2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 19K452
School Name: FREDERICK DOUGLASS ACADEMY VIII MIDDLE SCHOOL
Principal: CHANTAL GRANDCHAMPS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Frederick Douglass Academy VIII

School Name: Frederick Douglass Academy VIII School Number (DBN): 19K452

BEDS Code: 33190010452

Grades Served: 6-8

School Address: 1400 Pennsylvania Ave, 4th floor, Brooklyn, NY 11239

Phone Number: 718-348-2465 Fax: 718-348-2470

Email Address: cgrandchamps@schools.nyc.gov

Chantal Grandchamps

School Contact Person: Chantal Grandchamps

Principal:

Ann Marie Hurt

UFT Chapter Leader:

Tameka Thornton

Parents’ Association President:

Kathleen Yearwood

SLT Chairperson:

Tameka Thornton

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

N/A

Student Representative(s):

N/A

CBO Representative:

N/A

District Information

Geographical District: 19 Superintendent: Dr. Thomas McBryde Jr.

Superintendent’s Office Address: 557 Pennsylvania Ave. Room 205, Brooklyn, NY 11207

Superintendent’s Email Address: tmcbryde@schools.nyc.gov

Phone Number: 718-240-2741 Fax: 718-240-2747

Field Support Center (FSC)
FSC: Brooklyn North
Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston St, Brooklyn, NY 11201

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 7189355265 Fax: -
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chantal Grandchamp</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ann Marie Hurt</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tameka Thornton</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Kathleen Yearwood</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tameka Thornton</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Nina Davis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Edrue Cylin</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Kathleen Yearwood</td>
<td>Member/Staff member/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
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<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Georgia Eddings</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>William Rohan</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Charlotte Dash</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Irma Zapata Wilkerson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Shamira Rodriguez</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

#### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I Parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

**Mission Statement**

Frederick Douglass Academy VIII will cultivate the intellectual and character development of its scholars in a safe, inclusive, and nurturing environment by providing opportunities:

- to exercise choice, engage in interdisciplinary learning, and explore their creative abilities
- for learning experiences which encourage scholars to take risks by delving deeper beyond middle school curricular expectations

- to practice self-discipline and independence by reflecting on one's actions and experiences

- for parent partnerships and community service to foster well-rounded global citizens

<table>
<thead>
<tr>
<th>2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Douglass Academy VIII is a 6-8 middle school which consist of 335 scholars. Our scholars and staff live by a creed that is embedded in everything that we do. We strive to provide each scholar with a standards based education that promotes critical thinking, social emotional growth and the self confidence to persevere through rigorous instruction and expectations. The arts is the heart of the school community. We offer visual arts, music (strings), dance (modern and African dance), African drumming and musical theater. At Frederick Douglass Academy VIII, scholars are accepted, appreciated nurtured and challenged according to their individual needs.</td>
</tr>
</tbody>
</table>

Our school vision statement

Frederick Douglass Academy VIII is a college preparatory school that provides each scholar with a diverse education in a safe, nurturing environment which promotes self-discipline, independence, citizenship, motivation and excellence to contribute responsibly to global society and improve the quality of life for self and others.

<table>
<thead>
<tr>
<th>3. Describe any special student populations and what their specific needs are.</th>
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<tr>
<td>3% English Language Learners and 15% students with disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Identify 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have shown growth in each element of the Framework for Great Schools this past school year. Our focus areas this upcoming school year will be rigorous instruction and supportive environment.</td>
</tr>
</tbody>
</table>
## School Demographics and Accountability Snapshot for 19K452

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 336
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 4
- **# Integrated Collaborative Teaching (ELA)**: 31
- **# Special Classes (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: 31

### Types and Number of Special Classes (2018-19)
- **Visual Arts**: N/A
- **Music**: N/A
- **Drama**: N/A
- **CTE**: N/A

### School Composition (2017-18)
- **% Title I Population**: 86.0%
- **% Attendance Rate**: 93.2%
- **% Free Lunch**: 81.8%
- **% Reduced Lunch**: 6.5%
- **% Limited English Proficient**: 2.1%
- **% Students with Disabilities**: 18.2%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 71.1%
- **% Hispanic or Latino**: 20.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.7%
- **% White**: 2.1%
- **% Multi-Racial**: 0.6%

### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 3.43
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 4%
- **% Multi-Racial**: 1%

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 50.8%
- **Mathematics Performance at levels 3 & 4**: 19.8%
- **Science Performance at levels 3 & 4 (4th Grade)**: N/A
- **Percent Mathematics Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **Focus District**: Yes
- **Priority School**: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP)** in ELA (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: YES

- **Met Adequate Yearly Progress (AYP)** in Mathematics (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: YES

- **Met Adequate Yearly Progress (AYP)** in Science (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: NO
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: NO

#### High School
- **Met Adequate Yearly Progress (AYP)** in ELA (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP)** in Mathematics (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP)** in Graduation (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

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#### Elementary/Middle School
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  - **Black or African American**: YES
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: YES

- **Met Adequate Yearly Progress (AYP)** in Mathematics (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: YES
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: YES

- **Met Adequate Yearly Progress (AYP)** in Science (2016-17):
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: NO
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: NO

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  - **American Indian or Alaska Native**: N/A
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  - **White**: N/A
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2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Frederick Douglass Academy VIII strengths are in developing interesting and challenging curricula and assessing what students are learning. Our need is to implement the instructional shifts in math as well as in the content areas. Another need is to implement differentiated instruction strategies and Universal Design for Learning strategies in order for all learners to access rigorous content.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all content area teachers will use data-driven protocols to effectively plan differentiated learning experiences into curriculum units of study and daily lesson plans that will result in a 10% increase of scholars scoring at or above proficiency level as measured by interim assessments.
Part 3a – Action Plan

**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:**

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All content area teachers</td>
<td>On-going from September 2018-June 2019</td>
<td>Classroom teachers, ENL Specialist, SETSS teacher, Instructional Coach, Administration</td>
</tr>
</tbody>
</table>

**Content area teachers will use differentiation strategies in all grades, which provides scaffolds and supports for English Language Learners and Student With Disabilities.**

**Baseline and interim assessments will be conducted to allow teachers to set goals and devise multiple entry points to tasks.**

**Teacher teams will meet regularly to discuss data and focus instructional strategies that lead to positive student results.**

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**This upcoming school we plan to introduce a parent academy. This will be a series of workshops/learning experiences for the parents to engage in the various aspects of the curriculum. They will also be able to participate in various cultural experiences.**

**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.
Per session and Per Diem funding for teachers will be provided by the school to support the inquiry work. Funding will be allocated for supplemental materials and for after school enrichment and Saturday academy.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Administrative review of units/lesson plans and student portfolios which will reflect specific instructional interventions for all the scholars.

Benchmark (beginning, middle and end) Ready assessments will be given throughout the school year to monitor scholar progress.

Teachers will be provided structured time to meet as a department along with the curriculum and assessment coordinator to review data, curriculum and to plan lessons, assessments and to assess scholar needs.

We will utilize the Borough Field support center instructional leads to support professional development.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will use interim benchmark assessments to assess progress towards our goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.
3. **What policies, practices, and structures are in place to ensure you are supporting the whole child?**

Our school strengths in regards to this framework element are in guidance, safety and social emotional. Each of these areas are at or above 80%. Our priority areas are the prevention of bullying and the reduction in classroom behavior infractions/incidents.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the school with student leadership will develop a PBIS system to establish a positive school climate, maximize academic success, teach important social skills, recognize and model positive behavior, resulting in a 10% decrease of classroom behavior incidents as measured by OORS reporting.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td></td>
<td>School Culture committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Activities Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scholar Cabinet</td>
</tr>
</tbody>
</table>

| All students    | On-going from September 2018-June 2019 | School Culture committee |
|                 |                                          | School Activities Coordinator |
|                 |                                          | Dean |
|                 |                                          | Scholar Cabinet |

| All students    | On-going from September 2018-June 2019 | Attendance point person and Parent Coordinator |
|                 |                                          | |

| All students    | On-going from September 2018-June 2019 | Assistant principal, teachers, dean etc. |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
The parent coordinator implement a year-long parent engagement plan to engage families in how to support their child as they venture through middle school.

**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.

We will institute an school instructional cabinet that will analyze the school survey data in order to identify our areas of focus. We will implement an advisory program where a small group of students will be assigned to one staff member. This staff member will serve as a checkpoint and achievement coach throughout the year.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**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.

Weekly attendance reports will be generated and reviewed

Advisory reports completed by achievement coaches will be reviewed by the committee.

Student surveys will be conducted after each event

Analysis of Monthly Incident OORS Reports

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use a PBIS system to monitor and generate reports on the progress of our goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Teachers discuss instructional strategies at respective content level team meetings. Teachers share their work and discuss implications for school wide instructional practices.

There is a need for teachers to continue this work in grade level teams. Inquiry team work across contents within a grade level will have implications for shared grade-wide instructional practices. The creation of interdisciplinary performance tasks and projects will provide more coherence throughout the grade.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, co-teachers will use a planning protocol to create effective specially designed instruction lessons that will result in a 10% increase of SWD scholars scoring at or above proficiency level as measured by lesson plans, observations and interim assessments.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Administration team and Teacher Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Administration team and Teacher Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Administration team and Teacher Leaders</td>
</tr>
</tbody>
</table>

The school administration will ensure collaborative professional learning opportunities for teachers around effective teaching practices across contents.

Teachers will be provided with periods during the week to meet in teacher teams to look at student work, analyze data and plan instruction that meets the needs of a diverse set of learners.

Teacher interventions models such as instructional rounds will be utilized to establish trust and collegiality among teachers. The staff will then develop a shared lens of practice through the use of the Danielson Framework.

### Part 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

This school year Frederick Douglass Academy VIII will engage the parents in data walks. This will be an opportunity to engage the parents in the Framework for Teaching and conduct classroom visits through that lens. We will also invite our parents to participate in parent empowerment days. This is also an opportunity for parents to have access to the classrooms and to collaborate with their child’s teacher.

### 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.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tr>
</thead>
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<tr>
<td>X</td>
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</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

2018-19 CEP
**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.

Professional development survey will be conducted throughout the school year. Exit slips and reflection sheets will be provided at the end of each session to assess learning and needs of teachers. Teacher leaders will meet with the administration on a bi-weekly basis to evaluate strengths and needs throughout the year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School based data trackers will be used to monitor progress on this goal.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Effective School Leadership is the highest scoring area on the school quality report.

80% of teachers say that at their school, once they start a new program, they follow up to make sure that it’s working.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the school leaders will create and implement a school wide professional development plan that builds the teachers’ capacity to implement differentiated instructional strategies to meet the students diverse learning needs which will result in 10% of the teachers increasing by one level in component 3D in Advance.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>* 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018 - June 2019</td>
<td>Administrative team Teacher Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Administration and teacher leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>Administration Testing Coordinator Data Specialist</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The principal will conduct various meet and greet sessions throughout the school year to engage families in discussions around the area of effective leadership. There will also be a monthly newsletter and address via the website to keep the parents informed.

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.

Per diem and per session monies will be allocated to cover teachers and provide time for professional development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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 administrative team will review teacher progress on the targeted areas through the Advance data quarterly to measure growth in each component for each individual teacher.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

An observation tracker will be utilized to track progress on achieving our goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Frederick Douglass Academy VIII has made significant improvements in this area. In 2015 we rated at 3.92 and in 2018 we rated at 4.48.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, the school will develop a more collaborative partnership with families and community organizations, as measured by a 10% increase in parents participation in school events and online platforms.
## Part 3a – Action Plan

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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will establish weekly &quot;Parent Empowerment Days&quot; open house where parents will be able to visit the school and their child's class.</td>
<td>All parents</td>
<td>October 2018- June 2019</td>
<td>Administration, Parent coordinator</td>
</tr>
<tr>
<td>Parent book club to discuss the social-emotional needs of a teenager and the challenges of parenting at this age.</td>
<td>All parents</td>
<td>September 2018- May 2019</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Increased teacher involvement at Parent Teacher Meetings</td>
<td>All parents</td>
<td>September 2018 - June 2019</td>
<td>Administration, Parent Coordinator, PTA, Teachers</td>
</tr>
<tr>
<td>Family education nights provided throughout the school year (For example: Family math night)</td>
<td>All parents</td>
<td>September 2018 - June 2019</td>
<td>Administration, Parent Coordinator, PTA, Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We collaborate with the community of Spring Creek and the Sports and Arts Foundation.

### 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.

Per session for teacher facilitators of parent engagement nights, Parent involvement funds

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

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td><strong>X</strong></td>
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<tr>
<td></td>
<td><strong>C4E</strong></td>
<td><strong>21st Century Grant</strong></td>
<td><strong>SIG</strong></td>
<td><strong>PTA Funded</strong></td>
<td><strong>In Kind</strong></td>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>

### 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.
We will review parent sign in sheets and surveys from conferences, special events and parent meetings. We are expecting a 10% growth in parent participation.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets from events will be utilized to calculate the percentage of parents who engage in parent events on a monthly basis.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Lowest third Failure in subject area on the report card</td>
<td>NY Ready Achieve 3000</td>
<td>small group</td>
<td>Afterschool, Morning help and Staurday academy</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Lowest third Failure in subject area on the report card</td>
<td>TenMarks and Ready materials are used</td>
<td>small group</td>
<td>Afterschool, morning help and Saturday academy</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Lowest third Failure in subject area on the report card</td>
<td>Tutoring sessions</td>
<td>small group</td>
<td>Afterschool</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Lowest third Failure in subject area on the report card</td>
<td>Tutoring sessions</td>
<td>small group</td>
<td>Afterschool</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>guidance referrals</td>
<td>counseling</td>
<td>one on one, small group</td>
<td>during the school day</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are 11 scholars in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We plan to provide the students with uniforms, school supplies and access to various school events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Not applicable
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

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.
Administrators will attend hiring fairs. Work to retain highly qualified teachers by developing them into teacher leadership roles.

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).
Teachers will be asked to contribute to professional development by turnkeying information from professional development sessions they attend. Teacher leaders will also lead cohorts in facilitating differentiated professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
NA
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.

Professional development and Measures of Student learning committees will be formed to make collaborative decisions throughout the school year.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>183,464.00</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,818,830.00</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,
State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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 VIII, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

Frederick Douglass Academy VIII 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

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 Every Student Succeeds 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;

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

School-Parent Compact (SPC) Template

Frederick Douglass Academy VIII, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

---

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

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

GRADERS K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>452</td>
</tr>
</tbody>
</table>

School Name: Frederick Douglass Academy VIII

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Chantal Grandchamps</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rena Rubin</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Kimara Green</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Ladrecia Balfour</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Thomas McBryde Jr.</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>330</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>9</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>2.73%</td>
</tr>
</tbody>
</table>

2018-19 CEP
**Part II: ELL Demographics**

**A. ELL Programs**

This school offers the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
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</tr>
<tr>
<td>TBE</td>
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<td>DL</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

To assess the early literacy skills of the ELLs, teachers use TCRWP running records a minimum of four times per year. The data helps teachers track the growth and progress of all our students, especially the ELLs. According to the data, the current ELLs are at least one grade level behind their class peers, while former ELLs are all on or above grade level.

2. What structures do you have in place to support this effort?

This data will help inform the school’s instructional plan by targeting those students who are in need of reading intervention, which is important in all content areas. This will also help teachers prepare differentiated reading tasks for these students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The success of the programs for ELLs is evaluated by the NYSESLAT scores each year. We utilize lexile assessments, interim benchmark assessments and running records to track progress.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   We have an ENL teacher who works collaboratively with the teachers to assist the scholars in accessing the content.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
   2. The data patterns show that over the course of the three years in middle school, students at FDA VIII most often enter High School at the Expanding or Commanding level. The largest number of ELLs is mainly in the sixth grade, and it tapers off by the time they enter eighth grade. The exception to this finding is with the Students with Disabilities. Depending on the severity of their disability, some Students with Disabilities demonstrate little to no growth during their time at FDA VIII.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   We share the information during data meetings and also while making class placement decisions.

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## Part IV: ELL Programming

### 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.
      Freestanding ENL is delivered exclusively at this school. The students receive services through integrated and standalone ENL throughout the school week. Students are grouped in blocks that travel together during the day. These groups are graded with heterogeneous proficiency level groupings. Only students on the Entering or Emerging levels receive standalone ENL. TBE and DL programs are not currently offered at this school.
   b. TBE program. *If applicable.*
      Paste response to questions here:
   c. DL program. *If applicable.*
      Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Integrated ENL is provided in one of the four core classes, ELA, Math, Science or Social Studies. The ENL teacher collaborates with the subject teachers and co-teaches the lessons or works with small groups in the class on lessons that parallel the one being taught. All ELLs and Former ELLs receive ELA for 8 periods per week. No students receive HLA.

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.
Core content is delivered from content specialists in all areas with language support from the ENL provider. All content is provided in English. Some instructional approaches and methods that are used to make content comprehensible and to foster language development is scaffolding, front-loading vocabulary, chunking texts, providing leveled texts to all students, choral reading, providing audio to accompany challenging texts, sentence frames and providing opportunities to practice language through the content. All core classes at this school follow the Common Core Learning Standards and use the rigorous standards to build units and lessons that will help develop the content and language skills of all students.

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

   ELLs who are literate in their home language and have received formal education in that language are assessed in both English and their home language when applicable. Teachers use translating apps and programs and pedagogues fluent in that language to assist.

5. How do you differentiate instruction for each of the following ELL subgroups?

   a. **SIFE**
   b. **Newcomer**
   c. **Developing**
   d. **Long Term**
   e. **Former ELLs up to two years after exiting ELL status**

   a. SIFE – there are currently no SIFE students in this school. In the past five years there have been no SIFE students. If there were, SIFE students would receive instruction in strategies that can be applied across content areas and in life. Teachers would use collaborative learning structures to ease the anxiety of the SIFE students and we would provide basic literacy skills instruction.

   b. Newcomer – there are currently no Newcomers in this school. In the past five years there has been one newcomer. She utilized technology to translate when needed. Her tests were provided in her home language and in English. Pull-out instruction time was focused on bolstering her English reading, speaking, writing and listening skills. However, most of her ENL instruction was push-in where she worked with her classmates and the ENL provider to complete the content area curriculum.

   c. Developing ELLs receive 4 periods of integrated ENL instruction. Classroom teachers differentiate for these students by providing leveled texts for reading and translating or modifying the question stems for more manageable structures. These students also are provided with extra time to complete assignments and assessments. Students are also provided with sentence frames, graphic organizers and cooperative grouping to help foster language development.

   d. Long-term ELLs receive many supports in all of their classes because most of our long-term ELLs are also eligible for Special Education services and are in ICT classes. These students receive explicit instruction in language development and usage in addition to differentiation in their content areas, such as scaffolding and front-loading vocabulary.

   e. Former ELLs (up to two years after exiting ELL status) receive the same instruction and curriculum as their peers, but with some accommodation. All classes are differentiated according to the needs in the classroom, and these students are no exception. The ENL teacher meets with all teachers to help content area teachers notice where language is still holding back the students. Differentiation is provided based on these findings. Former ELLs also receive 2 years of ENL support and extended time on assessments.

6. 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?

   Teachers of ELL-SWDs use instructional strategies such as think-pair-share, turn & talk, 4A’s protocol and other methodologies to help students learn both content and language. Teachers also backwards plan so that language instruction is happening on a regular basis and is purposeful. Content teachers and ENL trained providers meet on a regular basis to ensure that students are exposed to grade level materials while having instruction appropriately differentiated to facilitate language learning.

7. 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?

   ELL-SWDs are serviced in ICT situations so as to attain English proficiency within the least restrictive environment. The school follows Teachers College for reading and writing in the ELA and content area classrooms. This program’s flexibility helps students with all needs access higher order thinking via texts on each student’s level. All teachers have time built into their
program to meet at content-based and grade-level meetings at least once per week. Additionally, each teacher is an achievement coach for a maximum of 15 students. Achievement coaches meet with their students once a week to monitor progress and to help enable students to achieve their IEP goals and English proficiency.

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? New programs that are planned for this school year are.

10. If you had a bilingual program, what was the reason you closed it? There are no programs or services for ELLs that will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access to all school programs including the Arts and after-school activities. All ELLs are able to participate in the Sports and Arts after school program, which provides HW help, reading and writing support, leadership opportunities and community service.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. The instructional materials that are used to support ELLs are a large variety of leveled and grade appropriate books in the classroom libraries, access to the Media Center laptops and Mac computers for translation and support and the Academic Vocabulary Toolkit program to help foster academic language acquisition.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? Home language support is delivered in the ENL model by providing reading opportunities in the home language (where available) and by providing the opportunity to have assessments available in multiple languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. As we are a middle school, all of our required services/resources support are appropriate for the ages and grade levels of the ELLs. The classroom libraries have many hi-low texts that the ELLs who need are able to use in the classroom and at home.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? The instructional materials that are used to support ELLs are a large variety of leveled and grade appropriate books in the classroom libraries, access to the Media Center laptops and Mac computers for translation and support and the Academic Vocabulary Toolkit program to help foster academic language acquisition.

16. 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). The activities in this school to assist newly enrolled ELLs before the beginning of the school year are counseling and achievement coaching.

17. What language electives are offered to ELLs? Students in this school are offered French as a foreign language.

18. For schools with dual language programs:
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
b. In which language(s) is each core content area taught?
c. How is each language separated for instruction?
d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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 and non-pedagogic staff.) 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?

15% of all PDs this school year will be dedicated to ELL supports and strategies for the ELL providers. Some professional development will occur at workshops around the city, but most will be on-site and turn-keyed by the ENL specialist. This will include, but is not limited to differentiation and the specific assessment needs of ELLs.

Professional development will be offered to all teachers of ELLs in scaffolding and supporting non-fiction reading in content area classes, designing assessments so ELLs can demonstrate what they know and are able to do, building on cultures and background knowledge to bring the gap between old and new and analyzing complex texts to help break down the structures to be meaningful to ELLs.

2. 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 supports provided to staff to ELLs transition from elementary to middle and from middle to high school are built in to our advisory program. All students are paired with an “achievement coach” who is dedicated to assist with such transitions and ease issues with content and language acquisition.

The ENL teacher will spend 50% of PD time at ELL specific workshops. Those will then be turn-keyed to the remainder of the staff during Monday PD time for a minimum of 15% of the overall workshops for the school year. Accurate records will be kept in the form of agendas and attendance records for those meetings.

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?

Each ELL family is invited to join the ENL teacher for an annual individual conference to discuss the goals of the program, language development progress, results and needs. For these meetings, over-the-phone interpreters will be used via the Translation and Interpretation Unit of the DOE. The teacher will use the Tuesday parent engagement time to meet with these parents, which is separate from DOE scheduled parent-teacher conferences.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement in our school is comparable to general education students.
### Additional Information

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

**Paste response here:**
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Chantal Grandchamps, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19k452  School Name: Frederick Douglass Academy VIII  Superintendent: Joyce Stallings

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   The data used to assess language preferences of the parent community for both written and oral communication is pulled from the RAPL report on ATS as well as through beginning of the year documents required each year (emergency information and contact forms). In addition to the school-wide documents, individual teachers also collect information about preferred languages for communication purposes.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
The preferred languages for both written and oral communications are (in descending order):

a. Spanish
b. Bengali (some parents preferred written or oral communication in English)
c. Haitian Creole
d. Chinese
e. Yoruba
f. Afrikaans
g. Vietnamese

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

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<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tr>
<td>The school typically disseminates multiple documents that require translation.</td>
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<tr>
<td>Type of Document When it will be Distributed</td>
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<td>School Policies September and as needed</td>
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Notifications regarding Parent Engagement/Conferences Before each event
After School Programs September
Testing Information March
Curriculum and Syllabi September
Letters from Administration regarding news or events. As needed

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, when they will occur, and plans to provide interpretation at those meetings.

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<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tr>
<td>The formal face-to-face meetings that the school will typically have are Parent-Teacher conferences and Curriculum Nights which occur four times per year as designated by the DOE calendar. IEP meetings will also occur on a regular basis. Additionally, teachers typically meet with parents on Tuesdays on an as-needed basis. Calls from the guidance counselor or dean will also happen on an as-needed basis. Each advisory teacher will contact their targeted group of students multiple times throughout the year as well.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

All of the above are posted in multiple languages.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The mechanisms that the school will use to gather feedback from parents on the quality and availability of services are surveys and conversations via the Parent Coordinator and Language Access Coordinator.