



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

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

PRINCIPAL: MARYANN TUCKER

EMAIL: MTUCKER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
MaryAnn Tucker	*Principal	*Signature on File
Novelette Foote-Samuels	*UFT Chapter Leader	*Signature on File
Virginia Simmons	*PA President	*Signature on File
Marie Reyes	DC 37 Representative	*Signature on File
Marlyn DelOrbe	Student Representative	*Signature on File
Michael Cordero	Student Representative	*Signature on File
Dr. Freddy Cedeno	CSA Representative	*Signature on File
Donna Anglin	Member/ UFT	*Signature on File
Judy Clemetson	Member/ UFT	*Signature on File
Magaly Pena	Member/ PA Vice President	*Signature on File
Irma Kelly	Member/PA Secretary	*Signature on File
Ana Duran	Member/PA Treasurer	*Signature on File
Socorro Aragon	Member/Parent	*Signature on File
Marilu Bravo	Member/Parent	*Signature on File

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Effective and ongoing teacher performance measures and expectations should be developed by the Principal along with his administrative team. The Principal should be modeling best practices for supervision and encourage the team to support teachers in working towards exemplary instruction. Pre and post observation meetings provide that support and should be reinstated. Eliminating these practices has taken away a key component for teacher growth and skills development. (JIT Report 2010 – page 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve the percentage of teachers (40%) who advance at least one level overall on the Charlotte Danielson's "Framework for Teaching" by June 2013.

- **We will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.**
- **We will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. We will be focusing on:**
 - **Designing coherent instruction (1e);**
 - **Using questioning and discussion techniques (3b);**
 - **Using assessment in instruction (3d);**
- **FLABT Administrators will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.**

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Recommendations:

The staff should develop detailed curriculum maps that include New York State (NYS) performance indicators. Pacing charts should be aligned with curriculum maps. The school should identify external partners to provide expertise in mapping and content. Teachers should receive training in developing specific learning strategies that result in the successful acquisition of skills and desired learning outcomes. All curricula should be developmentally appropriate and sequentially aligned from grade to grade. (JIT 2010 page 2-3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, Units of Study will be completed in each of the four core subjects (Math, ELA, Science and Social Studies). These Units of Study will be created by teachers with guidance from the Lead Teachers and Assistant Principals and aligned to the Common Core Learning Standards (CCLS).

Instructional strategies/activities

- Administrative support is on-going by scheduling Common Planning Time (CPT)/Learning Walks/Formal & Informal Observations with immediate feedback
- Teachers plan lessons together based on Data gathered from assessments to guide rigorous instruction
- Teacher Teams plan pacing calendars/curriculum maps/Scope & Sequence aligned to Common Core Learning Standards/NYS Performance Indicators in CPT.
- Specific subject area concepts are sequential in nature and include grade to grade alignment.
 - Teachers will develop two CCLS units of study that incorporates opportunities for students to conduct research and use supporting evidence.
 - Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
 - PD will be provided by CFN Instructional Specialists/ Effective Leadership, Inc. and/or the administration to assist teachers in strengthening the alignment of Common Core Standard tasks to the curriculum in the four core subject areas.
 - Atlas Rubicon which is a Software product utilized for Curriculum mapping and aligned sequentially and from grade to grade.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Priority Funds _____
Other-describe here: _____

Service and program coordination

- **Priority Funds** for Curriculum & Staff Development –Teachers will plan/write curriculum per session (8 teachers X 10 hours preparation).
- Educational Consultants (OTPS) for Educational Software PD not from Priority funds

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Professional development (PD) on differentiated instruction should be provided to all teachers. Administrative observations should provide feedback on differentiated instruction. Leveled materials should be made available to implement grouping. Informal assessments should be administered to all students in order to determine accurate levels across subject areas. (JIT Report 2010 page 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, teachers (50%) will display advanced skills in lesson planning and delivery of Differentiated Instruction to support the various learning styles of our individual students.

Instructional strategies/activities

- Teachers will implement Differentiated Instructional strategies such as small group activities/think-pair-share/learning styles inventory/questioning techniques into their daily lesson planning.
- Teachers/Guidance Counselors/Para’s will participate in PD clinics that address individual students needs by using supporting resources such as Discovery/Reading Horizons/Castle-Learning/Achieve 3000. PD provided by Reading Horizons, Castle-Learning and Achieve 3000.
- PD clinics are ongoing for the entire school year in areas of teacher interest and need. (Differentiated Instruction/Questioning techniques/Cooperative learning/Assessment/Lesson planning/Data collection and analysis). PD provided by Association for Supervision and Curriculum Development and in-house Administration.
- Inquiry Teams will identify the instructional needs of the SWD’s/ELL’s/Lowest third through the use of ARIS and Datacacion.
- Administrative support is on-going by scheduling Common Planning Time (CPT)/Learning Walks/Formal & Informal Observations with immediate feedback
- Teachers plan lessons together based on Data gathered from assessments to guide rigorous instruction and Differentiated Instructional activities.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- **Priority Funds** in addition to TL and Title III support our After School/Saturday Academies and needed PD. Approximately 10-12 teachers X 2 hours per week for a total of 10 week for per session.(March – June)
- **Priority Funds** used for Professional Development clinics (ASCD/CFN Instructional Specialists/ Effective Leadership,Inc. (Teachers/Paras/Guidance Counselors) approx. 25 staff members X 3 hours per week for a total 75 per session hours.
- OTPS (Tax Levy) for purchase of Educational Software and PD support

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

All support services should be reinstated by the school, including a complete SBST team that is available to collaborate with the Response to Intervention (RTI) in order to monitor student intervention plans and school-wide programs that serve struggling students. (JIT Report 2010 – page 9)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
During the 2011-2012 school year 183 students were identified by the Attendance Team as being chronically absent. By the end of the 2012-2013 school year (June 2013), 20% of the remaining (excluding discharged students) active target group will reduce their chronic absentee rate from the prior year.

Instructional strategies/activities

- Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.
- Send out correspondence to parents for the target population in the fall 2012 stressing good attendance and providing a short synopsis of this attendance initiative.
- Initiate a phone call “blitz” by attendance support staff (not simply automated) on September 5, 2012, reminding the families of the target group of the first day of school.
- Host a Parents’ Student Success Summit at our school for targeted student families.
- Provide training for the Response to Intervention (RTI) team on how to use the “Data Tracking Spreadsheet”, a tool developed in-house for tracking attendance, student progress and referrals..
- Create an Attendance team (Student Success Team) including the principal, pedagogues, Pupil Personnel and support staff.
- Schedule weekly meetings to monitor the progress of the target group.
- Create a team of “Success Mentors” from within the school community. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.
- SBST meets weekly and as necessary.
- Reduction in caseload numbers of counselors with the addition of a fourth Guidance Counselor
- Social Worker provided by CBO (Counseling In Schools)
- Full-time Dean position filled (Deans office/SAVE room)

- **Collaboration with Acces-VR (formally VESID) for our SWD’s. This program supports our SWD’s while they are currently in school and assist them with their transition into life after graduation. Support by Acces-VR counselors assist students with focusing on the future whether it is job training, college or careers. They provide stipends for college and housing. Counseling is provided in an ongoing basis**
- **CO-OP Tech/ Fordham Job Shadowing/ and Capital One Bank Programs**
- **College Now/OELL College Bound Program @ Fordham University/ Fordham University “Let’s Get Ready!”**
- **After School Clubs for students to participate in (i.e Journalism, Chess, Dance, Soccer, Boys Club, Girls Club, Games etc.)**
- **Student Wellness Grant**
- **Attendance /Honor Roll Incentives**
- **National Dance Institute (NDI)**

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grant Other-describe here: College Readiness Programs-no cost

Service and program coordination

- **TL funds for the purchase of Incentives for all students**
- **Student Wellness Grant**
- **SWP Title 1 funds to purchase supplies for Students in Temporary Housing.**
- **Priority Funds for per session After School Clubs (8 teachers X 3 hours per week for a total of 24 hours per session for 10 weeks. (March – June)**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School improvement should be a collaboration of all stakeholders. The SLT should include all stakeholders and receive training in collaboratively planning , designing and organizing a structure that will provide opportunities for teachers, parents and students to give feedback on the effectiveness of teaching and learning. Information from the feedback should be reviewed by the SLT with the goal of making determinations on how appropriate suggestions can be incorporated into the school program. (JIT Report 2010 – page 11)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment 6.4 Partnerships and responsibility
- 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013 our goal is to strengthen communication with our parents resulting in a 20% increase of parents attending monthly Parent Association meetings and involve them in the planning and decision making process.

Strategies to increase parental involvement and engagement

- Workshops provided for Parents on topics such as: College Financial Planning/Interpreting Transcripts/ Graduation Requirements/College & Career Readiness/Nutrition & Exercise given by staff and Community Based Organizations.
- Ongoing communication with parents regarding child’s progress (School Messenger/letters/Progress reports/Open School Evening & Afternoon)
- Translation of all materials sent home are in appropriate language
- PD Workshops given for parents by staff members and CBO’s (Nutrition/ Mental Health Issues/Parenting Skills/Stress Management/Yoga/ Exercise Boot Camp/NY Life Insurance Company – Tax ID for parent & student) with an “Open Door Policy” to all administrators/counselors/Parent Coordinator
- Parent engagement during meetings with Guidance Counselors regarding student academics, college selections, financial aid, and/or mental health issues.
- Incentives for Parents (Raffles/Thanksgiving & Christmas Holiday Baskets/Metro Cards/Food)

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _
 Priority Funds_____

Service and program coordination

- Workshop leaders (teachers/Guidance Counselors) 2 hours per workshop for a total of 10 per session hours

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Academic Intervention/ Regents Prep/Credit Recovery	Small group/one-to-one/tutoring	School day –lunch time After School (2X’s per week) Saturday Academy
Mathematics	Academic Intervention/ Regents Prep/Credit Recovery	Small group/one-to-one/tutoring	School day –lunch time After School (2X’s per week) Saturday Academy
Science	Academic Intervention/Regents Prep/Credit Recovery	Small group/one-to-one/tutoring	School day –lunch time After School (2X’s per week) Saturday Academy
Social Studies	Academic Intervention/Regents Prep/Credit Recovery	Small group/one-to-one/tutoring	School day –lunch time After School (2X’s per week) Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger Management/ Grief Counseling/ Role playing/Drawing/ Interactive Writing during confidential Guidance sessions	Small group and/or one-to-one Family session	School day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Currently all Staff members are categorized as HQT as defined by NCLB. State and City Certification is reviewed by Administration and secretary to ensure that teachers are teaching within license. Administrative Support/Lead Teachers and “Buddy System” also contribute to the retention of our teachers. Intensive PD Clinics also contribute to the retention of our teachers. New teachers attend regularly scheduled PD and all Citywide Mentoring PD. CFN HR supports recruitment and assignments of HQT’s.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Fordham Leadership Academy for Business & Technology, 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. Fordham Leadership Academy for Business & Technology 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;

Fordham Leadership Academy for Business & Technology 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. FLABT 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; benefits of nutrition & exercise 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Fordham Leadership Academy for Business & Technology 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.
- Hosting events to support parents/guardians, grandparents and foster parents.
- 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

Fordham Leadership Academy for Business & Technology, 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 in all four core subjects
- 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 (October and March)
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation (Metro Cards) 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 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 (Parent Coordinator or Assistant Principal)
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- Planning activities for parents during the school year- Parent-Teacher Conferences; Parent Workshops on various topics, Parent Exercise Boot Camp, etc.

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; (Open Door Policy)
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community.
- 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;
- Check and assist my child in completing homework tasks, when necessary;
- 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; 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.
- 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 through mediation with the Dean.
- Always try my best in all my academic classes.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal MaryAnn Tucker	Assistant Principal Melody Crooks
Coach N/A	Coach N/A
ESL Teacher Doug Hudgins	Guidance Counselor Nancy Vargas
Teacher/Subject Area Xiomara Pescador/ESL	Parent Mr. Carlos Ruiz
Teacher/Subject Area Danielle Patterson-Ryals/Social Studies	Parent Coordinator Ms. Melanie Figueroa/Parent Liaison
Related Service Provider type here	Other Dr. Teresita Rodriguez/Science
Network Leader Ms. Margaret Struk	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL										2	1	2	1	6
Self-Contained														0
Push-In										2	1	1		4
Total	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										
	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

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
TBE										0
Dual Language										0
ESL	27	7	10	8	2	1	22	1	1	57
Total	27	7	10	8	2	1	22	1	1	57

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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
TOTAL	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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
TOTAL	0	0	0	0	0	0	0	0	0	25	19	6	7	57

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 9th graders that follows the "pull-out" model. The teachers meet and plan 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,

A. Programming and Scheduling Information

reading logs and vocabulary exercises also help in reading comprehension. The 9th graders are given Reading Horizons, 10th graders graphic novels such as Persepolis I & II, 11th graders Buckle Down Reading and Writing along with Rosetta Stone and the 12th 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

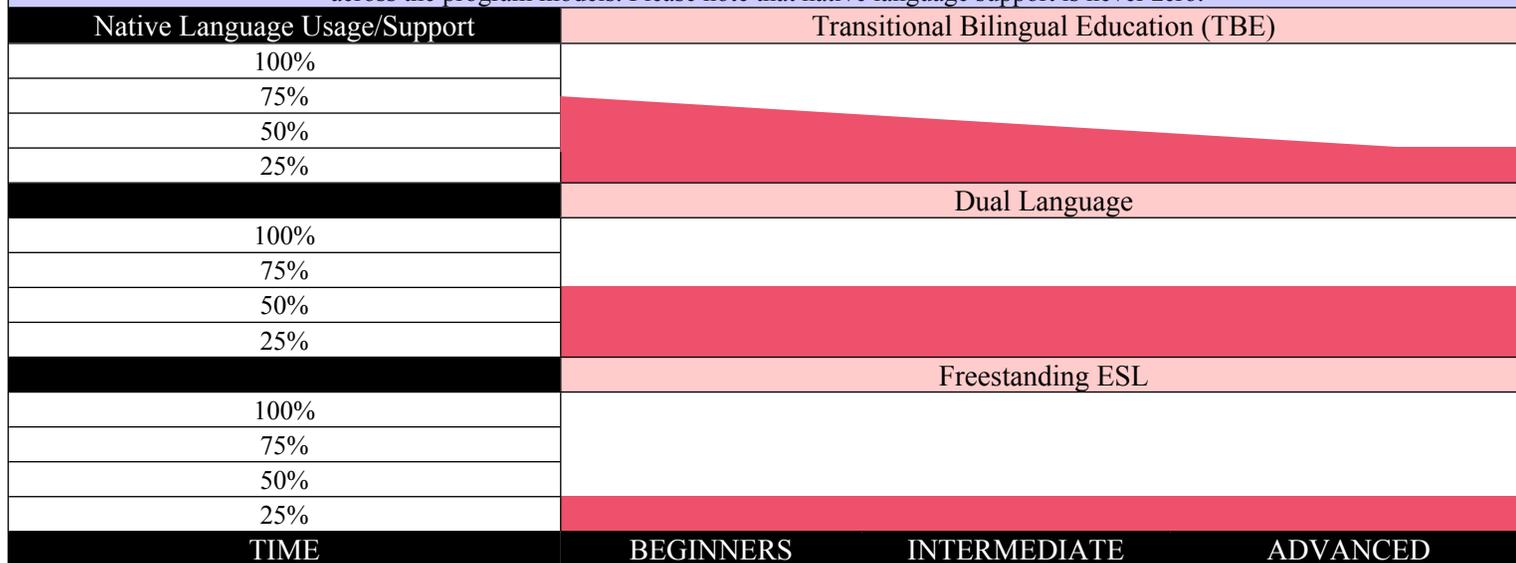
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	N/A	N/A	180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

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 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.

B. Programming and Scheduling Information--Continued

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.

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 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?

E. Parental Involvement

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
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

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
8						0
NYSAA Bilingual Spe Ed						0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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. a. 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 9th graders are the hardest to achieve a higher level. The Advance students who are in the 11th and 12th grades are easier to 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.

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

- 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
	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
	Other		1/1/01
	Other		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)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Fordham Leadership Academy	DBN: 10X438
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 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: Our ELL student population were not progressing in credit accumulation and Regents passing rates. With supplemental instruction students will be able to achieve passing grades and become successful in also passing Regents Exams. Students will be served during our After School Program (3:30-6:30 Monday & Wednesday) and Saturday Academy (9:00-1:00). The duration of the programs runs for the 2012-2013 School Year. Language of Instruction is English with 90 minutes in duration. All teachers are certified - 2 in ESL and 4 in Content area subjects(English/Mathematics/ Science /Social Studies). All grade levels are served with some mandated students and some who come voluntarily. The students utilize Reading Horizons Software (Spanish & English) Achieve 3000, Discovery Education, graphic organizers, computers, TI Graphing calculators and also Promethian Boards.

Part C: Professional Development

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

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

Begin description here: Our CFN 551 and in-house Assistant Principals provides PD for ELL instructors (Doug Hudgins and Xiomara Pescador) who turn-key to our content area teachers. Once per month for an entire day of PD and in-house is twice per month. Some of the PD topics will be on Implementation of Differentiation of Instruction, Common Core Learning Standards, Analyzing student work for our ELL's using various mechanisms to support student achievement (graphing organizers, T-charts, manipulatives, etc.). These PD's are delivered during Chancellor's Conference Days, after school and during Common Planning Time.

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

Part D: Parental Engagement Activities

Begin description here: Parents become most comfortable with their native language (translation always provided) and become more involved in their child's education as they find the school environment less intimidating. Parents are informed of child's progress through Guidance Counselors, phone calls, letters and conferences as needed. All communication is done in their native language. PA meets once per month for approximately 2 hours. Parental Workshops are given by outside agencies as well as in-house staff which cover areas of interest for parents.

Part E: Budget

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

Allocation Amount: \$

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