



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FORDHAM HIGH SCHOOL FOR THE ARTS
DBN (i.e. 01M001): 10X437
Principal: IRIS BLIGE
Principal Email: IBLIGE@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: LAWRENCE PENDERGAST

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|---------------------------------|--|-----------|
| Iris Blige | *Principal or Designee | |
| Marlene May | *UFT Chapter Leader or Designee | |
| Nilka Martel | *PA/PTA President or Designated Co-President | |
| Abimeal Ortiz | DC 37 Representative, if applicable | |
| Kiersten Foster Wesley Moore | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| NA | CBO Representative, if applicable | |
| Michael Johnson, Jr. | Member/ CSA | |
| Ai Nishino | Member/ UFT/Teacher | |
| Kyle Shook | Member/ UFT / Teacher | |
| Rochelle Cain | Member/ Parent | |
| Miguel Checo | Member/ Parent | |
| | Member/ | |

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| x | Academic Intervention Services (AIS) |
| x | Title I Plan (Only for schools receiving Title I funding) |
| x | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

To increase the number of students meeting and exceeding mastery of the NYS ELA standards. The number of students passing the ELA Regents (65 and higher) will increase by 2%, from 58% (June 2013) to 60% (June 2014).

Comprehensive Needs Assessment

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

The Inquiry Team has selected ELA as the focus content area for the action research being conducted this academic year due to the still increased need for improvement with our ELL and SPED population. The school will purchase an interactive technology based ELA program from Eduware and implement blended learning courses via iLearnNYC through the use of various vendors (i.e., Apex and Write to Learn). Other technology initiatives will continue to permeate throughout the classrooms with the use of mounted Promethium Boards. Our professional development sessions and department meetings provide teachers an opportunity to collaborate and share information regarding effective teaching and testing strategies as well as promising practices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Use of Data to complete the following:

- Use Promethium Interactive Response Clickers as form of Check for Understanding and receive Instantaneous Feedback/Results on student mastery to identify trends and make classroom level decisions with regard to student and key subgroup performance.
- Utilize primary source documents and other student assessment information to influence school-wide decision-making among all constituency group members with regard to instructional practices / curriculum implementation, and fair and credible assessment.
- Encourage all teachers to maintain a real time online grading book via Engrade and/or Skedula to build coherence between the process and format for sharing performance data.
- Conducting teacher surveys to identify Professional Development requests and interests.
- Use of Teacher Matrices to identify Annual Teacher Goals
- Use of Student Self-Evaluation / Goals for Success
- Review of scholarship data generated from STARS for Progress Reports, Marking Period and Semester grades.
- Teacher Assessment Analysis Reflections
- Student Assessment Analysis Reflections

- Promote student learning by putting into action and publicizing to students, teachers, and parents, best practices that encourage students to do their best and develop rigorous and meaningful academic goals.
- Establishing and enforcing a school-wide testing Schedule that focuses on the needs of all students.
- Instructing teachers to prepare and distribute in September and February subject class grading policies that are to be aligned twith their roll book and department/school guidelines.

Curriculum & Instructions:

- Align CCLS with subject course curriculum / curriculum map which contain Performance Based Assessments and Task that support Depth of Knowledge Level 3 and 4 questions.
- Align curriculum, assessment, and instruction (i.e., Assess what is being taught and teach what is being assessed.)
- Utilize Questioning and Discussion Techniques and Strategies to engage students in argument.
- Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups.
- Teachers will develop partnerships for inter-visitations for classroom observations to instill school-wide best practices in alignment with the Danielson’s Framework for Teaching through the NYCDOE Teacher Leader Program.

Development of Staff:

- Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and all instructional materials.
- Teachers being identified and sponsored to attend and present at national content based and technology conferences.
- Weekly Professional Development on the Danielson’s Framework for Teaching.
- Weekly support through hired consultants who will provide Professional Development to teachers in order to ensure that Hess’ Cognitive Rigor Matrix is addressed in all content areas.
- As a Lab School with iLearnNYC, teachers will work the school’s iLearn Implementation Manager to receive Professional Development various vendors such as Apex, NBC Learn, Write to Learn, PowerSpeak, and Aventa Learning.

1. Attend various Professional Development workshops on Blended Learning Advanced Placement courses facilitated by the Collegeboard.

B. Key personnel and other resources used to implement each strategy/activity

1. Responsible Staff Members: Principal, Assistant Principal, Teachers, Parents, and Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students will be offered 75-minute instructional periods in courses that terminate in state assessments for their respective testing year. For example, students in the ninth grade will receive 75-minute instructional blocks in a Common Core Learning Standards-aligned Algebra course and a New York State Standards-aligned Living Environment course as these are the two assessments that students will take in June 2014. Sophomores and juniors will receive 75-minute instructional blocks in English Language Arts and Social Studies (Global History or U.S. History), respectively. Additionally, students will be enrolled in Project SOAR and College Now courses to provide students with course enrichment in the humanities and small group test preparation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Fordham High School for the Arts will:

- Create a parent information and resource center for parents of Fordham High School for the Arts
- Host various workshops during the year (Adolescence development, Parent teacher partnership)
- Inform and involve parents in various activities within the school.
- Increase communication between the school and parents.
- Create a welcoming environment for parents and students.

1. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- Continue to support parental enrollment in the Parent Association and School Leadership Team
- Keep lines of communication open to all parents
- Translation services through The Office of Translation and Interpretation made available upon request, thus creating a more welcoming school.

2. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- School Committees
- PA meetings

Administration, Guidance Counselor and College Counselor will continue to provide parents / guardians with training and access to: ARIS, Datacation, Skedula, Engrade, and Naviance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|--|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|
| | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | X | Grants |
|--|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

DataCation + Naviance = \$15,000 NYSTEL, Teacher Per Session

Goal and Action Plan #2

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.

Implement intervention strategies in Algebra, Geometry and Algebra II/Trigonometry to increase the number of students meeting and exceeding mastery of the NYS Math standards. The overall pass rate (65 and higher) of students testing in Algebra, Geometry and Trigonometry will increase by 2% from 66% (June 2013) to 68% (June 2014).

Comprehensive Needs Assessment

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

The Inquiry Team has previously selected CCLS Algebra as the focus content area for the action research being conducted last year due to the still increased need for improvement while there was an increase, more is needed. The school will purchase an interactive technology based Math program from Eduware and integrate blended learning courses via iLearnNYC. Other technology initiatives continue to permeate throughout the classrooms through the use of Promethium Boards and interactive response clickers. Our professional development sessions and department meeting provide teachers an opportunity to collaborate and share information regarding effective testing strategies and best instructional practices to use in the classroom.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Use of Data to complete the following:

- Use Promethium Interactive Response Clickers as form of Check for Understanding and receive Instantaneous Feedback/Results on student mastery to identify trends and make classroom level decisions with regard to student and key subgroup performance.
- Utilize primary source documents and other student assessment information to influence school-wide decision-making among all constituency group members with regard to instructional practices / curriculum implementation, and fair and credible assessment.
- Encourage all teachers to maintain a real time online grading book via Engrade and/or Skedula to build coherence between the process and format for sharing performance data.
- Conducting teacher surveys to identify Professional Development requests and interests.
- Use of Teacher Matrices to identify Annual Teacher Goals
- Use of Student Self-Evaluation / Goals for Success
- Review of scholarship data generated from STARS for Progress Reports, Marking Period and Semester grades.
- Teacher Assessment Analysis Reflections

- Student Assessment Analysis Reflections
- Promote student learning by putting into action and publicizing to students, teachers, and parents, best practices that encourage students to do their best and develop rigorous and meaningful academic goals.
- Establishing and enforcing a school-wide testing Schedule that focuses on the needs of all students.
- Instructing teachers to prepare and distribute in September and February subject class grading policies that are to be aligned twith their roll book and department/school guidelines.

Curriculum & Instructions:

- Align CCLS with subject course curriculum / curriculum map which contain Performance Based Assessments and Task that support Depth of Knowledge Level 3 and 4 questions.
- Align curriculum, assessment, and instruction (i.e., Assess what is being taught and teach what is being assessed.)
- Utilize Questioning and Discussion Techniques and Strategies to engage students in argument.
- Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups.
- Teachers will develop partnerships for inter-visitations for classroom observations to instill school-wide best practices in alignment with the Danielson’s Framework for Teaching through the NYCDOE Teacher Leader Program.

Development of Staff:

- Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and all instructional materials.
- Teachers being identified and sponsored to attend and present at national content based and technology conferences.
- Weekly Professional Development on the Danielson’s Framework for Teaching.
- Weekly support through hired consultants who will provide Professional Development to teachers in order to ensure that Hess’ Cognitive Rigor Matrix is addressed in all content areas.
- As a Lab School with iLearnNYC, teachers will work the school’s iLearn Implementation Manager to receive Professional Development various vendors such as Apex, NBC Learn, Write to Learn, PowerSpeak, and Aventa Learning.

1. Attend various Professional Development workshops on Blended Learning Advanced Placement courses facilitated by the Collegeboard.

B. Key personnel and other resources used to implement each strategy/activity

1. Responsible Staff Members: Principal, Assistant Principal, Teachers, Parents, and Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students will be offered 75-minute instructional periods in courses that terminate in state assessments for their respective testing year. For example, students in the ninth grade will receive 75-minute instructional blocks in a Common Core Learning Standards-aligned Algebra course and a New York State Standards-aligned Living Environment course as these are the two assessments that students will take in June 2014. Sophomores and juniors will receive 75-minute instructional blocks in English Language Arts and Social Studies (Global History or U.S. History), respectively. Additionally, students will be enrolled in Project SOAR and College Now courses to provide students with course enrichment in the humanities and small group test preparation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Fordham High School for the Arts will:

- Create a parent information and resource center for parents of Fordham High School for the Arts
- Host various workshops during the year (Adolescence development, Parent teacher partnership)
- Inform and involve parents in various activities within the school.
- Increase communication between the school and parents.
- Create a welcoming environment for parents and students.

1. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- Continue to support parental enrollment in the Parent Association and School Leadership Team
- Keep lines of communication open to all parents
- Translation services through The Office of Translation and Interpretation made available upon request, thus creating a more welcoming school.

2. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- School Committees
- PA meetings

Administration, Guidance Counselor and College Counselor will continue to provide parents / guardians with training and access to: ARIS, Datacation, Skedula, Engrade, and Naviance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| Tax Levy | x | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|---|----------|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | |
| | | | | | | |

Goal and Action Plan #3

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.

Increase the graduation rate for the 2013-2014 academic year by 3% from 80% (June 2013) to 83% (June 2014).

Comprehensive Needs Assessment

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

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

- Continued analysis of benchmark assessments , e.g., PBAs, Unit Exams, Midterm / Finals, PSAT/SAT, and school designed diagnostics.

Analysis of scholarship data in ELA and Math is necessary to ensure correlation with standardized test data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Use of Data to complete the following:

- Use Promethium Interactive Response Clickers as form of Check for Understanding and receive Instantaneous Feedback/Results on student mastery to identify trends and make classroom level decisions with regard to student and key subgroup performance.
- Utilize primary source documents and other student assessment information to influence school-wide decision-making among all constituency group members with regard to instructional practices / curriculum implementation, and fair and credible assessment.
- Encourage all teachers to maintain a real time online grading book via Engrade and/or Skedula to build coherence between the process and format for sharing performance data.
- Conducting teacher surveys to identify Professional Development requests and interests.
- Use of Teacher Matrices to identify Annual Teacher Goals
- Use of Student Self-Evaluation / Goals for Success
- Review of scholarship data generated from STARS for Progress Reports, Marking Period and Semester grades.
- Teacher Assessment Analysis Reflections

- Student Assessment Analysis Reflections
- Promote student learning by putting into action and publicizing to students, teachers, and parents, best practices that encourage students to do their best and develop rigorous and meaningful academic goals.
- Establishing and enforcing a school-wide testing Schedule that focuses on the needs of all students.
- Instructing teachers to prepare and distribute in September and February subject class grading policies that are to be aligned twith their roll book and department/school guidelines.

Curriculum & Instructions:

- Align CCLS with subject course curriculum / curriculum map which contain Performance Based Assessments and Task that support Depth of Knowledge Level 3 and 4 questions.
- Align curriculum, assessment, and instruction (i.e., Assess what is being taught and teach what is being assessed.)
- Utilize Questioning and Discussion Techniques and Strategies to engage students in argument.
- Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups.
- Teachers will develop partnerships for inter-visitations for classroom observations to instill school-wide best practices in alignment with the Danielson’s Framework for Teaching through the NYCDOE Teacher Leader Program.

Development of Staff:

- Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and all instructional materials.
- Teachers being identified and sponsored to attend and present at national content based and technology conferences.
- Weekly Professional Development on the Danielson’s Framework for Teaching.
- Weekly support through hired consultants who will provide Professional Development to teachers in order to ensure that Hess’ Cognitive Rigor Matrix is addressed in all content areas.
- As a Lab School with iLearnNYC, teachers will work the school’s iLearn Implementation Manager to receive Professional Development various vendors such as Apex, NBC Learn, Write to Learn, PowerSpeak, and Aventa Learning.

1. Attend various Professional Development workshops on Blended Learning Advanced Placement courses facilitated by the Collegeboard.

B. Key personnel and other resources used to implement each strategy/activity

1. Responsible Staff Members: Principal, Assistant Principal, Teachers, Parents, and Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students will be offered 75-minute instructional periods in courses that terminate in state assessments for their respective testing year. For example, students in the ninth grade will receive 75-minute instructional blocks in a Common Core Learning Standards-aligned Algebra course and a New York State Standards-aligned Living Environment course as these are the two assessments that students will take in June 2014. Sophomores and juniors will receive 75-minute instructional blocks in English Language Arts and Social Studies (Global History or U.S. History), respectively. Additionally, students will be enrolled in Project SOAR and College Now courses to provide students with course enrichment in the humanities and small group test preparation.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Fordham High School for the Arts will:

- Create a parent information and resource center for parents of Fordham High School for the Arts
- Host various workshops during the year (Adolescence development, Parent teacher partnership)
- Inform and involve parents in various activities within the school.
- Increase communication between the school and parents.
- Create a welcoming environment for parents and students.

1. Fordham High School for the Arts will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- Continue to support parental enrollment in the Parent Association and School Leadership Team
- Keep lines of communication open to all parents
- Translation services through The Office of Translation and Interpretation made available upon request, thus creating a more welcoming school.

2. Fordham High School for the Arts will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- School Committees
- PA meetings

Administration, Guidance Counselor and College Counselor will continue to provide parents / guardians with training and access to: ARIS, Datacation, Skedula, Engrade, and Naviance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| Tax Levy | X | Title IA | Title IIA | Title III | Set Aside | Grants |
|----------|---|----------|-----------|-----------|-----------|--------|
|----------|---|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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 |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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 |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | Interactive Writing, Blended Learning via iLearnNYC, daily double period instruction | Small Group, one-to-one | During the school day |
| Mathematics | Blended Learning via iLearnNYC, daily double period instruction | Small Group, one-to-one | During the school day |
| Science | Daily double period instruction | Small Group, one-to-one | During the school day |
| Social Studies | Daily double period instruction | Small Group, one-to-one | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling | 1:1 Counselor: Student Ratio | During the school day |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Fordham High School for the Arts has been deemed a school in "good standing" according to the New York State Education Department's Report Card. Additionally, the school has received an "A" for four consecutive years on the New York City Progress Report (2008-09; 2009-10; 2010-11; 2011-12; 2012-2013). We will visit and recruit from Teach For America and Teaching Fellows organizations to attract highly qualified teachers. |

High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| We will continue to provide professional development in CCLS and related "best practice" and "promising practice" strategies to encourage teacher retention. Teachers including Lead Teachers will continue to participate in school, Citywide, and Network Professional Development sessions on CCLS, Writing Argumentative Essays and Depth of Knowledge to support teachers in their efforts relative to curriculum development. |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Fordham High School for the Arts continues to use effective methods and instructional strategies that are based on scientifically-based research that: <ul style="list-style-type: none"> ○ Increased the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. This is evident via Project SOAR After-School and Saturday Credit Accumulation Program. Also, after-school College Now Math courses; and Pre-AP courses offered since the Fall of 2007. ○ Helped to provide an enriched and accelerated curriculum. Met the educational needs of historically underserved populations. (i.e. Children's First Intensive Target Population=lowest 1/3 leveled students) |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| NA |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified |

student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

NA

TA Coordination with the Regular Program

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

NA

Parent Involvement Policy (PIP) Template

10x437 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, 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 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;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|---|----------------------|--------------------------|
| District 10 | Borough Bronx | School Number 437 |
| School Name Fordham High School for the Arts | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Iris Blige | Assistant Principal Michael Johnson, Jr. |
| Coach N/A | Coach N/A |
| ESL Teacher Rhonda Mitron | Guidance Counselor Pauline Appleton |
| Teacher/Subject Area Lizette Sierra Villegas / ESL | Parent Nilka Martel |
| Teacher/Subject Area Atif Khalil / History | Parent Coordinator N/A |
| Related Service Provider N/A | Other N/A |
| Network Leader(Only if working with the LAP team) | Other N/A |

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 currently teaching in the ESL program. | 2 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 417 | Total number of ELLs | 24 | ELLs as share of total student population (%) | 5.76% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Discrete ESL class | | | | | | | | | | 1 | 1 | 1 | 1 | 4 |
| Push-In | | | | | | | | | | 1 | | | | 1 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 5 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|--------------------------------|----|
| All ELLs | 24 | Newcomers (ELLs receiving service 0-3 years) | 5 | ELL Students with Disabilities | 9 |
| SIFE | 4 | ELLs receiving service 4-6 years | 5 | Long-Term (completed 6+ years) | 14 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 5 | 1 | 0 | 5 | 1 | 3 | 14 | 2 | 5 | 24 |
| Total | 5 | 1 | 0 | 5 | 1 | 3 | 14 | 2 | 5 | 24 |

Number of ELLs who have an alternate placement paraprofessional: 0

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

*EP=English proficient student

| 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 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 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 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 |
| 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 | | | | | | | | | | 10 | 5 | 5 | 2 | 22 |
| Chinese | | | | | | | | | | 1 | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | 1 | | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 6 | 2 | 24 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | | | | | | | | | | 0 | | | | 0 |

| 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) | | | | | | | | | | 4 | 2 | | | 6 |
| Advanced (A) | | | | | | | | | | 7 | 3 | 6 | 2 | 18 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 5 | 6 | 2 | 24 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 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 (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 7 | | 1 | |
| Integrated Algebra | 14 | | 5 | |
| Geometry | 1 | | 0 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 14 | | 4 | |
| Physics | | | | |
| Global History and Geography | 10 | | 2 | |
| US History and Government | 4 | | 1 | |
| Foreign Language | 1 | | 1 | |
| 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 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 | | | | | | | | |

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Fordham High School for the Arts adminsters diagnostic examinations in all grade levels. The insights that the data provides about our ELLs include deficiencies in both literacy and content area skills so that the pedagogical staff can develop intervention strategies to hone in on the required skills/content that needs to be further developed to increase student proficiency levels.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The RNMR report is not available as of September 24, 2013.
4. For each program, answer the following:
 - a. 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?
 - a. Students were provided alternative additions of the assessment, however, students opted to take exam in English.
 - b. N/A
 - c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Adminstration reviews are Common Core Learning Standards-aligned curricula to ensure that a child's second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers of these students can meet on a weekly basis to plan and discuss pedagogical strategies to ensure student success. The ESL teacher and content teacher collaborate in teams weekly by content area in order to address ELL student language acquisition need in addition to content.
7. 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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Fordham High School for the Arts' focus for the 2013-2014 school year is to build upon the foundations we have developed in implementing the Common Core Learning Standards with an infusion of technological usage via our iLearnNYC program to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention monitored through the various technology programs at platforms at the school (i.e., Datacation, Engrade, and iLearn) will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled intervals in Teacher Team Meetings. Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful feedback is key for the successful implementation of our focus.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). The HLIS is administered by the ELL Team comprised of the Assistant Principal/ELL coordinator and certified ESL teacher, who are both trained in ELL identification. This is done in order to determine the home language spoken by the students. When a student is newly admitted to the NYC school system, the ESL certified pedagogue and/or ELL coordinator assists the parents with completing the survey in an attempt to ascertain the language status of the student. If the parent indicates a home language that is other than English on the HLIS, the ELL coordinator and/or the ESL Teacher conducts an informal oral interview with the parent and student to verify the home language. If the language is determined to be other than English then the ELL Team administers the Language Assessment Battery Revised (LAB-R) or the Spanish LAB. This determines the English language proficiency level of the student. Placement of the student in a particular ELL program is based on the guidelines stipulated on the CR Part 154 LAB-R results as well as the parent's choice of program on the Program Selection Form. A student who is identified as having a language other than English, is then placed within ten days of enrollment into the appropriate program. Placement and services provided are determined by the level attained on the LAB-R or LAB. A student may be classified as either a Beginner, Intermediate or Advanced student. All communications, letters and forms are provided to the parents in English, as well as in the student's native language.
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. The initial screening (HLIS, informal interview, LAB-R/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are provided by the trained ELL coordinator and certified ELL/ESL teacher along with an appropriate translator. Parents are shown the video at the initial screening and at the fall and spring orientation. The parent video identifies for parents the various English as a Second Language Option available within a school. If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent home by mail. If the parent does not return the Parent Survey and Program Selection Form, the default is TBE. This is done within 10 days of enrollment. Parents are then invited to an additional ELL Parent Orientation in the fall and spring.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) Parents/guardians of newly identified ELLs are invited to attend a parent orientation. During this session they are informed of their options as it pertains to the services and programs available to them. They are also shown a video (available in English and in the parent's home language) which describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. This form is also made available in the parents native language. Translators are also present to assist parents with understanding their options. The parent is then given the opportunity to make their choice then or to return the forms within 2-3 days. If the forms are not returned an outreach is made to the parent. If they still fail to turn it in, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not have the numbers to offer this program, the parents will be provided with a list of schools that offer TBE

programs. If the parents opt to stay with the school, they are informed that while the school does not have the required minimum number of students to open up a bilingual program their child's name will remain on a waiting list. They will be informed that the school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ESL Teachers and a translator(s) in the child's home language, as needed.

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.

A newly identified ELL as determined by the HLIS and LAB-R is placed in the program model selected by the parent on the parent choice program selection form. Parents will be informed of the decision via Entitlement Letters sent home in the native language. If the parent selects bilingual, and the school does not have enough students to form a bilingual program, the school provides ESL instruction at a minimum. Placement letters are distributed by the ELL Coordinator in the parent's native language to inform parents of this. These letters are maintained in the student personnel file in the ELL Coordinators office. The parent will be informed in writing that the child's name will be recorded on a list and that when the list reaches the appropriate number of students (20), as delineated in CR Part 154, the school will create a bilingual program. Parents will be informed of this in writing and are given a list of alternative schools offering their program choice. All information is provided in English and in the child's home language. Additionally, if a parent's choice is not currently available in the school and the parent would like to transfer their child, the school will send an e-mail requesting to transfer the student ELLPROGRAMTransfers@schools.nyc.gov.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered annually to all English language learners at Fordham High School for the Arts. All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, is provided with and read a copy of the New York State Testing Program NYSESLAT School Administrator's Manual. Parents of ELL students are notified through a letter in early April informing them of when their son/daughter is scheduled to sit for the four language modalities tested on the NYSESLAT. All sections of the NYSESLAT are administered by a trained ESL Teacher in alignment with the administration schedule provided by New York State. All ELL students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans when taking the NYSESLAT, with two expectations: The Reading subtest is not read to any student and for the Writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. In order to ensure that all sections of the NYSESLAT is administered to all students, the ELL team monitors the student's attendance and program to provide them with rescheduled testing dates within the testing window.

6. 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.) 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.  After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is freestanding ESL. All 24 parents have selected freestanding ESL as their program of choice. The program model offered at our school is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered through the:

- a. Organizational models – ICT(Co-Teaching), Free Standing ESL
 - b. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.
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)?

All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive a minimum of 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive the minimum of 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). All instruction is delivered by certified ESL teachers within a 75-minute block of time Monday through Friday.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

ELLs are evaluated in their native language. ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as

well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language and are given this opportunity to do so in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? As per the NYCDOE Citywide Instructional Expectations, all curricula at Fordham High School for the Arts is aligned to the Common Core Learning Standards. As such, students are provided curricula in English, Science, Social Studies, Math, Physical Education and the Arts that involve reading, listening, speaking, and writing. Students are given Performance Based Tasks as well as formative and summative assessments that test these areas. Teachers of ELLs are provided school-based sponsored professional development as well professional development provided by NYCDOE and our Children's First Network. Administration and Teacher Teams review curriculum and testing assessments on an ongoing basis throughout the academic year.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction for ELL subgroups:

a. SIFE – SIFE students are grouped based on their skills to receive intervention during the school day as well as for additional instruction during and after school and also in the school's Project SOAR Saturday programs. SIFE students are supported

through

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

hands-

b. NEWCOMERS – The primary objective is to simplify language while amplifying the content. Students are provided with on demonstrations, opportunities for role play, journal writing, using native language or pictures and also using the workshop model to scaffold basic skills in language development. This form of intensive instruction approach prepares ELLs for ELA

testing in

not only the NYSESLATs but also the NYSED ELA Regents examinations.

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

d. LONG TERM ELLs (6+ years) – The focus is on developing social and emotional support in the language acquisition process.

This

is in addition to all the other instructional services provided to all other ELLs. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.

e. Native language support is offered in all classes through the use of Bilingual glossaries, bilingual text books, translations, computer language programs and software to support our students during their transition process. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue

in all

content area classes. Small group settings, extension of testing time, teacher collaboration on instruction and monitoring of ELL students progress continue.

f. Students with Disabilities – ELLs with disabilities are appropriately served as per the student's IEP. In order to ensure that teachers of SWD ELLs are providing the most appropriate instruction for them, the ESL, ELA and content area teachers

collaborate

to ensure that each SpEd ELL is afforded instruction appropriate to his/her language and learning needs.

7. 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?

In order to provide ELL-SWD with access to academic content areas and accelerate their English language development, teachers implement the following instructional strategies: grouping, activating prior knowledge by building background, providing a print

rich environment, engaging students in hands on activities, using props, model activities, manipulatives, activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills and also explicitly teaching vocabulary. Instruction is also supported through the use of software and online programs such as: iLearnNYC, Castle Learning, Achieve 3000, Write to Learn and Eduware. The software programs are also designed to address the needs of ELL-SWD as they provide differentiation of tasks and activities. Students are evaluated through the use of level set testing and activities are generated to meet their specific instructional needs. Universal Design for Learning strategies are utilized in all areas to support student learning.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow them to provides ESL instruction to ELLs during the regular school day(through regularly scheduled classes as well as through Lunch & Learn sessions). Additionally, they are able to collaborate with the Special Education team, and grade inquiry team to monitor individual ELL-SWD's progress in core subject classes and by grade.

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: | 0 | N/A | N/A |
| Social Studies: | 0 | | |
| Math: | 0 | | |
| Science: | 0 | | |
| Spanish | 4 | | |
| | | | |
| | | | |
| | | | |

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 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 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 |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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 | | | 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

9. 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.
- Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, & other subject matter are provided through after school programs and Saturday programs (PROJECT SOAR). They are designed to achieve the following:
- Literacy Development across the content areas (All teachers are reading teachers-not just content instructors)
 - Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction
 - Strong native language support for beginning students who have recently arrived to the country
 - Peer tutoring Program
 - Lunch & Learn Program
 - Components of the workshop model are used in all core subject classes
- All interventions are offered in English with strong native language support. Both ELL teachers work closely with content area teachers to provide best teaching practices and strategies for our English as a Second Language students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Results of the spring 2013 NYSESLAT administration reveals that the effectiveness of Fordham High School for the Arts' current program is meeting the needs of our ELLs in both content and language development as all students who took the assessment accomplished gains/improvement in test scores on the four modalities tested.
11. What new programs or improvements will be considered for the upcoming school year?
- Programs that will continue to be implemented will include Achieve 3000, a software program which is used to determine the reading levels of students, then generates differentiated activities at the students level with the goal of advancing the reading and comprehension skills. The program was recently modified to further incorporate a more specific design for differentiation in instruction. Eduware, another software program, engenders participation from students, building confidence while at the same time supporting development of their reading and speaking skills. We believe that enhanced usage of these programs with our ELL population will continue to yield positive results on the NYSESLATS. We also provide ELLs with additional support through the use of the co-teaching models in content areas other than ELA.
12. What programs/services for ELLs will be discontinued and why?
- At the moment we have not discontinued any programs, rather we revise and revamp the use of current programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. ELL students are invited to participate in all PSAL activities, student government, National Honor Society, etc. Throughout the regular school day ELL receive service as per the CR Part 154. They participate in the freestanding ESL program and in most cases receive above and beyond the minimum service hours requirements. Intermediate students receive an average of 375 minutes weekly, while advanced students receive 180 minutes each for ESL and ELA respectively. ELLs are encouraged to attend to tutoring, enrichment, athletic and general school activities. All communications, flyers, notifications to parents/students are distributed in English and in students' native language. We also conduct parental outreach through K-12 Alerts (automatic phone call system), which is also done in the students native language.
 - ELLs receive after school and supplemental services through Title III funding. Tutoring sessions have been set up for ELLs in their senior year who are deficient in one or more NYS Regents examination. Scheduled classes include Global history, United States history and ELA as these ELL students prepare for the 2014 January Regents. Each class/course lasts for 11 weeks and are held 2 times per week for three hours after school and on Saturdays. Project SOAR as it is called is designed as a credit intervention program as well as a Regents preparatory course. The ESL instructor provides support for the ELL student as she works collaboratively with the social studies and ELA teacher.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials include: list of texts include -Visions, edge, Side-by-Side, Classics (No Fear Shakespeare), adapted readers, computer programs such as iLearnNYC, Castle Learning Online, Eduware and Achieve 3000. Bilingual texts, dictionaries and glossaries are also available for ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in all content area classrooms. Resources include: bilingual glossaries, bilingual classroom,

libraries, bilingual texts, audio/visual materials, translations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support and resources correspond to our ELL population's ages and grade levels. The curriculum is aligned to the NYS Common Core Learning Standards, which embeds grade and age appropriate standards. As the ESL teachers plan and design lessons for the ELL students close attention is given to the learning goals for each student and benchmarks are established which will be used to closely monitor the progress of the ELL student. These benchmarks are based on what is age and grade appropriate as per the NYS Common Core Learning Standards.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Activities for newly enrolled ELLs at the beginning of the school year include: Student Orientation session, Summer Reading Packages (Designed with ELL's students needs), School/Campus tour, Student auditions in the Arts. Incoming ELL's also participate in Freshmen Surveys to determine their preference for the Arts majors. Letters/correspondence/school materials are sent home in the native language of the student.

18. What language electives are offered to ELLs?

Language electives offered to ELLs include Spanish and French. Both courses have an online component to it via the iLearnNYC platform.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ESL teachers and designated pedagogues attend PD offered by the OELL, RSETAC, QTEL. All school personnel to including Assistant Principal, secretaries, parent coordinator, office staff, are trained in ELL identification and ELL instructional strategies in order to fully identify and support our ELLs.
 2. Teachers of ELLs receive an extensive weeklong training a week for school starts that is facilitated by consultants hired within the NYCDOE. In addition, teachers receive ongoing professional development and participate in workshops sponsored by the DOE, our CFN, and school throughout the academic year. Teachers in humanities department meet weekly with the school's Achievement Coach to ensure that curricula is aligned to CCLS.
 3. We provide our staff with the following supports to assist them with their work with ELLs. To assist ELLs with transition from middle to high school the school creates a student profile of each ELL student which is shared among the support team. Background information is gathered from ATS as well as student bio/file(cummulative record). The information gathered is used to develop a spreadsheet which is compiled in-house and provides a snapshot on the student. It includes each ELL student's OSIS number, grade level, official class, years of service, official language, modality rreport, NYSESLAT decision, SIFE status and X-coded status. A break down of their exam status is also available in this spreadsheet. Teachers receive training on how to use this data to support instuction as they determine the language needs of the ELL students and provide services accordingly. The ESL teacher also recieves training in using the NYCDOE ARIS database, as this provides valuable information about the ELL students prior to entering high school. Once in high school the ESL teacher learns how to use the information from the ELL predictives to identify strengths and weaknesses in the student and is able to plan instruction based on the information gathered.
 4. The school ensures all school staff receives a minimum of 7.5 hours of ESL training. Training is provided in the areas of ELL identification, NYSESLAT preparation and scoring, ELL instruction through QTEL instructional strategies, ESL in the content area etc. Records of attendance to these workshops are maintained by the school secretary. Teachers are further required to complete an DOE OP11 form, and are expected to furnish an Agenda and also turn key information garnered at the training session to the rest of the department or faculty.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our school strives to raise parent awareness of services available to students and families within the community as well as to increase parent involvement in all school related operations. In addition to the ongoing New ELL-Parent Orientation, we conduct ELL parent orientation meetings twice a school year and schedule parent-teacher conferences as well as informational meetings for parents throughout the school year.
 2. In the past the school has partnered with GEAR-UP a community based organization. While this no longer occurs ELL parents and students continue to participate in our Arts Dinner theatres in Drama, Instrumental, Vocal, Visual Arts and Dance. All students including the ELL population are given the opportunity to showcase their talents. Parents are invited to share in these events. Language barriers are removed once the curtain is raised and all students including ELLs are able to shine in these occasion without fear. ELL parents too embrace this cultural extravaganza as they participate in set-up, food provision and also act as hosts.
 - 3 & 4. A series of parent workshops have been established in collaboration with the Parent's Association and parents complete surveys as we attempt to conduct a needs assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gatered from the surveys) and the goal of increasing parent participation. Parent language classes have been created as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Fordham HS for the Arts

School DBN: 10x437

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------------|----------------------|-----------|-----------------|
| Iris Blige | Principal | | |
| Michael Johnson, Jr. | Assistant Principal | | |
| N/A | Parent Coordinator | | |
| Rhonda Mitron | ESL Teacher | | |
| Nilka Martell | Parent | | |
| Lizette Sierra Villegas / ESL | Teacher/Subject Area | | |
| Atif Khalil / History | Teacher/Subject Area | | |
| N/A | Coach | | |
| N/A | Coach | | |
| Pauline Appleton | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x437 School Name: Fordham High School for the Arts

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

The data and methodology used to assess the schools written translation is derived from its parents whose home language is other than English. Communication with all parents are conducted in a language that is based on the parents' answers as per their completion of the home language survey or as indicated as the parent's most comfortable expression. Whether the communication to parents is written or oral, school personnel are available to translate school based information in the parent's preferred language. In addition, the school reaches out to the translation unit to provide parents with necessary translated documents.

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.

For the 2013-2014 academic school year, Fordham High School for the Arts currently has twenty-four English Language Learners. Through surveys and data retrieved from Automate the Schools, 22 parents indicated a home language of spanish, 1 Chinese and 1 Afrikaans. These findings were reported to the school community via our School Leadership Team meetings and Parent Association meetings.

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.

School personnel at Fordham High School for the Arts provide all written translated services. The translation of all school based materials, information, and mailing correspondence are translated and disbursed to the student on the day of admission such as the completion or persual of safety, health, and disciplinary matters. In alignment with state's policy, within 10 days of admission, parents are notified as to whether their son/daughter will receive academic assistance services such as ESL. Every attempt is made by the school to ensure that all parents are provided the opportunity to respond expeditiously as possible to current and future matters. In addition, Phone Master will be programmed to translate all communication in the native language.

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

School personnel at Fordham High School for the Arts provide all oral interpretation. If an interpreter is needed and a staff member is unable to interpret, the parent is provided, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language, indicating how a parent can request free translation or interpretation of such document. The Department of Education provides interpretation services, to the maximum extent within the budget appropriated for such services, during regular business hours. Such interpretation services may be provided via telephone or at the following locations: Panel for Educational Policy Meetings, Citywide ELL Parent Meetings, Citywide/Community Education Council Meetings and any other Citywide parent meetings organized by central offices.

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>.

Within 30 days of a student's enrollment, the primary language will be determined. If such language is not English and the parent requires language assistance in order to communicate effectively with the Department of Educaion and the staff at Fordham High School for the Arts, every attempt is made for the parent to be able to communicate effectively. The school will maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the students emergency card. The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters. Fordham High School for the Arts safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

