2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 09X517
School Name: FREDERICK DOUGLASS ACADEMY III SECONDARY SCHOOL
Principal: JUMEL CARLOS
Comprehensive Educational Plan (CEP) Outline

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School Information

Frederick Douglass Academy III

School Number (DBN): 09X517

School Name: Frederick Douglass Academy III

BEDS Code: 32090011517

Grades Served: 9 - 12

School Address: 3630 3rd Avenue, Bronx, NY 10456

Phone Number: (718) 538-9726

Fax: (718) 538-9796

Jumel Carlos

Email Address: jcarlos@schools.nyc.gov

School Contact Person: Jumel Carlos

Principal: Jumel Carlos

UFT Chapter Leader: Jun Nakabayashi

Parents’ Association President: ÑinoKeenan

SLT Chairperson: Steven Dodel

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

Student Representative(s): Daylin Ramirez, Aiyanna Wright

CBO Representative: Lori-Ann Clementson

District Information

Geographical District: 9

Superintendent: Michael Alcoff

Superintendent’s Office Address: 2 Metrotech, 3rd Floor, Brooklyn NY 11201

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

Phone Number: (718) 935-3068

Fax: (718) 935-3068

Field Support Center (FSC)
FSC: Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1 Fordham Plaza, Bronx, NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: (718) 828-7776

Fax: (718) 828-3113
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Jumel Carlos</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jun Nakabayashi</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Nino Keenan</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Fatima Anderson</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Antoinette Hickson</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Aiyanna Wright</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Daylin Ramirez</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Lori-Ann Clementson</td>
<td>CBO Representative (C.S.S.)</td>
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<tr>
<td>Steven Dodell</td>
<td>Chairperson/Staff</td>
<td></td>
</tr>
<tr>
<td>Tressia Francis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Mamie Spratley</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Olivia Little</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Luz Friasar</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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. 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**

<table>
<thead>
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<th>What is your school’s mission statement?</th>
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<tr>
<td>1</td>
<td>To empower every scholar, every day through culturally relevant and engaging instruction with supports for the whole child.</td>
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</table>
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.

Frederick Douglass Academy III, has partnered with Center for Supportive Schools (C.S.S.) to become a Community School. This designation has brought additional funding, resources, and expertise through the organization and full-time Community School Director. Frederick Douglass Academy III (412 students SY 17-18 in grades 9-12), is built on Dr. Lorraine Monroe’s vision of academic and personal excellence for all scholars.

The school population comprises 45% Black, 51% Hispanic, and 2% White students, a large majority of which will be the first generation in their family to attend college. The student body includes 12% English language learners and 21% special education students. Boys account for 52% of the students enrolled and girls account for 48%. Through immersion in our Core Values – Respect, Education, Professionalism and Community Awareness – scholars evolve as they matriculate at Frederick Douglass Academy III. Our warm supportive environment fosters the growth and development that our youngsters need.

3. Describe any special student populations and what their specific needs are.

During the 2017 - 2018 school year, our ENL population continued to grow. We received approximately 15 non-native English speakers who were new to the country. These scholars necessitated additional ENL services in order to be supported in academic achievement. We hired an additional ENL teacher and provided supports through a pilot Transitional Bilingual Education program. This also led to us beginning to test our scholars on the ELA exam in 10th grade.

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.

This past year, our school made the most progress in creating and maintaining a Supportive Environment. The school prides itself on the creation of its Core Values, Branding, and the creation of scholar incentives such as school trips. The school celebrates students frequently with attendance celebrations, academic honors, and other college/career experiences such as our first College Readiness Day. Additionally, we continued our tradition of a school-wide Career Day and Community Service Day. We have developed many strategic partnerships that help us meet our mission, including Kinolved, Spark House, Bronxworks, PGC, College Now, Opening Act, New York City Men Teach, NYU College Tutor Corps, Algebra for All, LINCT, and Expanded Success Initiative (ESI).

This past school year, we emphasized College and Career Readiness and Rigorous Instruction through our Interim Assessment Program, we continued to build on our success with our Core Values, and worked to support students in using evidence from complex texts to create compelling arguments. In the 2018 - 19 school year we will be focusing on five elements of the Framework for Great Schools: Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership, and Strong Family-Community Ties.
### School Demographics and Accountability Snapshot for 09X517

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 424
- 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): 56
- # SETSS (ELA): 44
- # Integrated Collaborative Teaching (ELA): 65
- # Special Classes (Math): 57
- # SETSS (Math): 37
- # Integrated Collaborative Teaching (Math): 65

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 7
- # Music: N/A
- # Drama: N/A
- # Foreign Language: 11
- # CTE: N/A

**School Composition (2017-18)**
- % Title I Population: 87.0%
- % Attendance Rate: 75.1%
- % Free Lunch: 96.3%
- % Reduced Lunch: 0.5%
- % Limited English Proficient: 14.2%
- % Students with Disabilities: 21.9%

**Racial/Ethnic Origin (2017-18)**
- American Indian or Alaska Native: 0.9%
- Black or African American: 43.2%
- Hispanic or Latino: 52.4%
- Asian or Native Hawaiian/Pacific Islander: 0.9%
- White: 1.7%
- Multi-Racial: 1.9%

**Personnel (2015-16)**
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 27%
- Average Teacher Absences (2014-15): 7.5

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4: N/A

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: 74%
- Mathematics Performance at levels 3 & 4: 76%
- Global History Performance at levels 3 & 4: 63%
- US History Performance at Levels 3 & 4: 86.7%
- 4 Year Graduation Rate: 62.5%
- 6 Year Graduation Rate (2011 Cohort): 77.4%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 7%

**Overall NYSED Accountability Status (2018-19)**
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

### 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: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

#### High School
- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Students with Disabilities: N/A
  - Limited English Proficient: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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.

In the 2017-18 school year, 18.8% of our students met the college and career readiness standards. This represented a 9% decrease from the 2016-17 school year. Additionally, our graduation rate decreased from 74% to 61.8%. This 12.2% decrease represents a focal point within our CEP and school community for the upcoming year.

Additionally, the 2017-18 Principal Peer Observation rated our school Developing in Assessments, and as a school community we strive to improve through the introduction of interim assessments. Research shows that on-going checks for understanding during the class period paired with strategically implemented interim assessments is one of the key drivers of successful urban schools. Our school Quality Review also spoke to this as being an Area of Focus despite a rating of Proficient.

Within our Regents Data ELA Average Score 58.9%, U.S. History Average Score 64%, Living Environment Average Score 62.1%, Global History Average Score 58%, CC Algebra Average Score 59.5%. This represents a an overall drop in our average scores across the board. Additionally, our Average Completion Rate for remaining Regents stands at 32.1%. However, the wide-range of the information provides another piece of evidence that further support of students through on-going meaningful assessment will lead to increased student knowledge and student proficiency.

The information from the Regents exams showed that we required additional professional development related to the design and implementation of rigorous tasks to grow collective student and school efficacy.

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 teachers will participate in professional development opportunities focused on collective literacy, productive struggle, and assessment strategies to improve the school graduation rate to 67% (2017 - 2018; 61.6%).
### 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</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Driven by Data - The Instructional Team will plan and create an assessment calendar. This schedule will be thoughtfully modified to allow for timely analysis and reflection by staff within Department team meetings.</td>
<td>Core Content Classes</td>
<td>2018 - 2019 School Year</td>
<td>Instructional Team, Administration, Department Teams</td>
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<tr>
<td>The school support team will pursue a clearly structured and timed conference schedule along with Grade Teams to ensure all scholars have knowledge of their path through high school and what additional academic supports they need to utilize.</td>
<td>All Students</td>
<td>2018 - 2019 School Year</td>
<td>Guidance, Instructional Team, Department Teams</td>
</tr>
<tr>
<td>The school leadership team will work to ensure strategic scheduling of scholars in their coursework to support their growth towards college and career. This includes a second year of Algebra for scholars who have not achieved College Readiness. This will lead to a more comprehensive base of knowledge for higher level coursework.</td>
<td>All Students</td>
<td>Summer</td>
<td>Administration, Instructional Team, Guidance Team</td>
</tr>
<tr>
<td>The Instructional Team will develop school-wide professional development experiences to dovetail with department and grade meetings in order to ensure a smooth roll-out, analysis, and implementation of the data cycles and Regents aligned tasks.</td>
<td>Teachers</td>
<td>2018 - 2019 School Year</td>
<td>Instructional Team, Administration, Department Teams, School Staff</td>
</tr>
<tr>
<td>The comprehensive Literacy Plan to ensure common practices such as annotation, close reading, and other reading/writing strategies are implemented across disciplines.</td>
<td>Teachers</td>
<td>2018 - 2019 School Year</td>
<td>Instructional Team, Administration, Department Teams, School Staff</td>
</tr>
<tr>
<td>Interim Assessment implementation will ensure students with special testing accommodations are accounted for and provided the supports necessary for success.</td>
<td>SWD ELL</td>
<td>2018 - 2019 School Year</td>
<td>School Staff, ESL Coordinator, SWD Coordinator</td>
</tr>
<tr>
<td>A monthly parent newsletter is distributed to provide college and career tips and ways to support students in the Common Core. Additionally, parents have the opportunity to access student grades through PupilPath to monitor their student’s progress. Finally, SLT will work on the interim assessment plan and reflect on its implementation.</td>
<td>All Parents</td>
<td>2018 - 2019 School Year</td>
<td>School Staff, SLT</td>
</tr>
</tbody>
</table>

### 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.

Our school will engage with families through our Family Night in September, Parent Teacher Conferences in November/March, and our Community School Forum in June. We will hold monthly SLT meetings with families and reach out to them daily through Kinvolved and Skedula (PupilPath). Additionally, we will send Newsletters, Calendars, and Progress Reports (Bi-Weekly/Monthly) home. The key personnel are administration, parent coordinator, community school director, and teachers.

<table>
<thead>
<tr>
<th>Part 4 – Budget and Resource Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a.</strong> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</td>
</tr>
<tr>
<td>Summer Planning Time, Instructional Team Meetings, Common Planning Time, Funds for DataCation, Funds for Scanner/Printers for Answer Documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>C4E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5 – Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 5a.</strong> 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.</td>
</tr>
<tr>
<td>The school will monitor progress through goal-setting conferences, scholarship meetings quarterly, and implementation of our school-wide professional development calendar. The observation cycle will be another method used to monitor progress towards the goal of rigorous data driven instruction. After the January Regents administration will review the teacher's student data, goals, and observations during a mid-year conference. This conference will be used to determine next steps to ensure continuous improvement towards the end of year goal.</td>
</tr>
</tbody>
</table>

At the mid-year, February, administration will review scholar data to determine if the school is on track for a 5% increase in Graduation Rate for the Class of 2019 and credit accumulation increases within the lower grades.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessment Progress; Math Assessments; ELA Assessments, Marking Period Grades, Scholarship Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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?

The 2017-18 School Survey shows that parents, teachers, and students feel that the school creates a culture of support and provides space for their social and emotional growth. Overall, the school received responses between 71% - 90% on a range of topics including Classroom Behavior, Guidance, Peer Support for Academic Work, Personal Attention and Support, Safety, Social-Emotional, and Preventing Bullying. These marks showed a range of 1% - 14% above the City Average.

The Quality Review labeled our school’s culture of high expectations as Proficient. However, our 2017-18 attendance rate school-wide was 75% which decreased 2% from the 2016-17 school year. Therefore, our school is looking to provide an increasingly supportive environment with high expectations for all scholars. We will have built-in incentives for scholars that are intrinsic (certificates), and extrinsic (trips of their choice).

To further develop a more supportive environment, Frederick Douglass Academy III became a Community School and now functions as a hub of supports and services for students and families. Services offered to the school community targets: youth development, mental health & social services, academic support, parent engagement & family services, strong instructional improvements, academic enrichment, community development, and attendance improvement. FDA III partnered with the Center for Supportive Schools as the lead Community Based Organization.

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, increase average daily attendance 3% - 5% from 2017 - 2018 rate, and reduce the percentage of Chronically Absent Students (students with less than 90% attendance) 5 - 10%.
### 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</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will create a universal attendance incentive plan which prioritizes getting students to the building early and staying later. This will include quarterly and semester incentives and building excitement around high attendance.</td>
<td>All Students and Staff</td>
<td>June Planning, September</td>
<td>Grade Team Leaders, Teachers</td>
</tr>
<tr>
<td>The school community will engage in a small group tutoring advisory program two times per week for approximately 20 minutes.</td>
<td>All Students</td>
<td>2017-18 School Year</td>
<td>Content Area Teachers, Grade Leaders, Special Ed Chair, ELL Coordinator</td>
</tr>
<tr>
<td>The school community will engage in success team meetings weekly to provide strategy and plan interventions for scholars who are at risk of chronic absenteeism.</td>
<td>All Students/SWD and ELLs</td>
<td>September December March June</td>
<td>AP, CSD, Attendance Teacher, Guidance Counselor, Parent Coordinator, Social Worker</td>
</tr>
<tr>
<td>Parents will engage with their scholars through targeted events such as our Family Night Carnival, Parent Teacher Conferences, Male Mentor Breakfasts, and other events. Additionally, a community school club will be created to engage students in the school and these events.</td>
<td>Parents</td>
<td>September November March May</td>
<td>Principal, Teachers, Admin Team</td>
</tr>
<tr>
<td>FDA III will provide essential services for scholars, families, and the surrounding community through its Community School partnership with our lead community based organization, the Center for Supportive Schools (CSS). Services offered at the school target: youth development, mental health &amp; social services, academic support, parent engagement &amp; family services, strong instructional improvements, academic enrichment, community development, and attendance improvement.</td>
<td>Students</td>
<td>September December March June</td>
<td>Principal, Teachers, Admin Team, Health Services</td>
</tr>
<tr>
<td>The school community will use department meetings to review and revise curriculum to ensure increased engagement and alignment with culturally relevant pedagogical elements.</td>
<td>Students</td>
<td>September December March June</td>
<td>Principal, Teachers, Admin Team, Health Services</td>
</tr>
</tbody>
</table>
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.

Through this goal, we will submit RISAs and other attendance updates to families through outreach phone calls, parent meetings (monthly), and Kinvolved. Teachers will record their daily and period attendance within Kinvolved and reach out to families through their messaging service for lateness and absence. Our Student Success team will call scholars who have 2 or more absences in a week by cohort.

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.

Grade Team Meetings, Special Education Meetings, Lunch Advisory, Scaffolded Curriculum Development, Common Lunch (Scheduling), Advisory Program

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>☑</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.

The plan will be evaluated during a mid-year cabinet meeting to include Administration, Guidance, and Teacher-Leaders. At this point, a record will be measured to determine if student attendance is on track for a 3% increase from September to February. This meeting, data analysis, and reflection will provide an opportunity to identify the strengths, weaknesses, opportunities, and threats to reaching our goal.

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

ATS Attendance, PAR Information, Skedula

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.

In the 2017-18 school year, 20% of our students met the college and career readiness standards. This represented a 8% decrease from the 2016-17 school year. Additionally, our graduation rate decreased by 74% to 62%. This 12% decrease represents an area of we are addressing this summer and action planning with great intentionality.

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, all ELA, Math, Science, and Social Studies teachers will analyze formative and summative assessment data and develop strategic action plans to address student content/skill needs. These efforts will result in a 3 - 5% increase in students meeting the 4-year college readiness index.
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>Teacher Leaders</td>
<td>9/7/17-6/1/18</td>
<td>Teachers</td>
</tr>
<tr>
<td>All Students</td>
<td>9/7/17-6/1/18</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Parents</td>
<td>9/9/16-6/1/17</td>
<td>Grade Leaders</td>
</tr>
<tr>
<td>SWDs ELLs</td>
<td>December-April</td>
<td>Grade Leaders, Teachers, Guidance</td>
</tr>
<tr>
<td>Parents</td>
<td>2017-18</td>
<td>Administration, Teachers, Support Staff</td>
</tr>
</tbody>
</table>

Assessment Matters will provide professional development for teacher leaders in facilitation and the use of data

School staff engage in team meetings focused on analyzing student work within portfolios and share best practices of portfolio management.

Grade teams and our parent coordinator will work in concert to increase the number of parents who actively use PupilPath through workshops and registration outreach. This along with the use of Kinvolved will provide families with additional opportunities to communicate and build trust.

SWD and ELL students will conference with their grade team at the midpoint of the marking period in order to monitor yearly goals.

Parents will receive progress reports from PupilPath distributed at monthly intervals. In addition, parents have real-time access to student information.

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.

SLT (Monthly), Parent Teacher Conferences (Quarterly), Progress Reports (Monthly)

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.
Grade Team Meetings, Department Meetings, Lunch and Learn Advisory, Interdisciplinary Unit 1, Whole Staff Meetings, Schedule Adjustments for Common Planning.

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

The plan will be evaluated at each quarter in a Cabinet meeting with Administration, Guidance, and Teacher-Leaders to ensure all scholars have a portfolio, they are on progress to complete the portfolio, and scholarship meetings to discuss credit accumulation within each course.

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

Staff Surveys, Event Reflections, Student Surveys, and Family Outreach numbers.

**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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In the 2017-18 school year, 20% of our students met the college and career readiness standards. This represented an 8% decrease from the 2016-17 school year. Additionally, our graduation rate decreased by 74% to 62%. This 12% decrease represents an area of focus we are addressing this summer and action planning with great intentionality.

Additionally, the 2017-18 Principal Peer Observation rated our school Developing in Assessments, and as a school community we strive to improve through the introduction of interim assessments. Research shows that on-going checks for understanding during the class period paired with strategically implemented interim assessments is one of the key drivers of successful urban schools. Our school Quality Review also spoke to this as being an Area of Focus despite a rating of Proficient.

Within our Regents Data ELA 35% Pass Rate, U.S. History 54%, Science 38%, Global History 34%, Math 40%. This represents a wide range of student performance across demographics and 8th grade entry proficiency. However, the wide-range of the information provides another piece of evidence that further support of students through on-going meaningful assessment will lead to increased student knowledge and student proficiency.

The information from the Regents exams showed that we required additional professional development related to the design and implementation of rigorous tasks to grow collective student and school efficacy.

**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 Principal, Assistant Principal and department leads will facilitate at least 2 cycles of Driven by Data interim assessments and will monitor implementation of chosen strategies through observation. This will result in a 5% increase in June Regents results.**
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>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Data conversations to drive goal-setting process at the beginning of the year to establish a baseline.</td>
</tr>
<tr>
<td>Professional development from Assessment Matters related to the use of data and assessment strategies within the classroom</td>
</tr>
<tr>
<td>Implementation of a data action plan template after each round of interim Assessments.</td>
</tr>
<tr>
<td>Development and monitoring of portfolio process for all scholars within the building.</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.

SLT (Monthly), Parent Teacher Conferences (Quarterly), Progress Reports (Monthly), Data Conferences (as needed)

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.

Professional Development Time, Common Planning, Scheduling

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>
<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>C4E</td>
<td>21st Century Grant</td>
<td>SIG</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.
The plan will be evaluated at the mid-point of the year in a Cabinet meeting with Administration, Guidance, and Teacher-Leaders to ensure we are on track for a 5% increase across Regents from the IAs and January data.

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Driven Classroom, January Regents comparison</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5c.</strong> In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
## 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.

<table>
<thead>
<tr>
<th>Data</th>
<th>Source</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school year 2017-18, 81% of our families completed the Parent Survey for the school. This represented a 34% increase. Additionally, we have prioritized family involvement through the use of targeted special events throughout the school year such as the Senior/COSA Awards Banquet. We have hosted a holiday show, and invited parents to attend as well. During the 2017-2018 school year, the attendance of FDA III families increased by changing our approach to family &amp; community outreach by establishing a foundation of trust and building engagement opportunities. We used phone banking around large events which led to an increase in participation at Family Night, and Parent Teacher Conferences. Families were also informed of school events, resource opportunities, and scholars performance via text messages sent through Kinvolved. We used our outreach efforts to ensure high attendance at school-wide events; attendance of families increased in comparison to attendance of families in the 2017-2018 academic year (330, 2017-2018; 304, 2016-2017; 148, 2015-16). Therefore, the school needs to sustain these practices of outreach to families and in order to bridge the home to school connection in order to ensure we keep students on the road to success toward graduation. This data focused our school-wide team into determining specific strategies and systems to improve parent outreach as well as monitor that outreach.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Time-bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, Frederick Douglass Academy III will offer multiple opportunities for parents to participate in college and career readiness workshops, which will result in 5% increase (from 49.5% to 54.5%) in number of students who graduate and enroll in college or other post-secondary program within 6 months as evidenced by College and Career Readiness portion in School Quality Snapshot.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2018-19 CEP 24
## 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).

| Make improvements to protocol used for and data tracking of Parent Outreach Tuesdays | Teachers/Students | September 2018 - June 2019 | Administration/Teachers |
| Calendar of events for family and community members; iOS messenger to maximize digital attendance outreach and simplify the process for teachers; increase capacity and number of events by partnering with Children’s Aid Society; and offering a Community School festival | Students/Parents | September 2018 - June 2019 | Administration, CSD, Teachers |
| Parent coordinator formation and oversight of a Parent Association to continue outreach to families specifically targeting celebratory events. | Parents | September 2018 - June 2019 | Administration |
| College Counselor and NYU College Advising Intern will host Senior Night and Junior Parent Night to host at least one event for each party per semester. | Parents | September 2018 - June 2019 | College Counselors, Administration |

## 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.

> Through our Partnership with Center for Supportive Schools we have additional support in engaging our families. We have also worked with a liaison from the Office of Community Schools.

## 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.

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

After each school-wide event we will evaluate the parent engagement, turnout, and event through feedback provided by families as well as overall attendance.

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

Parent Sign-In Sheets, Surveys

**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>Baseline to determine grade level and IA results throughout the year lowest-third identified for AIS in each course. Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars. ELA entry scores from 8th grade (lowest-third) in school.</td>
<td>All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.</td>
<td>Small group</td>
<td>Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8th period daily depending on the teachers’ meeting schedule and/or after school.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Baseline assessments in September and Interim Assessments determine AIS needs. Scholars who are at-risk for Chronic Absenteeism (20 absences or more),</td>
<td>All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.</td>
<td>Small group</td>
<td>Scholars are also encouraged to come during teacher office hours to complete missing work or gather missing assignments. Teacher office hours depend on the teacher, but are typically 8th period daily</td>
</tr>
<tr>
<td><strong>Students with Disabilities, English Language Learners, and lowest third scholars.</strong></td>
<td><strong>Math entry scores from 8th grade (lowest-third) in school.</strong></td>
<td><strong>into their Jupiter Grades at home and are given progress report updates of their missing assignments.</strong></td>
<td><strong>depending on the teachers’ meeting schedule and/or after school.</strong></td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars.</strong></td>
<td><strong>Baseline assessments in September determine the need for AIS, afterwards it is a lowest-third score on IA's.</strong></td>
<td><strong>Science entry scores from 8th grade (lowest-third) in school.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Scholars who are at-risk for Chronic Absenteeism (20 absences or more), Students with Disabilities, English Language Learners, and lowest third scholars.</strong></td>
<td><strong>ELA entry scores from 8th grade (lowest-third) in school.</strong></td>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>All departments use 8th period (lunch) to reach at-risk scholars, scholars who have missed assignments due to absence, and scholars who need additional support in learning. Scholars are encouraged to check into their Jupiter Grades at home and are given progress report updates of their missing assignments.</strong></td>
<td><strong>Small group</strong></td>
<td><strong>Small group</strong></td>
<td><strong>Small group</strong></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
assessments in September determine the need for AIS, afterwards it is a lowest-third score on IA’s.

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Guidance team targets students based on marking period grades and credit accumulation (semesters). Student behavior incidents of L3 or L4 especially when physical violence is involved will receive additional counseling services as part of restorative practices.</td>
</tr>
<tr>
<td>Credit Recovery Guidance Psychologist Social Worker ICT, Self-Contained, SETSS</td>
</tr>
<tr>
<td>Small Group Small group, one-to-one One-to-one Small group, one-to-one Small group</td>
</tr>
<tr>
<td>Before and after school During the school day During the school day 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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
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.) 67
2. Please describe the services you are planning to provide to the STH population.

These students receive a variety of supports from the school. They receive support with uniform, school supplies, and additional tutoring services throughout their schedule. The students have access to afterschool instructional supports, technology, and printing.

Part B: FOR NON-TITLE I SCHOOLS
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). N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.
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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In terms of recruitment strategies, we rely heavily on internal referrals from people who currently work at FDA. We believe they understand the mission/vision of our school and know the type of candidate that would best meet our needs. Additionally, we use external recruiters, such as Teaching Fellows, and our relationship with universities – Lehman College, Teachers College and Fordham. Once teachers are identified as possible hires, they are interviewed by the following, in this order: department chair, assistant principal, and principal.

Candidates must conduct a demo lesson and are asked to spend a day at our school. Assignments are made based on vacancies available and are based on qualifications, referrals and the interview process. The candidates are matched to the vacancy. Once hired, they participate in new teacher professional development, facilitated by the principal and department chair. They are assigned to a department based on their content and are provided a mentor. Like all other staff members at FDA III, they participate in the goal-setting process. Initial goal-setting is mid-year and the end-of-the-year review.

The observation process consists of both informal and formal observations in accordance with ADVANCE. In addition, department chairs conduct informal observations and teachers do inter-visitations of other teachers. Teachers attend department conferences and team meetings, as well as grade-team meetings. Finally, they participate in bi-weekly faculty conferences. We believe all of these ingredients are critical to recruiting, retaining and supporting highly qualified teachers.

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).

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

#### 3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools
**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. 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. **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 Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>341,326.00</td>
<td>Column A Verify with an (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section(s) 5a, 5c, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section(s) 5c</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,590,871.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section(s) 5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

2Explanation/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.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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. **09X517** 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 III will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., 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 (ESSA);

● 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;

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**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;

● providing access to an online gradebook to enhance communication related to academics, attendance and conduct;

● establishing a school website that serves as a valuable resource for current information;

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

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

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC)
09X517, 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;
- implementing a Core Values Rubric addressing Education, Professionalism, Respect and Community Awareness;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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;

● providing access to an online gradebook to enhance communication related to academics, attendance and conduct;

● establishing a school website that serves as a valuable resource for current information;

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

### 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 in uniform;
- complete my homework and submit all assignments on time;
- uphold the FDA III Core Values and school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully or through Peer Mediation;
- always try my best to learn.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

Through the Community School partnership with the Center for Supportive Schools, Frederick Douglass Academy III will focus on (1) increasing engagement and students’ sense of belonging (attendance), (2) building student leadership inside and outside of the classroom (scholarship) (3) building a safe and supportive learning environment by providing comprehensive social and emotional supports to students. This work to build a foundation for academic success will include:

- implementation of three staff retreats during the year designed with the support of CSS focused on building the facilitation skills of department chairs so their prepared to support the school in fulfilling the school-wide instructional focus
- implementation of one staff retreat to Ramapo camp site to continue team building
- implementation of Achievement Mentoring to provide structures for discipline associates to support students’ academic success using a positive behavioral reinforcement approach
- continuing to support the implementation of Peer Group Connection (PGC), including the implementation of 10th grade booster sessions to reinforce the PGC learnings for 10th graders
- providing 1-1 counseling support and small groups for students to engage in to support social and emotional development
- partnership with Purpose Tutors to provide one-on-one and small group instruction
- partnership with Spark House for poetry push-in for 10th graders to build engagement and knowledge of ELA literary elements

Further, the CSD will be integrated into the Student Success Team and teacher team meetings to ensure the integration of social and emotional and academic supports.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, we will:

- increase average daily attendance by 1.5%
- decrease chronic absenteeism by 2%
- engage 20% of families through participation in school events, leadership development support, and connection to needed resources
- decrease the number of scholars at risk of failing a class by 25%
- engage at least 20% of the school population in a social-emotional support structure

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s) -- in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness -- support your academic goals for students?
Attendance Supports - FDA III will incentivize scholars to attend school more often and more consistently. Increased attendance will result in an increase in academic success.

Family Engagement - FDA III will support families in developing the skills needed to support their children’s academic success. Additionally, families will feel more welcome, resulting in an increase in communication with staff regarding academic progress.

Rigorous Instruction - FDA III will build the capacity of its teacher leaders to lead effective meetings and use data driven practices to inform their practices.

Health & Wellness - FDA III will support scholars by educating the learning community on the health and wellness services available in the building and in the community. Students considered at-risk will be paired with a mentor who will advocate for their specific needs. Scholars in good health are better prepared academically.

---

**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.**

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
</table>
| ELT                   | Academically At-Risk 12th Graders | Regents Tutoring
One on one and small group instruction to target specific needs/goals of scholars. | By June 2019
2% increase in the number of scholars considered College Ready by the CUNY college ready |
| ELT                   | All Scholars                 | Saturday Academy.
One on one and small group instruction to target specific needs/goals of scholars.              | By June 2019
2% increase in the number of scholars considered College Ready by the CUNY college readiness standards |
| Attendance Supports   | All Scholars                 | Incentive program.
Implement incentives to incentivize scholars to come to school daily, more consistently.
Some incentives will be developed. | By June 2019
1.5% increase in year-to-date attendance -- month to month attendance is at least 3% higher than month of previous year
2% decrease in overall chronic absenteeism |
| Attendance Supports | Scholars with Behavioral Challenges | Alternatives to suspension. Provide alternatives to suspensions through restorative practices and leveraging SEL supports. | By June 2019 5% decrease in overall incidents (X < 70, 2017 - 2018; 77 2016-17; 91 2015-16) decrease suspensions by 10% |

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Community Partnership will leverage Community School funding, school community funding, and the full-time Community School Director, as noted below to achieve the goals within the above plan.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual
students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. The full-time Community School Director (CSD) was hired in partnership with school leadership and the SLT. The CSD is responsible for the day-to-day management of the community school strategy. The CSD takes an active role in building and implementing assets and needs of the school community. The CSD is a "community organizer," facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The CSD drives development of community school action plans and planning for sustainability.

The CSD is included in the process of identifying CEP goals, monitoring the school’s progress on goals, and guiding the learning community through the process of continuous improvement (re: CEP goals). The CSD tracks the school’s progress against performance goals, reviews school data, supports program evaluation activities, and manages partnerships. The CSD will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners
- Support the needs of administration, faculty, staff, students, parents, and community partners
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey at key times throughout the school year to inform continuous improvement
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including ongoing partnership evaluation
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs
- Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community Engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health; Tutoring; After school programming; Mentoring; and Early Childhood
- Develop, maintain, and publicize a schedule of programs and activities offered at the school
- Implement and maintain a process that encourages referrals to programs and services offered at the school
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summit
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT, CST, and other school stakeholders.

2. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention
initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed.

- Streamlined referral processes with Children’s Aid Society will be implemented to ensure that school stakeholders know when and how to refer students and families in need of additional personalized supports that emerge throughout the school year. A tracking tool will also provide a way to ensure that referrals are followed up on and that services are delivered in accordance with the needs presented.
- Partner programs will collaborate with teachers and others involved in instructional programming and regular points of engagement will be implemented throughout the year to ensure a cohesive instructional approach within and outside of the regular school day. Two examples include:
  - Through Peer Group Connection (PGC), 12th grade peer leaders will facilitate a “Faculty Outreach” in which the faculty experience for themselves the PGC program. Through this experience, faculty will become more knowledgeable about PGC and become better equipped to bring practices from the program into their classroom.
  - Through Success Mentoring, mentors will regularly connect with teachers to learn about how their mentees are feeling. Through this weekly interaction, teachers will also learn more about the work of mentors and mentees and how they can support this work in their classroom.
  - 3. In partnership with the principal, the CSD will form and subsequently convene monthly meetings of a Community School Team (CST) whose membership will include: members of the School Leadership Team (SLT), other key school staff and/or faculty, key staff from other partner CBOs, parents, and students. Through this meeting, issues will be regularly communicated to and discussed by the group. An annual Community School Forum will engage parents in authentic discussion to learn about the community school strategy and provide feedback on areas of success and areas for improvement. Surveys and focus groups with parents will also be held at key times throughout the school year to inform continuous improvement.

The CSD will support the administration in identifying a parent coordinator best fit for FDA III.

The CSD will also work with school administration and staff to identify parent leaders to define and implement strategic initiatives to better engage parents in their child’s education and support the community school. Planned initiatives designed to support authentic parent engagement include:

- PGC Family Night -- parents are welcomed to an evening event facilitated by student peer leaders designed to help parents learn more about PGC, learn more about their child’s experience transitioning to middle school, and to dialogue with other parents about their own challenges supporting their child’s transition to middle school.
- Monthly positive parent outreach -- parents will receive specific positive progress updates from staff on at least a monthly basis.
- 4. The principal, CSD and other members of the Student Success Team will meet for one period on a weekly basis to review the Student Sorter, using the meeting agenda protocol recommended by NYCDOE. During this meeting, the team will review attendance trends and specific student cases to identify and implement next steps and interventions. If questions arise about Student Sorter data, the CSD will serve as the school’s liaison to New Visions’ to address questions and build capacity within the school around Student Sorter proficiency.
Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Partners include:

1. Children’s Aid Society (CAS) - mental health services; family resources
2. Spark House - poetry and enrichment
3. PGC (CSS) - youth development
4. Regents Tutoring - academic support
5. Achievement Mentoring (CSS)
6. Professional Learning suppr (CSS)

CSD focus areas for the 18-19 school year include: (1) decreasing chronic absenteeism (2) parent engagement and (3) youth development/social and emotional student supports.

2. The Community School Team will include: principal, parent leaders, teachers, CSD, CAS clinician, representatives from Spark House, Bronx Works,, and other community partners. A meeting will be provided prior to each meeting via email to all participants. Meetings will begin with a team-building “check-in” and proceed to review progress on community school goals. Meeting structures will be implemented (such as pair share, small group activities, etc.) to ensure equity of voice in providing feedback and input. Each meeting will end with time for reflection on the meeting, identifying “takeaways” and an email will be sent to the group by the CSD recapping the outcomes and next steps identified in the meeting.

3. The Student Sorter will be used on a daily, weekly, and monthly basis to identify and connect students (both subgroups and individuals) in need of personalized/individualized supports. Prevention initiatives and intervention initiatives will be tracked in the Student Sorter and this data will be analyzed regularly, in partnership with the CST and other key school stakeholders, to evaluate effectiveness and to implement new strategies as needed. Partner organizations will also be required to provide monthly reports documenting progress against stated outcomes and these updates will be discussed in monthly check-in meetings with the CSD.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

- Achievement Mentoring will need 5 minutes per week per mentee built into their scheduled school day responsibilities.
- PGC requires a daily course programmed for selected 12th grade peer leaders and regular outreach sessions for 9th grade students within the regular school day.
- Spark House will push into four 10th grade English courses, twice a week
- A regents tutor will provide one-on-one and small group tutoring (built into the schedule of high need scholars)
- Ramapo work will need prep and planning meeting between the CSD and Ramapo

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

- Peer Group Connection (PGC) -- The daily peer leadership course for selected 12th grade peer leaders will begin in September 2018 and 9th grade outreach sessions will begin in September 2018 and will continue through June 2019.
- Achievement Mentoring -- a kick-off luncheon will occur in September 2018. Weekly mentoring will start no later than end of September 2018 and will continue through June 2019.
- Regents -- will begin in September until the finals Regents exams administered in June 2019
- Spark House -- September 2018 - June 2019; culminating events will take place at the end of the first semester (January 2019) and the end of the second semester (June 2019)

**Part 4d. Mental Health Work Plan**

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: |
| # of certified ESL/Bilingual teachers: |
| # of content area teachers: |

2018-19 CEP
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______
Frederick Douglass Academy III is a high school in the Bronx, with 18% of our population being English New Language Learners. We have found that our ENL population has the most difficulties with their writing. These scholars need additional supports to supplement their instructional classes. We will have our ENL certified teacher work in small groups with these scholars on a weekly basis. The small group instruction will concentrate on language acquisition and writing. We have purchased Rosetta Stone in English for the scholars to work at their own comfortable pace. The groups are determined on English proficiency of the scholar. The groups will meet with the ENL teacher once a week for additional supports. The small groups are extended to the after school program and the Saturday Academy classes.

The after school program will meet on Wednesday, Thursday from 2:45 until 4:45 pm beginning in September and ending in June. The groupings are sorted by proficiency levels with the regular education teacher facilitating and the ENL specialist rotating between classroom directing the facilitation. This program begins in October, and runs until June 2018.

The Saturday Program is designed for additional supports for the scholar as well as any family member who would like to participate in language acquisition. The program meets on select Saturdays, depending on holidays, from 9:00am -12:00 noon. This program begins in October and will end June, 2019. The program will meet for approximately 20 Saturday's over the course of the year at two times per month.

We will be utilizing additional funds when the Title III funds are exhausted, this will continue the program in its entirety.
The writing, additional instruction is in the form of free writing using a prompt with a three paragraph format.
The writing allows the ENL scholar to write in English while using the translation glossaries and dictionaries.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ______
Our professional development opportunities for our staff is all school year long. On the 1st two Fridays of the month from 2:00-2:50 pm is our Common Prep time where all teachers, meet to collaborate with their English Language Learners co-teachers. We introduce the ELL scholars and analyze their NYSESLAT data together. We discuss the different ELL models
Part C: Professional Development

Part C: Professional Development
available. We discuss various strategies that any teacher should implement for our ELL population. We discuss best practices amongst colleagues. We continue to uncover a variety of additional topics concerning our ELL population. This is at no cost to Title III.

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

In addition, professional development for the ENL Regents program instructors, which includes 2 content area teachers and 2 ENL instructor, will be provided by the ENL coordinator as a way to incorporate best ENL teaching practices in the content areas within the Regents ENL program after school program. As a part of the professional development program, Stephane Paul (the ENL Coordinator) will focus on different co-teaching approaches and specific scaffolds that would benefit the ELLs in this program. In addition, word walls, pictures and images, translation dictionaries, Regents glossaries, video, and various forms of technology that we have at our disposal will be suggested to use and models will be taught on how to use the aforementioned scaffolds and resources. We will hold these PDs once a month after school and, to supplement these PDs, the ENL Coordinator and content area teachers will meet for common planning time for the after school Regents program which meets weekly on Wednesday's and Thursday's from 2:45 - 4:45 pm. Some topics that will be covered for these PDs will be: scaffolds and modifications for ELLs, co-teaching approaches and strategies, and test taking strategies for the Regents exam, and writing for purpose. Our data team has analyzed our Regents Data. This analysis has yielded the need to focus more preparation on the written portions of the NYS Regents exams, as well as college entrance exams and essay submissions. How to write to a purpose is one important focus of these PD opportunities. These are at no cost to the Title III funding.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

We have extended the parent involvement time to a specific ENL parent support workshop. We invite the parents into the school on the first Tuesday of the month. The Parent Coordinator will compile the agendas, sign in sheets and the feedback forms and keep them on file. These
Part D: Parental Engagement Activities

Monthly parent meetings will include the use of the Rosetta Stone and individualized support in writing English. The supplies and Rosetta Stone are using the Title III funding.

During the Saturday English program for parents of ELLs, the ENL instructor will teach parents to improve the 4 modalities of English (reading, writing, speaking, and listening) on topics such as: resume writing, writing cover letters, interviewing skills, and survival English focusing on accessing community resources and how best to support their child in school. The ENL coordinator, Stephane Paul, and Ms. Genesis will notify parents through translated letters, communication by phone, through email, and meetings in person explaining the Saturday English literacy program available to the parents of ELLs.

Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>$5,184</td>
<td>These funds will be utilized to support teacher per-session for Saturday Academy and for after-school support. Additionally, per-diem will support the ability of our ENL staff to leave the building for professional development.</td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>We prefer to use the BFSC as a support for our program.</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>$1,332</td>
<td>Supplies general such as classroom materials, workbooks, and other materials such as Foreign Language/English Dictionaries.</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$4,350</td>
<td>Rosetta Stone Licenses for our 30 Entering and Emerging ENL Scholars.</td>
</tr>
<tr>
<td>Travel</td>
<td>$1,500</td>
<td>Cultural Visitations for ENL scholars.</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$12,366</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 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 Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>Frederick Douglass Academy III</td>
<td>517</td>
</tr>
</tbody>
</table>

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>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumel Carlos</td>
<td>John Heneghan</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maira Marte, Stephane Paul</td>
<td>Wilfredo Ubardo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Parent Coordinator</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timothy Hartnett/SpEd</td>
<td>Annette Evans</td>
<td>N/A</td>
<td>Genesis Rosario</td>
<td>Michael Alcoff</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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
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</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>429</td>
<td>78</td>
<td>18.18%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  Yes ☐  No ☒  If yes, indicate language(s):
- Dual language program (DL)  Yes ☐  No ☒  If yes, indicate language(s):
- Freestanding ENL  Yes ☒  No ☐

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.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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<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>
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<tr>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>TBE</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2015-16</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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<td>0</td>
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<td></td>
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</tr>
<tr>
<td>DL</td>
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<td>0</td>
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</tr>
<tr>
<td>DL</td>
<td></td>
<td>2017-18</td>
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</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

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?
   In the 2018 - 2019 school year we administered homemade baseline formative assessment in order to determine base reading, vocabulary, and writing proficiency. Additionally, we utilize quarterly interim assessments in the four core subjects ELA, Math, Science, and Social Studies to measure proficiency and growth throughout the year.

2. What structures do you have in place to support this effort?
   Our two ENL teachers meet within the ELA department weekly to plan and determine their next steps for their instruction. Additionally, they have a co-planning period with their ELA teachers as we use push-in support for our intermediate and advanced ENL scholars.

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?
We have utilized the quarterly interim assessments which our school designed to determine next steps for our ENL scholars. Additionally, we refer to the NYSESLAT data from the prior year. Within this we have seen that writing is a core area of need for all of our ENL scholars. This has led to targeted professional development in literacy strategies for all teachers at the school.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   This year, we have created a Saturday Academy where our ENL scholars can come for individual or small group tutoring related to their Regents exams or their coursework with an outside tutoring organization "Purpose Tutors" who pair with one of our ENL staff members.

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.]
   For grades 9 - 12, we identify scholars who are in need of additional ENL support and have them in courses and sections taught by teachers who are comfortable communicating in both English and Spanish. For other scholars, we ensure they are paired academically with a peer who can support their language development through structured classroom collaboration.

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].
   We utilize our Regents data, the EDAT report, and the NYSESLAT to determine our next steps within the ENL program. This past year, we noticed that many of our students did not advance one proficiency level due to gaps in writing and our ENL programming. This year, we have adjusted the program to better support our entering and emerging ENL scholars.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   As a school, we utilize the EDAT and monthly EDUR to ensure we are providing structures to support all of our ENL scholars. As mentioned above, we have created a separate program with additional supports for entering and newcomer ENL scholars. We are evaluating the efficacy of this approach through scholarship reports, Interim Assessment data, and their upcoming Regents.

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.
      At FDA III we have two different models for instruction. Our ENL program provides integrated ENL services through the scholars' ELA classes. This is provided by Ms. Paul and Ms. Marte in grades 9 - 12. Additionally, the ENL instructor can push-in or pull-out the scholars during that time period. Within the integrated classroom, ENL scholars are grouped homogeneously in order for Ms. Paul and Ms. Marte to deliver services in a targeted manner. In other content area classes our teachers use scaffolds and heterogeneous grouping of our Transitioning ENL scholars to facilitate further language acquisition. In addition, Entering and Emerging ENL scholars have a separate program in order to receive multiple periods of stand-alone services as well as integrated services in Social Studies, ELA, and Science.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

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2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Instruction is delivered according to the mandated number of units stated in the NYS CR Part 154 we determine this information from the EPRG pg. 38, the EDAT data, and from our STARS and EDUR information. The entering students receive their 540 minutes of service through a combination of classroom instruction and push-in. Transitioning ELLs get 360 minutes of instructional time and expanding ELLs get 180 minutes of instructional time. Through the ENL integrated and the standalone ENL courses, ELLs are able to get the maximum number of minutes specified above. The standalone ELL course contains the transitioning and entering ELLs and the rest of the minutes for ESL instruction are within the integrated part of the Freestanding ENL program. As for the expanding ELLs aside from the transitioning and entering ELLs, Mrs. Marte provides instructional minutes as part of the integrated ENL co-teaching model to support expanding ELLs. ELLs are programmed in STARS accordingly.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   All ESL classes are conducted in English. We utilize the literacy strategies outlined in the DOE policy guide to emphasize reading of rigorous engaging texts, daily writing, opportunities to discuss/make meaning, and high-impact vocabulary development. Our ENL scholars are further supported through scaffolding. We provide this through intentional grouping with scholars who have higher fluency, and collaborating with the ENL team and our departments. Our teachers work to translate information where appropriate and to build language acquisition strategies into their lessons.

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

   When a new scholar arrives at our school we administer the Spanish LAB to determine home language proficiency where appropriate. Additionally, we utilize translated exams to our ENL population to ensure they can access the material in two languages.

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.) Our SIFE population receives social-emotional supports in addition to ENL services. They meet with our on-site Social Worker to discuss any possible challenges they are having related to school integration. D.) Our long-term ENL scholars have lived a long period of time in the United States more specifically New York City. They have had many obstacles in their ability to test out of being ESL students in the DOE system. We support them with after school supports in reading and writing as well as Saturday Academy. Mrs. Marte along with their content area teachers use graphic organizers specifically geared towards organizing information. Ms. Marte chunks texts with scaffolded questions and utilizes organizers that help them write their essays. If necessary, Mrs. Marte gives them the opportunity to use translation dictionaries, sentence frames, frontload of vocabulary, and grammar minilessons to support their writing. (b.) Our newcomer scholars are provided the NYSESLAT and Spanish Lab where appropriate, they are then placed into services with additional ESL courses and academic courses taught bilingually in order to facilitate language acquisition over time. (c.) Developing ELLs will receive the same type of scaffolds as SIFE and Long Term ELLs, but also will receive text in both English and Spanish, English and French, texts dealing with the same content as their core classrooms focusing on basic English vocabulary and grammar, and images and pictures will be used to develop new English vocabulary. If necessary Newcomers and Developing ELLs will get help from Mrs. Marte utilizing their first language to access English language skills. (e.) Former ELLs continue to receive services related to testing and other offerings for the subsequent two years.
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?

Our teachers use graphic organizers, daily writing prompts, opportunities to discuss content, and sentence stems in order to support their growth. Additionally, ELL-SWDs receive SETTS supports and are in a small group for 8th period lunch and learn to provide additional academic supports. These supports vary by grade as all teachers are available to support them during Lunch and Learn.

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?

For our ELL-SWD students, Mrs. Marte currently uses the ICT co-teaching model with content area teachers and special education teachers. Within her schedule, she has the flexibility to co-teach classes with a substantial amount of ELLs with IEPs giving them the support to develop their language skills along with helping the students attain their IEP goals. Mrs. Marte collaborates tremendously with special education teachers to get insight into the cognitive and socio-emotional needs of the ELL-SWD population. For the aforementioned ELL population, we use the ICT model as a form of integrated ESL instruction. Mr. Hartnett, our special education liaison, works in collaboration with the ENL team to set-up IEP goals and language acquisition goals for each student. We also use i-Ready as a diagnostic to determine entering proficiency in math and ELA.

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.

The targeted intervention plans for each ELL student are designed by the teachers during their common planning time on a weekly basis. Interventions are written into the students individual intervention plan. All courses are offered in the English language. The intervention services range from one-on-one interventions with teachers to whole group learning objectives and focus meetings with groups of students. Our targeted interventions for ELA, Math, Social Studies, and the Sciences are done through our lunch and learn period at the end of the day. Mrs. Marte caters to ELLs needing extra scaffolds and supports in each of the above content areas while collaborating with content area teachers for extra supports. These intervention services are provided in Spanish. We also have utilized a credit recovery program that allows ELLs to do alternative assignments in any of the content areas that they are struggling in as an opportunity to recover credits that they have lost previously. These resources are targeted for our beginner and newcomer populations.

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

This current school year, we created an intensive ELL schedule for our scholars in which they received English (basic reading and writing skills) with our ESL teacher, Mrs. Marte, Global History with the regular classroom teacher and a bilingual extension teacher and U.S. History with our Bilingual extension teacher. Both programs were to support ELLs in the content areas while helping them recover credits where they were lacking. We plan to continue supporting ELLs in their academic deficiencies for the upcoming school year.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELLs can take full advantage of one extended day and after school programs and activities. We have a variety of enrichment clubs (from Art, Cooking, Chess, Yearbook, etc.), quarterly that all students are eligible to participate. We also have baseball, volleyball, and female and male basketball teams through the PSAL. The programs are promoted to all scholars and fliers are accessible in multiple languages. We have after-school lunch and learn, PM school, sports teams, and clubs. Additionally, we have a Saturday Academy program from 9:30-12:30 where our ENL teachers provide additional targeted support for ENL scholars.

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.
Our ELL population has full access to our school’s instructional resources. We have technology in the form of chrome books and other devices as well as Rosetta Stone. We have purchased Spanish - English and other language dictionaries to support scholars. We are exploring additional programs including i-Ready and Grade for our ENL population.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Students are given the option of using native language-English dictionaries in class if they want in our freestanding ESL program. Additionally, scholars have bilingual glossaries, a buddy system, and the option to take the Regents in their native language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our ENL services are provided by grade and proficiency level. Scholars are with their age appropriate scholars to ensure social comfort, and when necessary placed into alternative sections for additional language support with scholars at their language proficiency level.

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?
Our school is apart of a campus, however, we do not share many resources as the other 2 schools are middle school and we are a High School. We do however, share a library, auditorium, and gym and these are coordinated at Campus Council meetings.

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).
All students are appropriately tested with the NYSITELL and Spanish Lab, additionally we have a Summer Bridge program which involves our Parent Coordinator, School Counselor, and teachers to ensure all new students are comfortable at FDA III.

17. What language electives are offered to ELLs?
FDA III offers only Spanish currently for those interested.

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)?

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?
Our ENL personnel attend professional development with the BFSC. These topics vary and allow for them to grow pedagogically and to build their skills as ENL educators. Additionally, we have sent these teachers to an ENL co-planning PD at Fordham University. These professional development agendas etc. go into the teachers cumulative file.

Our ENL staff also meets with our English Department. Our school is currently involved in a program called LPNTPP, which includes 3 schools as a triad where we each visit and share best practices in our mentor programs and in our schools in general. Our TESOL program is involved in this and includes two ELA teachers and 1 administrator. As for the remainder of the
staff, Mrs. Marte turnkeys information from the ESL PDs to our guidance counselor, ELA department, and administrators in our department or grade team meetings. We are currently in the process of setting up dates for our staff and administrators to attend more TESOL PDs this year.

Our TESOL teacher attends twice weekly content meetings that address the CCLS and the individual courses for our scholars. All teachers of ELLs have the supports usually indicated in their units of study and their individual lesson plans. Our guidance counselors receive training from our licensed ESL teacher in ways to assist new incoming ELLs. In addition, Mrs. Marte, attends PDs addressing new trends in TESOL within the city and how to help teach ELLs to access and be successful in their content area courses. These PD agendas will be kept for sign-in and agendas on file within the instructional team.

Additionally, our guidance staff and front-office staff attend professional learning on Respect for All, Language Translation Policies, and other key information supporting our ENL population.

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.

Our week long transition to high school and the FDA III learning community student orientation allows for a better understanding of expectations in high school. The staff are required to include differentiation and scaffolds in their lesson plans for their specific ELLs. The ESL teacher supports the teachers in writing their lesson plans and add scaffolds specific to individual ELLs. Currently, as stated in number 1, we turnkey TESOL PDs to our staff including our guidance counselor during grade team meetings and department meetings. In addition, we plan to have our school guidance counselor to attend PDs with Mrs. Marte, TESOL coodinator, throughout the year. Specific dates have yet to be confirmed for our guidance counselor to attend TESOL PDs.

The ELL training will be provided by Mrs. Marte, our ESL teacher, along with Takeisha Babb, our English Department Chair. The trainings will be throughout the school year during the common planning time. Attendance sheets and agendas are kept on file for these meetings.

Additionally, we send our ENL teachers to ELL PD’s outside of the building to further their professional growth and tie-in specific language acquisition strategies as part of our Literacy Plan and PD focus on reading complex engaging texts, talk/discuss to build both conversational and academic language and knowledge, write to build language and knowledge, and the use of high-utility vocabulary.

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?

Mrs. Marte contacts parents regarding the progress of an ELL in the content area classes and in their language development. If there is an academic concern, she recommends a meeting with the ELL's parent with the appropriate translation services. The ELLs with the highest need in terms of success in their content area classes and language development are the entering ELLs and Mrs. Marte is regularly in contact with their parents to ensure they are receiving the ESL support that they deserve. These one-to-one meetings with families are scheduled on a rolling basis and records will be kept in the ENL binder as appropriate.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As a school, we work to engage all of our families. We have modest participation through our school conferences and other school based events typically with 100+ families attending our parent teacher conferences ~25% and approximately 60% responding on surveys. We use multiple forms of communication such as our online grading system (Skedula). Mrs. Marte is
able to contact our parents daily to give reports using this system. In addition, we use Kinolved, which sends direct text messages to parents and provides additional communication. We also have our Parent Engagement Tuesdays and Student Leadership Team meetings. In addition, we also send out information to all parents including our ELL population in their native language and we have curriculum nights for each core subject that our ELL population parents are invited to in their native language. Translations are also available for these parents. These logs are kept electronically. Additionally, Mr. Ubardo heads our Translation and Interpretation support unit to translate materials for our ENL scholars and families. Finally, our parent coordinator is working to set-up specific outreach activities for our ENL families.

### 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:
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, Jumel Carlos, 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.
<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumel Carlos</td>
<td>Principal</td>
<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
<tr>
<td>John Heneghan</td>
<td>Assistant Principal</td>
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<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Jose Suarez</td>
<td>Teacher/Subject Area</td>
<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Abelys Tavarez</td>
<td>Teacher/Subject Area</td>
<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Wilfredo Ubardo</td>
<td>School Counselor</td>
<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
<tr>
<td>Michael Alcoff</td>
<td>Superintendent</td>
<td><img src="signature" alt="" /></td>
<td>09/07/17</td>
</tr>
</tbody>
</table>

Other

Other

Other
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X517  School Name: Frederick Douglass Academy III  Superintendent: Michael Alcoff

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>
</tr>
</thead>
<tbody>
<tr>
<td>Wilfredo</td>
<td>Ubardo</td>
<td>Social Worker</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* 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.

Frederick Douglass Academy III utilized the home language surveys as the initial method to analyze our language needs. The Pupil Accounting Secretary looks into ATS to find all parents’ prefer language of communication for all of our students. We “tag” our home with this information so we know to send notices/reports/all correspondences to the home in the parents’ prefer language. We will create a report using data from ATS stating the Preferred Languages for ELLs and parents of ELLs, blue cards data, parent surveys, and teacher surveys (advance teacher surveys given to students annually). All this information will be culled into a spreadsheet. We will use in-house staff language, in the event that a language is not represented.

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.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>3</td>
<td>0.49</td>
<td>3</td>
<td>0.49</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>0.16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bengali</td>
<td>5</td>
<td>0.81</td>
<td>5</td>
<td>0.81</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>0.49</td>
<td>3</td>
<td>0.49</td>
</tr>
<tr>
<td>Nahutatl</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>English</td>
<td>403</td>
<td>65.21</td>
<td>404</td>
<td>65.37</td>
</tr>
<tr>
<td>Spanish</td>
<td>198</td>
<td>32.04</td>
<td>198</td>
<td>32.04</td>
</tr>
<tr>
<td>Soninke</td>
<td>3</td>
<td>0.49</td>
<td>3</td>
<td>0.49</td>
</tr>
<tr>
<td>TWI</td>
<td>1</td>
<td>0.16</td>
<td>1</td>
<td>0.16</td>
</tr>
<tr>
<td>Data as of September 12, 2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>403</td>
<td>65.21</td>
<td>404</td>
<td>65.37</td>
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<tr>
<td>Spanish</td>
<td>198</td>
<td>32.04</td>
<td>198</td>
<td>32.04</td>
</tr>
</tbody>
</table>

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.

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbooks</td>
<td>Monthly</td>
<td>By utilizing staff on site in the event that we do not have staff proficient in the parents’ preferred language, we will send out the documents for translation and interpretation or use the services DOE vendors.</td>
</tr>
<tr>
<td>Cell Phone Policy</td>
<td>Annually</td>
<td>Same as above</td>
</tr>
<tr>
<td>Family Night</td>
<td>Bi-annually</td>
<td>Same as above</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Calendars</td>
<td>Monthly</td>
<td>Same as above</td>
</tr>
<tr>
<td>Parent-teacher conference announcements</td>
<td>Bi-annually</td>
<td>Same as above</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Orientations</td>
<td>Annually</td>
<td>By utilizing staff on site in the event that we do not have staff proficient in the parents’ preferred language, we will send out the documents for translation and interpretation or use the services DOE vendors.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>Bi-Annually</td>
<td>Same as above</td>
</tr>
<tr>
<td>Academic Interventions</td>
<td>As needed</td>
<td>Same as above</td>
</tr>
<tr>
<td>Problematic Attendance or Truancy</td>
<td>As needed</td>
<td>Same as above</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>As needed</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Every teacher has an emergency contact list of the parents’ name and preferred language and we included the 800 number to direct the parents to receive information in their preferred language of communication this is included in our digital grading system Datacation (Skedula).

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.

Staff will receive training through our weekly check-in as a lead in to our professional development calendar. These trainings will occur before the end of October to ensure all staff members are aware of and can speak to the goals of language access for all. Compliance is monitored through ensuring that all staff members sign as part of the professional development. The guidance staff, front office staff, and parent coordinator will receive more in-depth training related to the procedures.

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.)

We post signs written in their preferred language of communication in the main office and in all areas common where parents are serviced indicating how they can obtain services in their preferred language of communication including the 800 number that provides them with language services.

**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 school will conduct a parent survey for translation and interpretation services to determine parental translation needs. Our administration and staff will consider scheduling a focus group of parents of all cultures and languages represented in our school to gather feedback and best practices on how we instruct our ELLs and to understand the language and cultural needs of parents of ELLs and ELLs in general.