parent-teacher conferences to communicate with parents who speak a language other than English and prefer to speak in their first language. We will make translation requests when needed in advance to the T&I Unit to ensure timely distribution of translated documents to parents.

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 oral interpretation services are first accommodated by our in house staff and parent volunteers. We will keep a roster of bilingual staff who can be called upon to be interpreters of parents when we have meetings with parents. If our staff members do not speak the language of the parent, then we will once again seek out an on-site interpreter in our building or in our district to support the language needs of a parent for the purposes of a meeting. If this can not be accomplished we then go to an outside contractor to fulfill the services. We have not had to go to an outside vendor as of yet but we have the listing of contracted vendors for the service.

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.)

We provide staff with brochures pertaining to translation services. In addition the ESL Coordinator will present new information at staff meetings regarding translation services for students and parents. All teachers and staff will receive a copy of the "I Speak" card so that they know where to get over-the-phone interpretation services.

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

We give the parents brochures regarding their rights to a translator and interpreter. We will utilize notification documents from the T&I intranet site to get translated notifications for parents.

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)

The school will conduct a parent survey for translation and interpretation services to determine parental and students translation needs. Our administration and staff will consider scheduling a focus group of

parents of all cultures and languages represented in our school to gather feedback and best practices on how we instruct our ELLs and to understand the language and cultural needs of parents of ELLs and ELLs in general.