



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X438

PRINCIPAL: MARYANN TUCKER EMAIL: MTUCKER2@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. mandatory SLT members are indicated by an asterisk\*.

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.

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
2. Add rows as needed to ensure that all SLT members are listed.
3. 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
MaryAnn Tucker	*Principal or Designee	
Novelette Foote-Samuels	*UFT Chapter Leader or Designee	
Carlos Ruiz Maria Torres	*PA/PTA President Co-President	
Marie Reyes	DC 37 Representative, if applicable	
Nicole Deleon Jennifer Bhatti Michael Cordero Mabel Perez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Magalys Pena	Member/ PA	
Dr. Freddy Cedeno	Member/ CSA	
Donna Anglin	Member/ UFT	
Judy Clemetson	Member/ UFT	
Virginia Guzman	Member/ PA	
Yolanda Santos	Member/	
Sarwar Bhatti	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**

To build supervisory structures(formal & informal observations) to provide guidance and ongoing feedback to teachers to improve teaching strategies and effectiveness.

1. By June, 2012 100% of teachers will have been given professional development based on best practices and a research-based rubric such as Danielson Frameworks.
2. By June, 2012 Principal and Assistant Principals will have conducted a minimum of 10 informal and 3 formal observations for each teacher.

### **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.

Findings from the November 2010 Quality Review and the JIT Report – November 2010 state that the school needs to “build supervisory structures to provide ongoing feedback to teachers to improve teaching strategies”. A focus on this initiative will help to improve the quality of classroom instruction and positively impact student achievement. The professional development will provide teachers with skills and strategies to facilitate teacher effectiveness.

### **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.

#### **ACTIVITY #1**

Teachers will inter-visit each other based on content area subjects and inter-curricular activities which will focus on the learning environment ,questioning techniques and examining students work. Teachers are part of “teacher teams” to provide additional academic support to students.

Target Population: All teachers on staff working with ELL's, SWD's and lowest one third.

Responsible Staff Members: Assistant Principals

Implementation Timeline: September 2011 through May 2012

#### **ACTIVITY #2**

Principal and Assistant Principals will develop a schedule for formal and informal observations with timely feedback at the start of each semester.

Target Population: All Teachers

Responsible Staff Members: Principal and Assistant Principals

Implementation Timeline: September 2011 through May 2012

**ACTIVITY #3**

Professional opportunities will be presented to support the use of Data to drive instruction /Differentiation of instruction/Classroom Management

Target Population: All Teachers, Administrators, Data Specialist and Guidance Counselors

Responsible Staff Members :Assistant Principals ,Principal, Educational Consultants

Implementation: Timeline: September, 2011 – June, 2012

**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.
1. Various Workshops will be given to parents regarding DATACATION/ARIS Parent Link with hands on assistance by Administration
  2. Metro cards are provided to assist with transportation for parents to attend meetings.
  3. Opportunities ( Open Door Policy) for parents to volunteer and participate in school functions and activities.
  4. Parents are involved in the decision-making process as members of the SLT.
  5. All letters, flyers, calendars, invitations and messages are translated into Spanish to meet the needs of our parent population.
  6. Translation is provided for every meeting and activity.

**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.
- 1, We disseminate information at Job Fairs, Advertisements and College Recruitment and on our website to attract Highly Qualified Teachers.
  - 2 .Teaching applicants are screened (HR) so that their licenses are aligned with our Instructional needs.
  3. FLABT maintains a clean, print rich learning environment that reflects academic rigor.
  4. Mentor/Buddy Teachers are assigned to struggling teachers.
  5. Professional development is provided by Principal, Assistant Principals and Consultants in teaching methodologies and pedagogy.

**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.
1. All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in high school.
  2. Secured Wellness Grant for \$2500.00 to inform parents, and students of proper nutrition and its value.
  3. Tutorial programs, after-school programs, Saturday Academy (EII's and SWD's are also included) are being funded by a Success Grant.

**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.

FUNDING: As a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as those stated below:

- 1.School wide Projects.
- 2.ARRA RTTT
- 3.Title I School wide Project.
- 4.Title I School Success Grant.
- 5.Title III LEP.
- 6.Data Specialist Funding.
- 7.Grants ( where appropriate and available )

### 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 align instruction and assessment to the Common Core Standards.

By June 2012, teachers will implement rigorous instruction, by engaging all students (ELL/Special Needs) in a curriculum aligned to Common Core Standards and NYS Standards. At least 50% of the students will effectively complete Literacy/Math task across subject areas and grades.

#### **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.

According to the Quality Review and the JIT Report (2010) standards should be reflected in all teaching points. Clear expectations should be aligned with teaching points and incorporated in lessons. There will be a roll out of literacy and math bundles required by all schools geared towards the Common Core Standards that will be implemented by 2014.

#### **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.

#### **ACTIVITY #1**

Teachers will develop an aligned unit of study that incorporates opportunities for all students (including ELL's and SWD's) to roll out Literacy and Math bundles in given subject areas. Teachers will develop collaborative lessons that incorporates oral and written skills needed for providing evidence to support arguments.

Target Population; All teachers and students in all English and Math classes including ELL's and SWD's.

Responsible Staff Members: Assistant Principals, Staff Developers, Teachers  
Implementation timeline: September 2011- May 2012

**ACTIVITY #2:**

Teachers share a Common Planning Time daily to meet as a department team to assess student work and determine what lessons will be planned/taught to reinforce with students the concept of providing evidence to support a claim. During one Common Planning Time teachers will develop a rubric for assessment purposes.

Target Population; All teachers and students in all English and Math classes including ELL's and SWD's.

Responsible Staff Members: Assistant Principals, Staff Developers, Teachers

Implementation timeline: September 2011- May 2012

**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.
1. Workshops will be given to parents by ELL/ELA teachers providing informational sessions on Curriculum and Common Core Standards
  2. Parents will be trained on how to utilize the ARIS Parent Link and DATACTION to access their child's academic information.
  3. Metro cards are provided to assist with transportation for parents to attend meetings.
  4. All materials and messages are translated into Spanish to meet the needs of our student population.
  5. Translation services are provided for every meeting and activity.

**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.
1. Administrative staff attend Job Fairs, and Recruitment to attract Highly Qualified Teachers.
  2. Teaching applicants are screened (HR) so that their licenses are aligned with our teaching needs.
  3. FLABT maintains a clean, print rich learning environment that reflects academic rigor.
  4. Mentor/Buddy Teachers are assigned to struggling teachers.
  5. Professional development is provided by Principal, Assistant Principals and Consultants in teaching methodologies and pedagogy.

**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.
1. All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in high school.
  2. Tutorial programs, after-school programs, Saturday Academy are being funded by a School Success Grant.

**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.

FUNDING: AS a Title I School wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as those stated below:

- 1.School wide Projects.
- 2.ARRA RTTT
- 3.Title I School wide Project.
- 4.Title I School Success Grant.
- 5.Title III LEP.
- 6.Data Specialist Funding.
- 7.Grants ( where appropriate and available )

**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 create a viable plan of action to physically enhance the school and to create an optimal learning environment for all students.

1. By June, 2012 90% of all staff will be trained in Chancellors Discipline Code.
2. School-wide procedures and policies will be implemented by all staff and decrease the number of suspensions by 5%.

**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 Quality Review of 2010 states that Fordham Leadership Academy earned an F for environment. According to the Learning Environment Survey of 2011 only 38% of faculty and students felt order and discipline were maintained in the school.

### **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.

#### **ACTIVITY #1**

1. A Fordham Leadership Academy Administrator will be posted at the student entrance during scanning to greet students upon entry and reinforce school's policy regarding dress code and electronics.

Target Population; All students of Fordham Leadership Academy (including ELL's and SWD's)

Responsible Staff Members :Principal, Assistant Principals, Teachers

Implementation timeline: September 2011- May 2012

#### **ACTIVITY #2.**

1. Workshops for the School Community given by NYPD to discuss effective school safety policies.

Target Population; All students of Fordham Leadership Academy, all staff members, School Based Organizations, Parents, Local Community Partners

Responsible Staff Members: Principal, Assistant Principals, Teachers

Implementation timeline: September 2011- May 2012

#### **ACTIVITY #3**

1. On-going Professional Development for staff on creating safe, effective School culture, enforcement of school policies and procedures and appropriate consequences (Chancellor's Discipline Codes) for those responsible for unsafe conditions..

Target Population; All staff members, Principals, Assistant Principal, Parent Coordinator, Guidance Counselor

Responsible Staff Members: Principal, Assistant Principals, Teachers, Consultants

Implementation timeline: September 2011- May 2012

### **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.
1. Workshops will be offered to parents on Gang Awareness, Drug and Alcohol Awareness, School Policies & Procedures, Sexual Harassment/ Abuse and Parenting Skills.
  2. Metro cards are provided to assist with transportation for parents to attend meetings.
  3. All letters, flyers, calendars, invitations and messages are translated into Spanish to meet the needs of our student population.
  4. Interpreters are provided for every meeting and activity.

### **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.
- 1 .We recruit at Job Fairs to attract Highly Qualified Teachers.

2. Teaching applicants are screened (HR) so that their licenses are aligned with our teaching needs.
3. Mentor/Buddy Teachers are assigned to struggling teachers.

**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.
1. All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in high school.
  2. Workshops are being offered by local Police Precincts.
  3. Professional Development is being funded by School Success Grant.

**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.
- FUNDING: As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as those stated below:
- 1.School wide Projects.
  - 2.ARRA RTTT
  - 3.Title I School wide Project.
  - 4.Title I School Success Grant.
  - 5.Title III LEP.
  - 6.Data Specialist Funding.
  - 7.Grants ( where appropriate and available )

**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.
  - To increase student attendance .
1. By June 2012 the attendance rate of all students will increase by 3%.

**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 Quality Review 2010 states that the attendance rate was 79%, which is well below the peer group and citywide average.

**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.

**ACTIVITY #1**

1. Identify the students who have the lowest attendance rate in the school. Chart Daily attendance by Cohort and motivate through incentives and contests. Incentives in the form of movie tickets, pizza parties and prizes for individuals and/or classes who show improvement in Attendance rates.

Target Population; All students

Responsible Staff Members: Principal, Assistant Principals, Teachers, Attendance Teachers, Guidance Counselors, School aides and Family Worker

Implementation timeline: September 2011- May 2012

**ACTIVITY #2**

Create an Attendance Team and utilize members to support outreach efforts to parents .Schedule bi-weekly meetings of Attendance Team to monitor progress of targeted group. Teachers, counselors and Administration will maintain frequent communication with parents to inform them via phone calls, letters and home visits of any absences by their child. Send out correspondence to parents of targeted population stressing good attendance and how it impacts a student's "academic career".

Target Population; All students with attendance rate lower than 80% attendance.

Responsible Staff Members: Principal, Assistant Principals, Teachers, Attendance Teachers, Guidance Counselors, School aides, Family Worker, Parent Coordinator

Implementation timeline: September 2011- May 2012

**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.
1. Workshops will be given to parents to assist them on Time Management/Established Routines/ Homework helper/ Parenting Skills.
  - 2 .Guidance Workshops for parents regarding Graduation criteria and expectations.
  3. Metro cards are provided to assist with transportation for parents to attend meetings.
  4. Opportunities ( Open Door Policy) for parents to conference regarding child's attendance, behavior and academics.
  5. Parents are involved in the decision-making process as members of the SLT.

6. All information, letters, and messages are translated into Spanish to meet the needs of our student population.
7. Interpreters are provided for every meeting and activity.

**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.
1. We disseminate information at Job Fairs, Advertisements and College Recruitment and on our website to attract Highly Qualified Teachers.
  2. Teaching applicants are screened (HR) so that their licenses are aligned with our teaching needs.
  3. FLABT maintains a clean, print rich learning environment that reflects academic rigor.
  4. Mentor/Buddy Teachers are assigned to struggling teachers.

**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.
1. All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in high school.
  2. Tutorial programs, after-school programs, Saturday Academy are being funded by a School Success Grant..

**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.
- FUNDING: AS a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as those stated below:
1. School wide Projects.
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  3. Title I School wide Project.
  4. Title I School Success Grant.
  5. Title III LEP.
  6. Data Specialist Funding.
  7. Grants ( where appropriate and available )

**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.
- To increase the graduation rate.
- 1. By June 2012 the four year graduation rate would have increased by a minimum of 5%.

**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.

Fordham Leadership Academy has been slated as a PLA School and as a result the four year graduation rate was only 45.7% on the 2011 Progress Report. This places us at 17.8% of our peers.

**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.

**ACTIVITY #1**

Regularly scheduled common planning sessions to unpack the Common Core bundles. Review of units and examining student tasks and engaging teachers in the process of evaluating student work using a “norming” process.

Target Population: All students in Literacy and Mathematics classes.

Responsible Staff Members: Principal, Assistant Principals, Teachers.

Implementation timeline: September 2011- May 2012

**ACTIVITY#2**

Development of Teacher TEAMS for the planning and implementation of Common Core Units. This will promote instruction that is aligned to CCS. This will assist in setting clear expectations to support instructional strategies for the diverse learner therefore creating a successful learning environment.

Target Population: Teachers

Responsible Staff Members: Principal, Assistant Principals, CFN Instructional Specialists and Consultants.

Implementation timeline: September 2011- May 2012

**ACTIVITY #3**

After-School Programs and Saturday academy for Credit Recovery and Regents Prep Tutorials for all students. Nova Net and prep classes will support students to ensure passing grades/credit accumulation

Target Population: All students including ELL's and SWD's  
Responsible Staff Members: Principal, Assistant Principals, CFN Instructional Specialists and Consultants.  
Implementation timeline: September 2011- May 2012

#### **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.
1. Guidance Workshops will be given to parents for College Applications, Graduation Requirements and Financial Aide.
  2. Metro cards are provided to assist with transportation for parents to attend meetings.
  4. Opportunities ( Open Door Policy) for parents to come in and conference with Guidance Staff, teachers and Parent Coordinator.
  5. All letters, flyers, calendars, invitations and messages are translated into Spanish to meet the needs of our student population.
  6. Interpreters are provided for every meeting and activity.

#### **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.
1. We attend Job Fairs and College Recruitment attract Highly Qualified Teachers.
  2. Teaching applicants are screened (HR) so that their licenses are aligned with our teaching needs.
  3. FLABT maintains a clean, print rich learning environment that reflects academic rigor.
  4. Mentor/Buddy Teachers are assigned to struggling teachers.

#### **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.
1. All Federal, State and local services and programs will be coordinated to provide students and families with the necessary instruction, materials and other resources to experience success in high school.
  2. Tutorial programs, after-school programs, Saturday Academy are being funded by School Success Grant.

#### **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.
- FUNDING: AS a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as those stated below:
1. School wide Projects.
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  4. Title I School Success Grant.
  5. Title III LEP.
  6. Data Specialist Funding.
  7. Grants ( where appropriate and available )



**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	26	4	3	28	20	0	40	1
<b>10</b>	47	71	84	75	25	30	30	0
<b>11</b>	56	45	46	81	10	15	10	0
<b>12</b>	21	25	37	80	9	0	2	0

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
ELA	<p><b>Nova Net Credit Recovery Program is a computer based program offered After School and during Saturday Programs. Students work independently on a computer with a supervising teacher for support.</b></p> <p><b>Regents Prep Classes are offered After School and during Saturday Programs. Delivery is offered in small groups by a teacher.</b></p> <p><b>Reading Horizons Program is built into ELA classes during official school day.</b></p>
Mathematics	<p><b>Nova Net Credit Recovery Program is a computer based program offered After School and during Saturday Programs. Students work independently on a computer with a supervising teacher for support.</b></p> <p><b>Regents Prep Classes are offered After School and during Saturday Programs. Delivery is offered in small groups by a teacher.</b></p>
Science	<p><b>Nova Net Credit Recovery Program is a computer based program offered After School and during Saturday Programs. Students work independently on a computer with a supervising teacher for support.</b></p> <p><b>Regents Prep Classes are offered After School and during Saturday Programs. Delivery is offered in small groups by a teacher.</b></p>
Social Studies	<p><b>Nova Net Credit Recovery Program is a computer based program offered After School and during Saturday Programs. Students work independently on a computer with a supervising teacher for support.</b></p> <p><b>Regents Prep Classes are offered After School and during Saturday Programs. Delivery is offered in small groups by a teacher.</b></p>
At-risk Services provided by the Guidance Counselor	<p><b>Small group and Individual counseling sessions during official school day based on needs</b></p>
At-risk Services provided by the School Psychologist	<p><b>Small group and Individual counseling sessions during official school day based on Federal mandates</b></p>

<b>At-risk Services provided by the Social Worker</b>	<b>Small group and Individual counseling sessions during official school day based on Federal mandates</b>
<b>At-risk Health-related Services</b>	<b>Individual form (504) on file in Medical Office</b>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_\_10X438 **School Name:** Fordham Leadership Academy for Business & Technology

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - According to the JIT Report Differentiated Curriculum for the identified subgroups (ie. SWD's and ELL) was not evident.
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Purchasing relevant textbooks (AGS – Special Education and ELL – English Language Learners) will support academic success for these two subgroups. Textbooks are designed specifically to meet their particular needs according to subgroups. Differentiation will include content areas and learning styles for SWD's and for our ELL population Differentiation will be according to proficiency levels.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - We already have secured and scheduled our 10 % of Title 1 funds for our Professional Development in Differentiated Instruction, Curriculum Mapping, Pacing Calendars, and Common Planning Time
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Our staff is required to complete Inter-visitation between/among subject areas and school-wide classes. Learning Walks take place once per month across the board for all staff members. Common Planning Time affords teachers the time to work together and share/support best practices.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - All communication between the school and parents is done in bilingual format for every notice, letter, phone call, message that goes to our student's parents/guardians. Notification concerning our SINI status will be processed on our school letterhead as sent by DOE. The letter will then be backpacked home with students.
  - Issues concerning our SINI status can also be addressed by Administration at the PA Meetings if needed.

**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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader Debra Maldonado/ <b>Ms. Margaret Struk</b>	District <b>10</b>	Borough Bronx	School Number <b>438</b>
School Name <b>Fordham Leadership Academy for Business and Technology</b>			

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

Principal <b>MaryAnn Tucker</b>	Assistant Principal <b>Melody Crooks</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Doug Hudgins</b>	Guidance Counselor <b>Nancy Vargas</b>
Teacher/Subject Area <b>Xiomara Pescador/ESL</b>	Parent <b>Mr. Carlos Ruiz</b>

Teacher/Subject Area <b>Danielle Patterson-Ryals/Social Studies</b>	Parent Coordinator <b>Ms. Melanie Figueroa/Parent Liaison</b>
Related Service Provider <b>type here</b>	Other <b>Dr. Teresita Rodriguez/Science</b>
Network Leader <b>Ms. Margaret Struk</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>474</b>	Total Number of ELLs	<b>57</b>	ELLs as share of total student population (%)	<b>12 %</b>
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## Part II: ELL Identification Process

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

- 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. 

1. HLIS is given to every new registrant to the school. Once it's determined that the household is non-English speaking, the student and parent is interviewed which is conducted in both English and the Native Language if it's Spanish. There are also times when classroom teachers detect deficiencies and make recommendations. The HLIS ( is conducted by certified ESL teacher Mr. Doug Hudgins and Parent Coordinator/Community Liaison Mrs. Melanie Figueroa) consists also of an oral interview and formal initial assessment. Based on the findings the LAB-R is obtained from the network and administered within 8 days of the student's entry into the school. This is conducted by our certified ESL teacher (Mr. Doug Hudgins) and based on the score if the student's warrant it then they will receive ESL services. These students are then given the NYSESLAT exam in May of each school year and based on their scores are deemed Beginner, Intermediated, Advance or Proficient (no longer requiring ESL services). This will determine the number of minutes of ESL instruction the student receives each week. The list of ESL students is obtained from RLAT in ATS and the proctors consist of Mr. Doug Hudgins and Ms. Xiomara Pescador both certified ESL teachers in reading, writing, listening and speaking.

2. The parents of ESL students are given an orientation in August, before the start of the new school year. The two certified ESL teachers Mr. Doug Hudgins and Ms. Xiomara Pescador provide information on the different programs for ESL students. They are told to make the choice that's most appropriate for their child. The parents have ten days in which to make their selection. Whenever necessary we make home visits to ensure that parents have the required information to return in a timely fashion. Our Parent Coordinator/Community Liaison Mrs. Melanie Figueroa also informs the parents about their choice. We have an overwhelming selection of Freestanding ESL and if the need arises where the other programs are selected we will provide these additional programs.

3. The students are given the letters to bring home (back pack) and also letters are mailed to ensure receipt. All forms are required to be returned two days before the deadline and if not then home visits are made. Mr. Hudgins the ESL teacher disseminates the entitlement letters, Parent Survey and Program Selection forms and collects them. They are then given to Ms. Yokatti Garcia who places them in a binder in the file cabinet in the guidance suite.

4. We only offer Freestanding ESL classes, as this is the one that has been overwhelmingly selected by our parents. We continue with the Parent Surveys, Program selection and Entitlement letters for new students throughout the school year and follow the same procedure as question #3.

5. Usually between 70%-80% of parents select Freestanding ESL classes. This is evident from the Parent Survey and Program Selection. We have determined that since the majority of our parents select Freesatanding as their program of choice, then that is what is offered whenever parents select other programs then they will be offered. When it's determined that the student possibly requires service then the LAB-R is administered. The students who are deemed in need of ESL services are given the NYSESLAT exam at the end of each school year. The results determine whether the student is Beginner, Intermediate , Advance or Proficient. This also determines the number of minutes of ESL services the student receives each week.

2. The parents of ESL students are given an orientation, stating the program choices available. The parents have ten days in which to make their selection. Whenever necessary we conduct home visits to ensure that parents have the necessary information to return in a

timely fashion

6. Based on the parent Survey and Program Selection the parents' predominant choice is Freestanding ESL. This is the program that we offer as it fulfills the needs of our parents and students. Therefore our program offered is aligned with our parents' 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 x9 x10 x11 x12

This school offers (check all that apply):

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

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	Tot #
<b>Transitional Bilingual Education</b>														0
(60%:40% → 50%:50% →														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>										2	1	2	1	6
<b>Self-Contained</b>														0
<b>Push-In</b>										2	1	1		4
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	2	3	1	10

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	12
SIFE	10	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	22

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	27	7	10	8	2	1	22	1	1		57
<b>Total</b>	<b>27</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>1</b>		<b>57</b>

ELLs by Subgroups										
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	Total	
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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish										25	19	6	4	54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French													2	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>25</b>	<b>19</b>	<b>6</b>	<b>7</b>	<b>57</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

1.a.The models utilized are self-contained ,push-in (co-teaching) and pull-out.

b.Homogeneous (proficiency level is the same in one class regardless of grade level).

2.Our Freestanding ESL students are provided with the mandatory 540 minutes per week for Beginners, 360 minutes per week for Intermediate and 180 minutes per week for Advance. The goals and objective of the program are to develop oral and written fluency in English, to develop listening, speaking ,reading and writing skills in English, to improve scores in the reading and writing modalities on the NYSESLAT assessment and to increase ELLs’ scores in all content areas as measured by the city and state exams.

The ESL program will be effective by maintaining consistency in content area learning with the focus on literacy and language development. The mandated language instruction for ESL will comply with Part 154 of the Commissioner’s regulations. Language instruction will be aligned to the ESL and ELA Learning Standards and the Common Core State Standards. We do not offer NLA.

3.The overarching philosophy of our ESL program targets the LAP 6 content area of instruction. Each term ESL students are placed in general education content area classes (mathematics, science and social studies) and the ESL teacher “push-in” to offer ESL strategies for academic remediation and support. There is one ELA class for 9<sup>th</sup> graders that follows the “pull-out” model. The teachers meet and plan

## A. Programming and Scheduling Information

during the Common Planning Time (CPT). The native language support offered in content areas are cognates and peer tutoring with other students who speak their language.

4.They are given HLIS to ascertain their skills in the acquisition of the Language. The evaluate is only done in English.

5.a. SIFE students are given diagnostic testing in the English and Spanish if that's the native language. They have individual goals and benchmark. We have developed mastery learning where they assigned projects based on different tasks that are aligned with the CCSS. They have portfolios and once they mastery a set of skills, they move to the next and can pick up wherever they leave off.

b.The newcomers are assigned Freestanding ESL classes ,Push-In and Pull-Out models. They are assisted by the ESL teacher in content area subjects such as science and social studies. We have the Reading Horizons program that helps them with grammar, decoding, phonics and fluency.

c.The students 4 to 6 years are given a Push-In and Freestanding ESL class. The ESL teacher assists in science or social studies. They have Rossetta Stone which helps with comprehension.

d.The long-term ELLs are given a Freestanding ESL class.

6.The instructional strategies are read alouds, think alouds and shared readings. The wait time for answers is extended, listening stamina built in increments and oral reports presented on a regular basis. Graphic organizers are used with students to help them de-code what they are reading. T-charts are used to help students identify key words and phrases that serves as linguistic markers. Storyboards are used to help them edit and separate ideas they want to express, Venn diagrams help them to outline the key points in compare and contrasting, reading logs and vocabulary exercises also help in reading comprehension. The 9<sup>th</sup> graders are given Reading Horizons, 10<sup>th</sup> graders graphic novels such as Persepolis I & II, 11<sup>th</sup> graders Buckle Down Reading and Writing along with Rosetta Stone and the 12<sup>th</sup> graders are given Shakespeare made simple.

7.The students are assigned classes according to their SWD designation and ELL proficiency level. The strategies utilized are recognizing and utilizing the students' learning styles, journals, games and manipulatives. These students are either assigned Integrated Co-Teaching with a content Specialist and the Special Education teacher or ELL teacher. Some are also assigned SETTS where they are given individualized assistance with their content area subjects.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			

Social Studies:	
Math:	
Science:	


**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

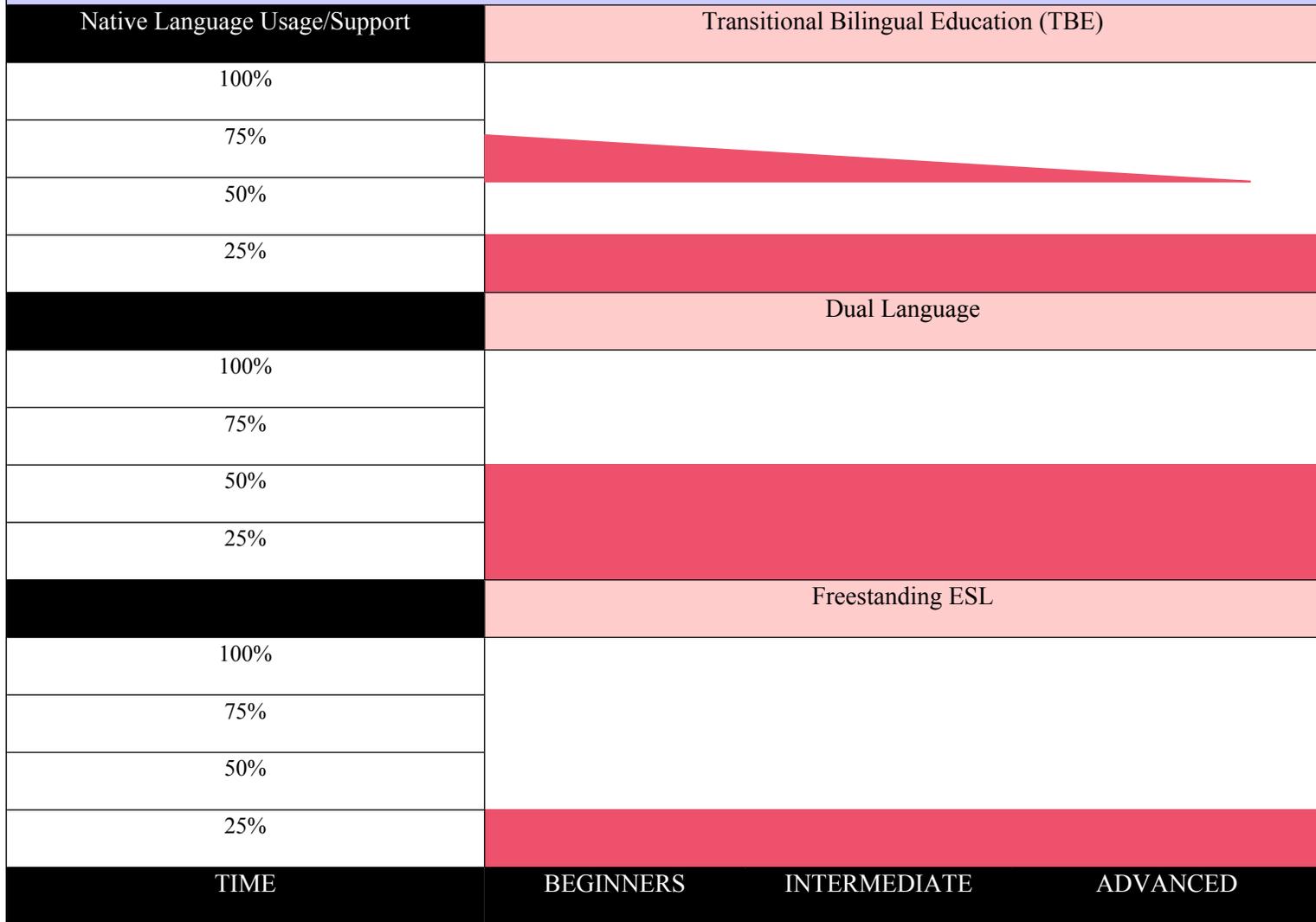
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	N/A	N/A	180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	N/A	N/A	180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

## 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.



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

### B. Programming and Scheduling Information--Continued

## 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?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.All our classes are taught in English. In ELA students use read alouds, think alouds, talk alouds and story boards. In math and science they use manipulatives. In the all the content areas journals are utilized along with graphic organizers, charts and games. The ELL students who are lagging in either credits and/or regents exams based on data from Datacation and ARIS are assigned review classes during the day and after school and Saturdays.

9.The students are given videos and listening to English language television, writing from prompts and modeling by teachers. They are given graphic novels such as Persopolis. These students are also assigned to the "Push-In" classes and allowed extended time (time and a half) on the regents exams.

10.We are considering Rosetta Stone in English.

11. NONE.

12.ELLs are assigned all the regular classes once we have fulfilled the mandated ESL requirements. We have Saturday Academy and PM school where our ELLs can participate in credit recovery ,regents preps and clubs. The ELLs are invited by Mr. Doug Hudgins, Ms. Xiomara Pescador both certified ELL teachers, grade advisors, guidance counselor and Ms. Melanie Figueroa, Parent Coordinator/Community Liaison. The funding source is Title III – LEP.

13.ELLs are assigned computers classes such as Computer Application, Discovery. They have access to glossaries in their native language. The computer programs such as Discovery are interactive and "hands-on". They have smart boards and promethean boards that also have interactive software.

14.Native language support is provided by glossaries and using cognates in the native language.

15.The services support correspond to the the ELLs proficiency level. The support has nothing to do with the age level but the proficiency levels. The beginners are assigned 540 minutes per week, intermediates 360 minutes and advance 180 minutes. They each consists of differen age groups and grade levels.

## B. Programming and Scheduling Information--Continued

16.The ELLs are invited to an orientation and provided with the services offered on the campus such as academic support and community services such as the health center.

17.Spanish is the only language offered to our ELLs.

## 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)?

N/A

## 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.PD for ELL personnel

NYS Bronx BETAC; Support and Training in the BESIS Data Collection; NYC Dept. of Education, "Step Up to High School Science for ELLs"; NYS Bronx BETAC-"NYSESLAT-Administration & Scoring"; Fordham University- "Content Area (Science, Social Studies & Math) Symposium-Teaching Content Area for High School Success"; Fordham University "NCLB Symposium & Principals' Institute; English Language Learners-"Education for the Future: Getting Results Now for Secondary English Language Learners (Best Practices)"; Office of ELL-"Demystifying ELL Data". On Chancellors' PD days all staff members, principal, assistant principals ,guidance counselors ,social worker ,psychologist ,parent coordinator/community liaison ,paraprofessionals receive Jose P. training on recognizing and implementing strategies for ELLs.

2.We are currently assessing reading programs for our low level readers. Rosetta Stone has also been acquired.The guidance counselors receive Jose P training to identify ELLs and learn strategies to work with them.

3.Jose P. Training provided the teachers with strategies to use in the regular classroom to service the needs of ELL students to utilize strategies such as graphic organizers ,t-charts ,visual scaffolding, interactive read alouds, etc. Once the 10 hours of the training is completed

## D. Professional Development and Support for School Staff

a certificate is issued.

## 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. We have on-going student/parent orientation (parent awareness seminars) which helps bridge the gap between home and school. The ELL students are given survey and other correspondence to their parents by the teachers and parent liaison. They along with other parents attend the Parents Association meetings and one is a representative on the SLT. The Parent Coordinator/Community Liaison translates at the meetings.

2. We are considering a GED and Citizenship program for our ELL parents that will be conducted After-School or on Saturdays.

3. We conducted a survey at our Parent meeting and the ELL parents expressed their need for GED, Computer and Citizenship courses. The Parent Coordinator/Community Liaison (Mrs. Melanie Figueroa) is in constant communication with the parents.

4. We design the activities based on the request of the parents. We provide the service since we have no CBO at the moment.

# 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)										8	3	0	0	11

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	11	6	4	31
Advanced (A)										6	5	2	2	15
Total	0	0	0	0	0	0	0	0	0	24	19	8	6	57

**NYSESLAT Modality Analysis**

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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	29		19	
Integrated Algebra	28		12	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	11		4	
Living Environment	21		12	
Physics				
Global History and Geography	11		2	
US History and Government	14		3	
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. We have Acuity, Data-cation, ARIS, NYSESLAT, LAB-R and Regents. The data indicates that the ELLs are not accumulation credits and passing the regents in social studies. We have designed review classes during the school day and have tutorials, credit recovery and regents prep available after school.

2. The students have only made limited progress across the proficiency levels 25.7% went to Intermediate, 29% went to Advance and only 20% tested out.

3. The students were proficient in Speaking and Listening but have deficiencies in Reading and Writing. The staff members are Doug Hudgins and Xiomara Pescador (both certified ESL teachers).

4. The students predominantly take the test in English as they fair worse in Native Language due to a lack of content vocabulary. The Beginners and 9<sup>th</sup> graders are the hardest to achieve a higher level. The Advance students who are in the 11<sup>th</sup> and 12<sup>th</sup> grades are easier to

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

attain a higher level.

b. The ELL periodic assessments are used to determine the modalities that the students are having difficulties with and design lessons to meet the deficiencies. The students usually do better in tests taken in English than their native language as they don't have the content area vocabulary. The school administrators use the periodic assessment as an indication of how well the students are acquiring English proficiency and how well they will perform on the NYSESLAT. They are given additional instructional support after school and on Saturdays.

c. The Periodic Assessment shows that we need to work on vocabulary, cognates and context clues. The Native Language is used to introduce cognates.

5. N/A

6. The results of the NYSESLAT and Regents exam.

**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:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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:** 10x438      **School Name:** Fordham Leadership Academy

**Cluster:** 5      **Network:** 551

**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.

When a student is enrolled into our school whether through List Notice or Over the Counter, the Home Language Survey is conducted by our ELL teacher Ms. Xiomara Pescador and Our Parent Liaison Ms. Melanie Figueroa. The data indicates that our parents are predominantly English and/or Spanish speaking and so all correspondence, letters, flyers, conversations and messages are given in both Spanish and English. Whenever we have meetings we provide translation by our Parent Liaison and occasional from the Translation Unit of the Department of

Education.

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.

The Home Language Survey data suggests that our parents speak English and/or Spanish. The findings were reported to the entire school community at the start of the school year in September at both Parent Association and School Leadership Team meetings. There were letters backpacked home written in both English and Spanish.

## **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 will translate all correspondence, letters and flyers in Spanish as this is the language other than English that most parents speak based on our needs assessment. The Parent Liaison, Melanie Figueroa and a science teacher Dr. Teresita Rodriguez provides written translation in Spanish for our parents.

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.

Whenever we have meetings or send messages to the parents our Parent Liaison Melanie Figueroa provides the interpretation in Spanish as indicated by our needs assessment. In anticipation of a large number of parents the Translation Unit of the Department of Education is contacted to provide additional support.

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>.

The parents are given a minimum of two weeks notice informing them of meetings in writing and messages, in Spanish and English that translation will be provided by school staff and in some cases the Translation Unit of the Department of Education. The Bill of Parents Rights which includes their rights regarding translation and interpretation services is prominently displayed in the main office room 324B and the guidance suite room 323 A which houses the Parent Liaison. It is written in Spanish and English. The school's safety plan in the principal's office room 326A contains procedures for ensuring that parents in need of translation and interpretation have this access.

## 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 Leadership Academy for	DBN: 10X438
Cluster Leader: Debra Maldonado	Network Leader: Margaret Struk
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: 57 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: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

### 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: The Progress Report of 2011 states that the ELL students were not progressing in credit accumulation and passing the regents exam. The students are in the 9th - 12th and are in general and special education. The After School is offered Mondays and Wednesdays from 3:30pm-6:30pm and there is a Saturday Academy from 9am-1pm, both programs last the duration of the semester. We offer reduced class size for ELLs and they receive 90 minutes of instruction taught in English. The teachers are all certified as we have 2 ESL teachers and 4 content area ( English, Social Studies, Math and Science) teachers. They utilize the computers, graphic organizers and other ELL strategies.

### 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: The teachers have been given PD on the Differentiation of Instruction utilizing strategies that are beneficial to ELLs such as manipulatives, computers and graphic organizers. These PDs are delivered on Chancellor's Conference Days, After school and during Common Planning Time. The providers have been Civic Strategies, CFN Instructional Specialists, Assistant Principals. The teachers to receive training are Doug Hudgins and Xiomara Pescador once per month for 90 minutes. Children First Network 551 and in-house Assistant Principals will also provide training.

### 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: Parents become more comfortable with their native language and will become more involved in their child's education as they find the school less intimidating. The parents are informed of their children's academic progress and given workshops by the Guidance Counselors on graduation requirements and tutorial opportunities for credit accumulation and regents prep. Parents will be called and sent letters by mail and backpack. They will be provided with translation. The Parents'

**Part D: Parental Engagement Activities**

Association meets once per month for 2 hours. A variety of providers are used for workshops.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$11,200	After School-6hrs/wk x 20 wks. x 2tchrs. x \$41.92 = \$10,060.80 After School and Saturday Academy for Teachers. 4hrs/wk x 7wks. x 1tchr. x \$41.92 = \$1173.76
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,200	\$11,200