



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ FORDHAM HIGH SCHOOL FOR THE ARTS _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 10x437 _____

PRINCIPAL: _____ IRIS BLIGE _____ **EMAIL:** _____ IBLIGE@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Iris Blige	*Principal or Designee	
Virginia Barden	*UFT Chapter Leader or Designee	
Maureen Bustello	*PA/PTA President or Designated Co-President	
Jamin McCray	DC 37 Representative, if applicable	
Kevin Browne Lissa Carabajo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jill Cecil	Member/	
Asim Mustafa	Member/	
Geraldine St. John	Member/	
Miguel Checko	Member/	
Nilka Martel	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the number of students meeting and exceeding mastery of the NYS ELA standards. The number of students passing the ELA Regents (65 and higher) will increase by 3%, from 74% (June 2011) to 77% (June 2012).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
The Inquiry Team has selected ELA as the focus content area for the action research being conducted this academic year due to the still increased need for improvement with our ESL population. The school will purchase an interactive technology based ELA program from Eduware. Other technology initiatives continue to permeate throughout the classrooms as the use of Smart Boards. Our professional development sessions and department meetings provide teachers an opportunity to collaborate and share information regarding effective testing strategies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

**Strategies for lowest 1/3 student population; Responsible staff members include: Assistant Principals and Teachers;
Timeline: Fall 2011-Spring 2012.**

Use of Data

Teacher Surveys/Matrices
Student Self-Evaluation/Goals for Success
Action Plans
ISP
Scholarship Data from HSST
Acuity

Curriculum & Instructions

Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups.

Teachers will develop partnerships for inter-visitations for classroom observations to instill school-wide best practices.

Development of Staff

Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and instructional.

Teachers being identified and sponsored to attend and present at national content based and technology conferences.

Timeline

Teachers will Analyze Student Needs Assessment via item analysis on Midterms, Mock Regents, and Final Exams. This occurs eight times throughout the year, as There are two semesters, wherein interim progress intervals occur. At a minimum, 3% gains are projected for each marking period.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Fordham High School for the Arts will :
 - Create a parent information and resource center for parents of Fordham High School for the Arts
 - Host various workshops during the year (Adolescence development, Parent teacher partnership)
 - Inform and involve parents in various activities within the school.
 - Increase communication between the school and parents.
 - Create a welcoming environment for parents and students.
1. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Continue to support parental enrollment in the Parent Association and School Leadership Team
 - Keep lines of communication open to all parents
 2. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - School Committees
 - PA meetings
 - Academic Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Fordham High School for the Arts has been deemed a school in “good standing” according to the New York State Education Department’s Report Card. Additionally, the school has received an “A” for three consecutive years on the New York City Progress Report (2008-09; 2009-10; 2010-2011). We will visit and recruit from Teach for America and Teaching Fellows organizations to attract highly qualified teachers. We will continue to provide professional development in CCLS and related “best practice” strategies to encourage teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

a) Fordham High School for the Arts continues to use effective methods and instructional strategies that are based on scientifically-based research that:

- Increased the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. This is evident via Project SOAR After-School and Saturday Credit Accumulation Program. Also, Period 1 College Now Math courses; and Pre-AP courses offered since the Fall of 2007.
- Helped to provide an enriched and accelerated curriculum. (i.e. Humanities double block periods)
- Met the educational needs of historically underserved populations. (i.e. Children’s First Intensive Target Population=lowest 1/3 leveled students)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use of Resources

Teachers will continue to utilize instructional materials, i.e. Technological hardware and software and content specific libraries. Update professional libraries in order to stimulate/initiate circles.

Funding Streams

- Title I SWP
- Title III LEP
- Contract for Excellence
- TL FSF General Hold Harmless
- TL Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of students meeting and exceeding mastery of the NYS Math standards. The number of students passing the Math Regents (65 and higher) will increase by 3%, from 44% (June 2011) to 47% (June 2012).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Inquiry Team has previously selected Math as the focus content area for the action research being conducted last academic year due to the still increased need for improvement. While there was an increase, more is needed. The school will purchase an interactive technology based Math program from Eduware. Other technology initiatives continue to permeate throughout the classrooms as the use of Smart Boards. Our professional development sessions and department meetings provide teachers an opportunity to collaborate and share information regarding effective testing strategies.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

**Strategies for lowest 1/3 student population; Responsible staff members include: Assistant Principals and Teachers;
Timeline: Fall 2011-Spring 2012.**

Use of Data

1. Regents scores
2. High School Data Tool
3. Scholarship Data
4. PSAT/SAT Data

5. Acuity
6. Attendance Data
7. Action Plans and/or Individual Student Plans

Curriculum & Instruction

Teachers will administer pre & post diagnostics for respective Math courses.

Instruction will be differentiated to meet the instructional needs of our students via Action Plans and/or Individual Student Plans.

Teachers will utilize technology i.e. Smartboard and appropriate Math software.

Development of Staff

Faculty will participate in professional development opportunities in the following areas:

Smartboard

Differentiated Instruction

SMART Goals

Timeline

Teachers will Analyze Student Needs Assessment via item analysis on Midterms, Mock Regents, and Final Exams. This occurs eight times throughout the year, as There are two semesters, wherein interim progress intervals occur. At a minimum, 3% gains are projected for each marking period.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Fordham High School for the Arts will :
 - Create a parent information and resource center for parents of Fordham High School for the Arts
 - Host various workshops during the year (Adolescence development, Parent teacher partnership)
 - Inform and involve parents in various activities within the school.
 - Increase communication between the school and parents.
 - Create a welcoming environment for parents and students.

3. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under

section 1116 of the ESEA: (List actions.)

- Continue to support parental enrollment in the Parent Association and School Leadership Team
 - Keep lines of communication open to all parents
4. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
- School Committees
 - PA meetings
 - Academic Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Fordham High School for the Arts has been deemed a school in “good standing” according to the New York State Education Department’s Report Card. Additionally, the school has received an “A” for three consecutive years on the New York City Progress Report (2008-09; 2009-10; 2010-2011). We will visit and recruit from Teach for America and Teaching Fellows organizations to attract highly qualified teachers. We will continue to provide professional development in CCLS and related “best practice” strategies to encourage teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - b) Fordham High School for the Arts continues to use effective methods and instructional strategies that are based on scientifically-based research that:**
 - Increased the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. This is evident via Project SOAR After-School and Saturday Credit Accumulation Program. Also, Period 1 College Now Math courses; and Pre-AP courses offered since the Fall of 2007.
 - Helped to provide an enriched and accelerated curriculum. (i.e. Humanities double block periods)
 - Met the educational needs of historically underserved populations. (i.e. Children’s First Intensive Target Population=lowest 1/3 leveled students)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use of Resources

Maintain consultants to support Math content areas. (IDE Consulting Group)
Utilize CBO Global Kids to assist with Push-in Projects in Math classes.

Funding Streams

- Title I SWP
- Title III LEP
- Contract for Excellence
- TL FSF General Hold Harmless
- TL Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the graduation rate for the 2011-12 academic year by 3%. The percentage of students graduating will increase from 85% (June 2011) to 88% (June 2012).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of various data sources reflect that projected gains will reflect a 3% increase in the following assessment data:

- Continued analysis of benchmark assessments i.e. Acuity, Gates-McGinite, and school designed diagnosis.
Analysis of scholarship data in ELA and Math is necessary to ensure correlation with standardized test data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

**Strategies for lowest 1/3 student population; Responsible staff members include: Assistant Principals and Teachers;
Timeline: Fall 2011-Spring 2012.**

Use of Data

1. Regents scores
2. High School Data Tool
3. Scholarship Data
4. PSAT/SAT Data
5. Acuity
6. Attendance Data
7. Action Plans and/or Individual Student Plans

Curriculum & Instruction

Teachers will administer pre & post diagnostics for respective ELA courses.

Instruction will be differentiated to meet the instructional needs of our students via Action Plans and/or Individual Student Plans. Teachers will utilize technology i.e. Smartboard and appropriate ELA software.

Development of Staff

Faculty will participate in professional development opportunities in the following areas:
Smartboard
Differentiated Instruction
SMART Goals

Timeline

Teachers will Analyze Student Scholarship Data and Regents Data. This occurs via student interviews and action plans twice a year. At a minimum, 80% graduation rate is expected.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Fordham High School for the Arts will :
 - Create a parent information and resource center for parents of Fordham High School for the Arts
 - Host various workshops during the year (Adolescence development, Parent teacher partnership)
 - Inform and involve parents in various activities within the school.
 - Increase communication between the school and parents.
 - Create a welcoming environment for parents and students.
- 5. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Continue to support parental enrollment in the Parent Association and School Leadership Team
 - Keep lines of communication open to all parents
- 6. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - School Committees

- PA meetings
- Academic Workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Fordham High School for the Arts has been deemed a school in “good standing” according to the New York State Education Department’s Report Card. Additionally, the school has received an “A” for three consecutive years on the New York City Progress Report (2008-09; 2009-10; 2010-2011). We will visit and recruit from Teach for America and Teaching Fellows organizations to attract highly qualified teachers. We will continue to provide professional development in CCLS and related “best practice” strategies to encourage teacher retention.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - c) **Fordham High School for the Arts continues to use effective methods and instructional strategies that are based on scientifically-based research that:**
 - Increased the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. This is evident via Project SOAR After-School and Saturday Credit Accumulation Program. Also, Period 1 College Now Math courses; and Pre-AP courses offered since the Fall of 2007.
 - Helped to provide an enriched and accelerated curriculum. (i.e. Humanities double block periods)
 - Met the educational needs of historically underserved populations. (i.e. Children’s First Intensive Target Population=lowest 1/3 leveled students)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Use of Resources

Maintain consultants to support ELA content areas. (IDE Consulting Group)
 Utilize CBO Global Kids to assist with Push-in Projects in Humanities/ELA classes.

Funding Streams

-Title I SWP

- Title III LEP
- Contract for Excellence
- TL FSF General Hold Harmless
- TL Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	87	87						
10	89	89						
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Students in Grade 9 and 10 who read at levels 1 and 2 are programmed for Balanced Literacy Whole Language curriculum. Students receive daily, double period instruction. Achieve 3000; Castle Learning; EduWare; ILearn programs are afforded to students during the day in small group settings during double period sessions.</p>
<p>Mathematics</p>	<p>The Math department uses formal and informal assessments to plan better math instruction. (i.e. assessments such as uniform midterms and final exams, PSAT, and the regional assessment.) Based on these assessments teachers create student individual plans and target these areas of instruction. During common planning time tutoring was provided for all students that are in need of extra support. Castle Learning; EduWare; ILearn programs are afforded to students during the day in small group settings during double period sessions.</p>
<p>Science</p>	
<p>Social Studies</p>	
<p>At-risk Services provided by the Guidance Counselor</p>	
<p>At-risk Services provided by the School Psychologist</p>	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Fordham High School for the Arts agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

7. Fordham High School for the Arts will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Create a parent information and resource center for parents of Fordham High School for the Arts
 - Host various workshops during the year (Adolescence development, Parent teacher partnership)
 - Inform and involve parents in various activities within the school.
 - Increase communication between the school and parents.
 - Create a welcoming environment for parents and students.
8. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Continue to support parental enrollment in the Parent Association and School Leadership Team
 - Keep lines of communication open to all parents
9. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - School Committees
 - PA meetings
 - Academic Workshops
10. Fordham High School for the Arts will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - ESL
 - Continuing to support parental enrollment in the Parent Association
 - School Leadership Team
 - Computer Literacy
 - Technology Training
 - GED Preparation
11. Fordham High School for the Arts will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic

minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Evaluations will be sent to all parents in English and Spanish.
 - Surveys will be given during NYCDOE specified timeline.
12. Fordham High School for the Arts will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Distribution of Parent Handbooks
 - Parent/Student Academic workshops
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - Parent/Student Academic workshops
 - Parent conferences
 - ELL Conference
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Parent/Staff trainings
 - Parent surveys (i.e. Learning Environment and Home Language)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities).
 - ARIS communication links
 - Parent Orientations

- Parent Workshops (Title I)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- Mailings
 - Phone Messenger
 - Student Distribution
 - Home Visits

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.
 - Creative Arts Dinner Theaters
 - Art Auctions
 - Parents Association Meeting
 - School Leadership Team Meetings
 - Parent Orientations

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Parents Association of Fordham High School for the Arts. This policy was adopted by Fordham High School for the Arts on 6/5/05 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2006.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Sample Template for School-Parent Compact:

Fordham High School for the Arts, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-10.

Required School-Parent Compact Provisions

School Responsibilities

Fordham High School for the Arts will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - Double periods of Math and English Freshman/Sophomore classes.
 - Fully accredited program to achieve Regents or Advanced Regents diploma
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

- Fall and Spring of each school calendar
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 - Report cards will be disseminated 4 times during the school year. Interim progress reports will be sent as necessary.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
 - Open school night and afternoon will be held each October and again in March
 - As needed, parents can contact the parent coordinator with any concerns and also to set-up appointments to meet with staff.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
 - Parents are welcome to come in and volunteer and audit their child's class(es).
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
 - Attend School regularly, be prompt and prepared to learn
 - Complete all homework assignments, including projects
 - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Lawrence Pendergast	District 10	Borough Bronx	School Number 437
School Name Fordham High School for the Arts			

B. Language Allocation Policy Team Composition [?](#)

Principal Iris Blige	Assistant Principal Laurice Chambers-Blake, AP
Coach	Coach Laurice Chambers-Blake, ELL Co
ESL Teacher Rhonda Mitron/ESL	Guidance Counselor Michael Ryan; Pauline Appleton
Teacher/Subject Area Maya Schwartz/ESL	Parent
Teacher/Subject Area Clair Passenant/ELA	Parent Coordinator None
Related Service Provider Betty Robinson	Other Raquel Pottinger-Bird, AP
Network Leader Lawrence Pendergast	Other Michael Johnson

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	393	Total Number of ELLs	46	ELLs as share of total student population (%)	11.70%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a. All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). The HLIS is administered with the assistance of the Assistant Principal/ELL coordinator, Laurice Chambers-Blake or the certified ESL teacher, Rhonda Mitron, who are both trained in ELL identification. This is done in order to determine the language spoken by the students. When a student is newly admitted to the NYC school system, the ESL certified pedagog or ELL coordinator assists the parents with completing the survey in an attempt to ascertain the language status of the student. If the parent indicates a home language that is other than English on the HLIS, the ELL coordinator and/or the ESL Teacher conducts an informal oral interview with the student and administers the Language Assessment Battery Revised (LAB-R) or the Spanish LAB if a language other than English is identified. This determines the English language proficiency level of the student. Placement of the student in a particular ELL program is based on the guidelines stipulated on the CR Part 154 LAB-R results as well as the parent's choice of program on the Program Selection Form. A student who is identified as having a language other than English, is then placed within ten days of enrollment into the appropriate program. Placement and services provide are determined by the level attained on the LAB-R or LAB. A student may be classified as either a Beginner, Intermediate or Advanced student. All communications, letters and forms are provided to the parents in English, as well as in the student's native language.

b. The initial screening (HLIS, informal interview, LAB-R/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are provided by the trained ELL coordinator and certified ELL ESL teacher along with an appropriate translator. If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent home by mail. This done within 10 days of enrollment, parents are then invited to an ELL Parent Orientation.

All written notifications, forms as well as oral communications are provided in English and the parents' preferred language. For translation of languages not spoken by our school pedagogues, we contact the Translation and interpretation Unit for translated materials and/or phone support.

c. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Each year the ESL coordinator evaluates ELLs progress using the NYSESLAT and placement for services is made based on the student's needs as outlined in the CR Part 154. Once a student is identified as an ELL (scored below "Proficiency" i.e. beginning, intermediate or advanced level) they are required to test "Proficient" on the NYSESLAT. This test is administered in the spring semester of each year to all current ELL students. Students are identified in ATS through the RLER report. All ELLs are required to participate in the NYSESLAT completing the four modalities of Listening, Speaking, Reading and Writing. Students who score at or who are above proficiency are deemed to be former ELLs. These students enter the general education program with transitional support. Parents receive notification of this through letters of non-entitlement along with the results of the NYSESLAT. All communications, letters and forms are provided to the parents in English as well as in the native language.

2. Parents/guardians of newly identified ELLs are invited to attend a parent orientation. During this session they are informed of their options as it pertains to the services and programs available to them. They are also shown a video (available in English and in the parent's home language) which describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. This form is also made available in the parents native language. Translators are also present to assist parents with understanding their options. The parent is then given the opportunity to make their choice then or to return the forms within 2-3 days. If the forms are not returned an outreach is made to the parent. If they still fail to turn it in, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not offer the program, the parents will be provided with a list of schools that offer TBE programs. They are then placed on a waiting list and are informed that once the minimum numbers are reached to begin the program they will be notified. If the parents opt to stay with the school, they are informed that while the school does not have the required minimum number of students to open up a bilingual program their child's name will remain on a waiting list. They will be informed that the school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ESL Teachers and a translator/s in the child's home language, as needed.

3. Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. The ELL Coordinator/Assistant Principal sends an Entitlement Letter and a placement letter, in English and the family's home language to parents to inform them of their child's ELL eligibility status and placement. Returning ELL's are also provided with a continuation of Service letter informing them of their right to these services. This letter is sent out within the first two weeks of the school year and is also sent in English as well as the native language. Copies of these letters as well as a copy of the completed Parent Survey and Program Selection forms are maintained in the students personnel folders (Created exclusively for ELL's), which can be found in the ELL Coordinator's office. Parents are further invited to attend a ELL parent meeting where they are once again informed of their options. Translation services are provided in the Native Language.

4. A newly identified ELL as determined by the HLIS, LAB-R or LAB is placed in the program model selected by the parent on the parent choice program selection form. Parents will be informed of the decision via Entitlement Letters sent home in the native language. If the parent selects bilingual, and the school does not have enough students to form a bilingual program, the school provides ESL instruction at a minimum. Placement letters are distributed by the ELL Coordinator in the parent's native language to inform parents of this. (Letters of continued Entitlement for students already in the program are also mailed to parents in the native language.) These letters are maintained in the student personel file in the ELL Coordinators office. The parent will be informed in writing that the child's name will be recorded on a list and that when the list reaches the appropriate number of students (20), as delineated in CR Part 154, the school will create a bilingual program. Parents will be informed of this in writing and are given a list of alternative schools offering their program choice. All information is provided in English and in the child's home language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is freestanding ESL. All 46 parents have selected freestanding ESL as their program of choice.

6. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										19	14	6	7	46
Total	0	0	0	0	0	0	0	0	0	19	14	6	7	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	24
SIFE	6	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4		3	18	3	7	24	1	14	46
Total	4	0	3	18	3	7	24	1	14	46

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	12	6	6	43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean													1	1
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	19	14	6	7	46								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. Instruction is delivered through the:

- a. Organizational models – CTT(Co-Teaching), self contained
- b. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.

2. All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive a minimum of 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive the minimum of 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). All instruction is delivered by certified ESL teachers.

3. Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text re-presentation). Our school focus is on reading and writing across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support). In addition as an Arts school we seize every opportunity to establish an infusion of the Arts within the content area. The ESL teacher works collaboratively with the content area teachers in social studies, science and mathematics. This year the NYCDOE instructional focus as outlined in the Common Core Learning Standards (CCLS) is on reading and analyzing informational texts and writing opinions and arguments in response to texts across the content areas of ELA, math, science, social studies and the Arts. These instructional supports are enhanced through the use of software programs such as Achieve 3000, Eduware and Castle Learning. The programs provide lessons which are differentiated to meet the students varying levels of ability and offer support in the development of language skills in the modalities of listening, speaking reading and writing. These are reinforced in every lesson. Lessons are also scaffolded in several ways, allowing all students various entry points and opportunities for success. Students work either independently or in homogenous or heterogenous groupings depending on the task as well as their abilities. Students also have access to bilingual dictionaries and glossaries.

4. ELLs are evaluated in their native language. ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language and are given this opportunity to do so in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

5. Differentiated instruction for ELL subgroups:

SIFE – SIFE students are grouped based on their skills to receive intervention during the school day as well as for additional instruction during and After school and also in Project Soar Saturday programs. SIFE students are supported through the push in model in their content area classes. Student progress is assessed each marking period in order to evaluate and revise interventions as appropriate. Students work in small homogeneous groups for teachers to ensure that students grasp concepts; and in heterogeneous groups to encourage participation in discussions with peers in order to support their comprehension of a given topic or assignment. Teachers across all content areas use research based instructional strategies to include: activate prior knowledge; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; activating higher order thinking skills through sorting, categorizing, charting, diagramming and also through explicitly teaching vocabulary.

NEWCOMERS – The primary objective is to simplify language while amplifying the content. Students are provided with hands-on demonstrations, opportunities for role play, journal writing, using native language or pictures and also using the workshop model to scaffold basic skills in language development. This form of intensive instruction approach prepares ELLs for ELA testing in not only the NYSESLATs but also the NYSD ELA Regents examinations.

ELLs receiving service 4-6 years – explicit vocabulary instruction, intensive academic literacy skills building

LONG TERM ELLs (7+ years) – The focus is on developing social and emotional support in the language acquisition process. This is in addition to all the other instructional services provided to all other ELLs. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.

Students with Disabilities – ELLs with disabilities are appropriately served as per the student's IEP. In order to ensure that teachers of SpEd ELLs are providing the most appropriate instruction for them, the ESL, ELA and content area teachers collaborate to ensure that each SpEd ELL is afforded instruction appropriate to his/her language and learning needs.

A. Programming and Scheduling Information

Native language support is offered in all classes through the use of Bilingual glossaries, bilingual text books, translations, computer language programs and software.

6. In order to provide ELL-SWD with access to academic content areas and accelerate their English language development, teachers implement the following instructional strategies: grouping, activating prior knowledge by building background; providing a print rich environment; engaging students in hands on activities; using realia, props, model activities; manipulatives, activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills and also explicitly teaching vocabulary. Instruction is also supported through the use of software and online programs such as: I-Learn, Castle Learning, Achieve 3000 and Edware. The software programs are also designed to address the needs of ELL-SWD as they provide differentiation of

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, & other subject matter are provided through after school programs and Saturday programs (PROJECT SOAR). They are designed to achieve the following:
 - (a) Literacy Development across the content areas (All teachers are reading teachers-not just content instructors)
 - (b) Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction
 - (c) Strong native language support for beginning students who have recently arrived to the country
 - (d) Peer tutoring Program

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
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- (f) Lunch & Learn Program
- (e) Components of the workshop model are used in all core subject classes

All interventions are offered in English with strong native language support.

9. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue in all content area classes. Small group settings, extension of testing time, teacher collaboration on instruction and monitoring of ELL students progress continue.

10. We continue to review the success we have with ELLs. The data reveals that in Spring 2010, 2 ELL students out of a total of 44 tested proficient on the NYSESLAT. The most recent administration in the spring of 2011, 9 ELL students tested proficient on the NYSESLAT, out of a total of 46 students. Programs that will continue to be implemented will include Achieve 3000, a software program which is used to determine the reading levels of students, then generates differentiated activities at the students level with the goal of advancing the reading and comprehension skills. The program was recently modified to further incorporate a more specific design for differentiation in instruction. Eduware, another software program, engenders participation from students, building confidence while at the same time supporting development of their reading and speaking skills. We believe that enhanced usage of these programs with our ELL population will continue to yield positive results on the NYSESLATS. We also provide ELLs with additional support through the use of the co-teaching models in content areas other than ELA.

11. At the moment we have not discontinued any programs, rather we revise and revamp the use of current programs?

12a. ELLs are afforded equal access to all school programs. Throughout the regular school day ELL receive service as per the CR Part 154. They participate in the freestanding ESL program and in most cases receive above and beyond the minimum service hours requirements. For the first time in several years there are no beginners as per the RLAT. Intermediate students receive an average of 490 minutes weekly, while advanced students receive 245 minutes each for ESL and ELA respectively. ELLs are encouraged to attend to tutoring, enrichment, athletic and general school activities. All communications, flyers, notifications to parents/students are distributed in English and in students' native language. We also conduct parental outreach through K-12 Alerts (automatic phone call system), which is also done in the students native language.

b. ELLs receive after school and supplemental services through Title III funding. Tutoring sessions have been set up for ELLs in their senior year who are deficient in one or more NYS Regents examination. Scheduled classes include Global history, United States history and ELA as these ELL students prepare for the 2012 January Regents. Each class/course lasts for 11 weeks and are held 2 times per week for three hours after school and on Saturdays. Project SOAR as it is called is designed as a credit recovery program as well as Regents preparatory course. The ESL instructor provides support for the ELL student as she works collaboratively with the social studies and ELA

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

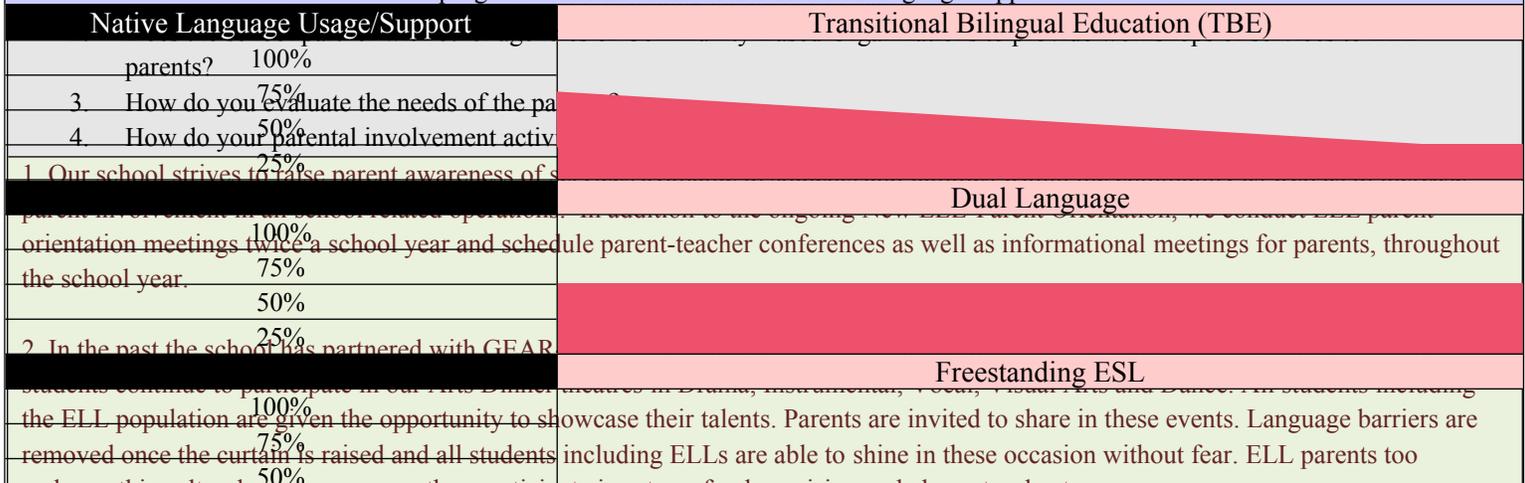
1. The ESL teachers and designated pedagogues attend PD offered by the OELL, BETAC, QTEL. All school personnel including Assistant Principal, secretaries, parent coordinator, office staff, are trained in ELL identification and ELL instructional strategies in order to fully identify and support our ELLs.

2. We provide our staff with the following supports to assist them with their work with ELLs. To assist ELLs with transition from middle to high school the school creates a student profile of each ELL student which is shared among the support team. Background information is gathered from ATS as well as student bio/file(cummulative record). The information gathered is used to develop a spreadsheet which is compiled in-house and provides a snapshot on the student. It includes each ELL student's OSIS number, grade level, official class, years of service, official language, modality rreport, NYSESLAT decision, SIFE status and X-coded status. A break down of their exam status is also available in this spreadsheet. Teachers receive training on how to use this data to support instruction as they determine the language needs of the ELL students and provide services accordingly. The ESL teacher also recieves training in using the NYCDOE ARIS database, as this provides valuable information about the ELL students prior to entering high school. Once in high school the ESL teacher learns how to use the information from the ELL predictives to identify strengths and weaknesses in the student and is able to plan instruction based on the information gathered.

3. The school ensures all school staff receives a minimum of 7.5 hours of ESL training. Training is provided in the areas of ELL identification, NYSESLAT preparation and scoring, ELL instruction through QTEL instructional strategies, ESL in the content area etc. Records of attendance to these workshops are maintained by the school secretary. Teachers are further required to complete an DOE OP11 form, and are expected to furnish an Agenda and also turn key information garnered at the training session to the rest of the department or faculty.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our school strives to raise parent awareness of services available to students and families within the community as well as to increase parent involvement in all school related operations. In addition to the ongoing New ELL-Parent Orientation, we conduct ELL parent orientation meetings twice a school year and schedule parent-teacher conferences as well as informational meetings for parents, throughout the school year.

2. In the past the school has partnered with GEAR-UP a community based organization. While this no longer occurs ELL parents and students continue to participate in our Arts Dinner theatres in Drama, Instrumental, Vocal, Visual Arts and Dance. All students including the ELL population are given the opportunity to showcase their talents. Parents are invited to share in these events. Language barriers are removed once the curtain is raised and all students including ELLs are able to shine in these occasion without fear. ELL parents too embrace this cultural extravaganza as they participate in set-up, food provision and also act as hosts.

3 & 4. A series of parent workshops have been established in collaboration with the Parent's Association and parent complete surveys as we attempt to conduct a needs assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gatered from the surveys) and the goal of increasing parent participation. Parent language classes have been created as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teachers and designated pedagogues attend PD offered by the OELL, BETAC, QTEL.

All school personnel to including Assistant Principal, secretaries, parent coordinator, office staff, are trained in ELL identification and ELL instructional strategies in order to fully identify and support our ELLs.

2. We provide our staff with the following supports to assist them with their work with ELLs. To assist ELLs with transition from middle to high school the school creates a student profile of each ELL student which is shared among the support team. Background information is gathered from ATS as well as student bio/file(cummulative record). The information gathered is used to develop a spreadsheet which is compiled in-house and provides a snapshot on the student. It includes each ELL student's OSIS number, grade level, official class, years of service, official language, modality rreport, NYSESLAT decision, SIFE status and X-coded status. A break down of their exam status is also available in this spreadsheet. Teachers receive training on how to use this data to support instruction as they determine the language needs of the ELL students and provide services accordingly. The ESL teacher also recieves training in using the NYCDOE ARIS database, as this provides valuable information about the ELL students prior to entering high school. Once in high school the ESL teacher learns how to use the information from the ELL predictives to identify strengths and weaknesses in the student and is able to plan instruction based on the information gathered.

3. The school ensures all school staff receives a minimum of 7.5 hours of ESL training. Training is provided in the areas of ELL identification, NYSESLAT preparation and scoring, ELL instruction through QTEL instructional strategies, ESL in the content area etc. Records of attendance to these workshops are maintained by the school secretary. Teachers are further required to complete an DOE OP11 form, and are expected to furnish an Agenda and also turn key information garnered at the training session to the rest of the department or faculty.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our school strives to raise parent awareness of services available to students and families within the community as well as to increase parent involvement in all school related operations. In addition to the ongoing New ELL-Parent Orientation, we conduct ELL parent orientation meetings twice a school year and schedule parent-teacher conferences as well as informational meetings for parents, throughout the school year.

2. In the past the school has partnered with GEAR-UP a community based organization. While this no longer occurs ELL parents and students continue to participate in our Arts Dinner theatres in Drama, Instrumental, Vocal, Visual Arts and Dance. All students including the ELL population are given the opportunity to showcase their talents. Parents are invited to share in these events. Language barriers are removed once the curtain is raised and all students including ELLs are able to shine in these occasion without fear. ELL parents too embrace this cultural extravaganza as they participate in set-up, food provision and also act as hosts.

3 & 4. A series of parent workshops have been established in collaboration with the Parent's Association and parent complete surveys as we attempt to conduct a needs assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gatered from the surveys) and the goal of increasing parent participation. Parent language classes have been created as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										1	1	3	1
	A										3	6	2	3
	P										15	7	1	3
READING/ WRITING	B										0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I										7	9	6	4
	A										12	5	0	3
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		6	
Integrated Algebra	18		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	34		6	
Physics				
Global History and Geography	20		4	
US History and Government	12		5	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Assessment tools used by the school to assess early literacy skills include the following: The Incoming Assessment Test, Acuity, Gates MacGinntie, ELL Predictives and the NYSESLATs. The data reveals the our ELLs greatest area of deficiency are in the language modalities of Reading and Writing. Teachers use this knowledge to drive instruction by providing ELLs with enhanced access to literacy skills through vocabulary development, activating prior knowledge, scaffolding, using level set texts as well as differentiation of instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Fordham H. S. for the Arts		School DBN: 10X437	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Blige	Principal		11/27/11
Laurice Chambers-Blake	Assistant Principal		11/27/11
	Parent Coordinator		11/27/11
Rhonda Mitron	ESL Teacher		11/27/11
	Parent		11/27/11
Maya Schwartz/ESL	Teacher/Subject Area		11/27/11
Clair Passenant	Teacher/Subject Area		11/27/11
Laurice Chambers-Blake	Coach		11/27/11
	Coach		11/27/11
Michael Ryan & Pauline Appleto	Guidance Counselor		11/27/11
Lawrence Pendergast	Network Leader		11/27/11
Michael Johnson	Other <u>Data Specialist/Prog</u>		11/27/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X437 **School Name:** Fordham High School for the Arts

Cluster: 6 **Network:** 603

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The following indicators will be used to assess our needs: Home language surveys, ATS reports, teacher assessment, guidance counselor interactions, and the ESL teacher's working in collaboration with the attendance teacher and the family worker's expertise in evaluation and identification of parent's needs and their preferred language of communications. The assessments reveal that there are 46 families represented within our ELL population. 44 are native speakers of Spanish, 1 Korean family and 1 AfriKaans.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Using the above mentioned methods, all communication will be conducted in both English and the native language of the ELL student and parent and will also be conveyed in oral and written forms of communication. The findings are disseminated to the school community via documentation and various meetings which provides biographical data on our ELL population. This includes but is not limited to faculty conference, Parent association, parent coordinator, parent workshops etc. as well as through mailings to ensure that all members of the school community will reach out and communicate effectively with our non-English speaking parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school provides all written/oral communication in the parents' native language including: letters, newsletters, report cards and various forms, i.e., trip consent forms etc. In addition, Phone Master will be programmed to translate all communication in the native language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The entire school's bilingual community is used to support translation services in written and oral interpretation needs. (teachers, paraprofessionals, family assistants, aides, guidance counselors, parent coordinator) the school will provide the translation necessary to meet parental needs. Our ESL/ELA teacher, Ms. Villegas, will be designated as the school translator to ensure the accuracy of translations in meetings. The school will use the service of the Translation and Interpretation Unit for over-the-phone or on-site interpretation and translation services, as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All correspondence is regular and timely provided with translated documents through our school's existing resources or the Translation and Interpretation Unit. Notifications include: invitations to meetings and training, brochures, entitlement letters/non-entitlement letters, NYSESLAT parent guide. Parent informational documents are available in various languages on the NYCDOE website and translated where these may not be available.

The Translation and Interpretation Unit will provide training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements

The required signage and DOE translations postings will be prominently posted in the school to inform parents of their rights to translation

services. The ESL Coordinator will act as the point person for the provision of translation services. The phone number for the Translation and Interpretation Unit will be available in the main office and used when necessary for visitors who speak a language other than those spoken by our multilingual school staff.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Fordham H S for the Arts	DBN: 10X437
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 14 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

In an effort to improve the English proficiency and academic achievement of our English Language Learners (ELLs), the students in grades 9-12 will have the opportunity to attend after school tutoring three times a week as well as Saturdays. This will be supported through a program called Project SOAR. Tutorial services in Social Studies and English will be available to ELL students who are deficient in credits required for graduation and who also need to pass one or more NYS Regents examination. This program will be offered to all ELLs as well as former ELLs and will run for a period of 48 weeks (October 24, 2011 through June 09, 2012. This program will also provide ELLs with the additional support they need to increase language proficiency in their English language skills with a specific focus on the four language modalities. Services will be provided by the certified ESL teacher working in collaboration with certified content area teachers. Instruction will be enhanced through the use of technology as well as revision and upgrading of the curriculum.

Title III Tutorials

The after school tutorial program is offered to students Mondays through Thursdays and also on Saturdays. 3 teachers provide tutoring to the students. There are two supervisors who oversee the program to ensure quality instruction and maintain a safe environment. There is one licensed Social Studies teacher, one licensed English language teacher and one licensed English as a Second Language teacher providing tutorial services. The time frame for the program is broken in two sessions: Session 1 runs from October through January and Session 2 - February through June.

Social Studies Tutorial - 2 days each week day for 3 hours for 24 sessions and on Saturdays for 6 hours for a period of 12 weeks.

English Language Tutorial - 2 days each week day for 3 hours for 24 sessions

The ESL program meets from 4:00pm – 7:00 p.m. on week days and from 9:00 am - 3:00 pm on Saturdays. The ESL teacher will work collaboratively with the content area teachers in each of these sessions to prepare for the ELA Regents and NYSESLAT. These supplemental services are offered across the grades (9-12) and according to need. The focus for the program is skills development in English and Social Studies Regents preparation. The objective is to give the students the skills they need to pass their classes and the State Examinations. The students will utilize a computer based program, Achieve

Part B: Direct Instruction Supplemental Program Information

3000 and Castle Learning online to support instruction in the particular content area.

Bilingual Translation dictionaries and Multicultural Libraries, Content Area Libraries and Supplies will be purchased with Title III funds for the program.

The objective is to give the students the skills they need to pass their classes and the State Examinations. Bilingual Glossaries, Bilingual Translation dictionaries, and regents' preparation materials will be purchased with Title III funds for the program. There are two supervisors who oversee the program to ensure quality instruction and maintain a safe environment.

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:

Teachers are encouraged to participate in several workshops geared towards professional development. Strong recommendations are made and they are encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The ESL coordinator who is also the supervisors for the ELA department works with the participating teachers to identify ELLs and discuss teaching strategies that can be implemented in the classroom to best support instruction for ELLs. The teachers and Assistant Principal meets during weekly professional development sessions to discuss best instructional practices for ELLs.

The ESL teachers will provide content area teachers with professional development on best instructional practices for ELLs in the content areas. The teachers will also participate in professional development opportunities offered by the OELL as well as any other workshop that may be offered by the Children's First Network(CFN). In addition, data assessments will be conducted in order to analyze and evaluate students performance and ensure that benchmarks are being attained. Student action plans will also be created to track student progress and also facilitate strategic implementation of a plan for each ELL student. We plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs. All Professional development is provided at no expense to Title III.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

To assist parents and guardians in understanding Fordham High School for the Arts' Freestanding ESL program, we sponsor parent workshops and orientation sessions that provide parents with information regarding the ESL program in high school for new students; to inform parents of the New York State Education Department regulations and requirements for students to test out of ESL and to help parents understand how they can support their child's progress in the home environment. In addition, we plan to sponsor workshops that will provide parents with information on community sites that sponsor classes on developing and learning the English language. In our efforts to provide parents and guardians this opportunity, this will broaden and enhance their understanding of the ESL methodologies.

Subsequently, this will provide them the necessary tools to become more involved in their child's progress in school and build a knowledge base regarding their child's standardized testing (NYSESLAT and Regents examinations). We offer various workshops for parents throughout the school year. Some of these workshops are:

- ELA and Content Area Standards
- Graduation Requirements
- Credit Accumulation
- Supplementary Programs Available
- Housing Issues
- Health Clinics
- College Programs and Applications
- FASFA Application
- PSAT and SAT What is this?
- NYS Regents

Title III funds will be used to purchase resource materials and a lending library for parents. Translation services will also be available to parents participating in these sessions. Refreshments and snacks will also be funded with Title III to support this program. Invitation to parent meetings are sent to all ELL parents. All materials and communications are provided in English as well as the parents native language.

Part E: Budget

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

Allocation Amount: \$9392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		Project SOAR after school Program Social Studies 1 content area teacher X 3hours X 24 sessions X \$42.00 = \$3,024.00 X 2 Semesters = \$6,048.00 ELA 1 content area teacher X 3 hours X 24 sessions X \$42.00 = \$3,024.00 X 2 Senesters = \$6,048.00 ESL 1 ESL teacher X 3 hours X 48 sessions X \$42.00 = \$6,048.00 X 2 Semesters = \$12,096.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	??	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$500???	Bilingual translation dictionaries, Multi-cultural libraries, Content Area Libraries, Supplies.
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$9392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	\$18,144	