



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECHNOLOGY

DBN (i.e. 01M001): 10X438

Principal: MARYANN TUCKER

Principal Email: MTUCKER2@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: MARGARET STRUK

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
MaryAnn Tucker	*Principal or Designee	
Novelette Foote-Samuels	*UFT Chapter Leader or Designee	
Virginia Simmons	*PA/PTA President or Designated Co-President	
Marie Reyes	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dr. Freddy Cedeno	Member/ CSA Representative	
Donna Anglin	Member/ Teacher	
Judy Clemetson	Member/ Teacher	
Melody Crooks	Member/ Asst. Principal	
Wilfredo Gonzalez	Member/ PA Vice President	
Marisol Acosta	Member/ PA Secretary	
Irma Kelly	Member/ PA Treasurer /Title 1	
Magalys Pena	Member/ Parent	
Marilu Bravo	Member/ Parent	
Dubedat Rosario	Member/ Parent	
Nicole DeLeon	Member/ Student	
Tanzania Browne	Member/ Student	
	Member/	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 10X438

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	460	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	10	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.6%	% Attendance Rate		78.5%	
% Free Lunch	85.3%	% Reduced Lunch		4.1%	
% Limited English Proficient	17.0%	% Students with Disabilities		21.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		27.4%	
% Hispanic or Latino	68.6%	% Asian or Native Hawaiian/Pacific Islander		2.7%	
% White	1.1%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.34	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		5	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		1.3%	
% Teaching with Fewer Than 3 Years of Experience	6.3%	Average Teacher Absences		4.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		27.9%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		38.0%	
6 Year Graduation Rate	59.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> School leaders and staff utilize a research based framework that ensures that all teachers receive ongoing feedback to promote professional growth and improve student outcomes Alignment of assessments to curricula, use on-going assessment and grading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. Maintain a culture of mutual trust and positives attitudes that support the academic and personal growth of students and adults. 			
Describe the areas for improvement in your school's 12-13 SCEP.			
The area for more support would be Goal #1 – additional teacher support for Danielson #B “Using Questioning and Discussion Techniques” as a means to increase instructional rigor.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Time constraints in developing the SCEP Ensuring effective and meaningful PD for Teacher Teams.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The SCEP for 2012-2013 was implemented with 100% success			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
<ol style="list-style-type: none"> 1. Time constraints in creating documents 2. Allocation Funds timeline for distribution 3. Funding deadlines (windows closing early in the school year) 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ol style="list-style-type: none"> 1. Credit accumulation for all students/all grade levels within the DOE guidelines 2. Regents Passing rates will increase by approximately 5% in each subject area. 3. Improvement of ELL's in Language proficiency and progression as evidenced by NYSELAT/AMOA 			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate with staff at Team meetings, Faculty Conferences, Department Conferences, Common Planning Time and weekly newsletters. Communication with Students is daily in hallways/lunchroom and during Town Hall meetings. Student government also has a voice and schedules regular meetings with school leaders. Parents and community at large receive communication via School Messenger/Progress Reports/letters/Report Cards/ Open School Evening & Afternoon. School leaders participate in SLT Meetings and are available to meet with parents during flexible times and prior to/after Parent Association meetings. All Parent Communication (written or oral) is translated according to the Parent needs and level of comfort during a conference.			
Describe your theory of action at the core of your school's SCEP.			
If we strengthen our Professional Learning Community through Teacher Team collaboration then we will strengthen the rigor in our daily instruction and as a result this will impact positively on student achievement.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Professional Development is provided to all teachers. Individual support in terms of Logs of Assistance or individualized PD is also available to staff. “Teacher buddies” and Lead Teachers offer support for teachers Teacher Teams will support one another in lesson planning and designing CCLS Units of Study. Teacher Teams will continue with inter-visitation practices to support sharing of best practices.			

Teacher Teams develop action plans based on item analysis of baseline assessments.

List the key elements and other unique characteristics of your school's SCEP.

- Provide Common Planning Time to support and strengthen Teacher Teams therefore strengthening instructional rigor.
- Ability to Differentiate Professional Development based on teachers needs.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Capacity includes three (3) Administrators and three (3) Lead teachers to oversee implementation.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Strengthen teacher practice to incorporate effective questioning and challenging tasks that foster deep thinking and active participation of all students in activities that accelerate their learning.							
Review Type:	QR	Year:	2012-2013	Page Number:	5/7(1.2)	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
2.2 School leader’s vision	X	2.3 Systems and structures for school development	
2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness	

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<ul style="list-style-type: none"> • To improve the percentage of teachers (40%) who advance at least one level for element 3b from the Charlotte Danielson’s “Framework for Teaching” by June 2014. • To strengthen the common language and understanding of what quality teaching looks like by deepening the school community’s comprehension of Charlotte Danielson’s Framework for Teaching Domain 3 Element b – Using questioning and discussion techniques (3b). 	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	<p>1All core subject teachers will be evaluated for the “Using Questioning and Discussion techniques (3b)” competency of Charlotte Danielson’s “Framework for Teaching.” Administrators will conduct full period and partial period observations. The number of each visit will depend on the “Option” the teacher selected in their Initial Planning Conference with the principal. Minimally Option 1 has 1 full-period and 3 partial period observations and Option 2 has 6 partial period observations. The ADVANCE system will average the visits for the competency to determine the extent to which each teacher showed improvement.</p> <p>2Administrators will perform these observations, provide meaningful and targeted feedback and enter their assessments into the NYC ADVANCE system. Pre and post observation meetings provide support and immediate feedback to teachers regarding assessment of their lessons. A mid-year evaluation will be compiled and analyzed for teacher for differentiated professional development that is focused on where the teacher needs to improve. An end of year evaluation will be created to determine if teachers met their goals for the School year 2013-2014.</p>
B. Key personnel and other resources used to implement each strategy/activity	<ol style="list-style-type: none"> 1. Subject area teachers 2. Principal/Assistant Principals
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	<ol style="list-style-type: none"> 1.The target for each teacher is dependent on their initial rating. 2.Ongoing observations should show evidence of improvement based on the Danielson rubric.
D. Timeline for implementation and completion including start and end dates	<ol style="list-style-type: none"> 1. September 9, 2013 – January 31, 2014 2. February 3, 2014 – June 26, 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	<ol style="list-style-type: none"> 1. Administrators will schedule pre and post conferences and feedback will be aligned to the Danielson Framework for teaching. (29 teachers/3 Administrators) 2.The administrative team will review relevant readings—in terms of books, excerpts, articles, workshops, etc.—on strategies to augment Danielson Framework in high school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.									
SIG and Priority funds									
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.									
PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Refine the development of curricula across the content areas to reflect rigorous performance tasks that are aligned with CCLS, leading to college and career readiness for all students.									
Review Type:	QR	Year:	2012-2013	Page Number:	5/7(1.3)	HEDI Rating:	D		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	3.2 Enact curriculum		X	3.3 Units and lesson plans					
	3.4 Teacher collaboration		X	3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014 Teachers across content areas will create rigorous performance tasks aligned to CCLS which will prepare all students for college and career readiness.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Administrative support is on-going by scheduling Common Planning Time/Learning Walks/Formal and In-formal Observations with immediate feedback.									
2. Teacher Teams plan lessons together based on Data gathered from assessments/student work to guide rigorous instruction aligned to CCLS.									
3. Teacher Teams will develop CCLS Units of Study that incorporate opportunities for students to conduct research and use supporting evidence.									
4. Professional Development will be provided by Network Instructional Specialists/Administration/Lead Teachers to assist teachers in strengthening the alignment of CCLS tasks to the curriculum in subject areas.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Assistant Principals, Principal									
2. Teacher Teams/Lead Teachers									
3. Teacher Teams/Lead Teachers and Administration									
4. Network Instructional Specialists									

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. In-formal and Formal Observations 2. Danielson's Domain 1 – Preparation and Planning 3. Atlas Rubicon and Student College and Career readiness using NAVIANCE 4. Agendas/PD materials
D. Timeline for implementation and completion including start and end dates
1 September 9, 2013 – January 31, 2014 2 February 3, 2014 – June 26, 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher programs reflect Common Planning Time for meetings. (29 teachers/48minutes per period x 3 days per week) 2. Scheduled observations by Administration will be in place.(29 teachers/19 chose Option 1/ 10 chose Option 2) 3. Administrative review of CCLS Units of Study 4. Professional Development will be differentiated according to teacher needs and provided by Network Instructional Specialists and in-house personal.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title 1 Priority Funds										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Refine teacher teamwork to expand collaborations that promote increased teacher capacity in designing rigorous CCLS aligned units of instruction to support high levels of student achievement across content areas.			
Review Type:	QR	Year:	2012-2013
Page Number:	6 and Page 7 (4.2)	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 teachers will display advanced skills in designing rigorous CCLS units of study and delivery of Differentiated Instruction to support the various learning styles of our individual students.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Teachers will implement multiple access point strategies such as small group activities/think-pair-share/learning styles inventory/questioning techniques into their daily lesson planning to address individualized learning styles of students..	

2. Teachers/Guidance/Counselors will participate in PD clinics that address individual student needs by using supporting resources such as Discovery/Achieve 3000/Reading Horizons/Castle-Learning/NAVIANCE.
3. Subject Area Teacher Teams plan lessons together based on Data gathered from assessments to guide rigorous instruction and Differentiated Instructional activities.
4. Common Planning Time provides opportunity for Subject Area Teacher Teams to norm student work, determine gap analysis and develop instructional strategies to address deficiencies in meeting the CCLS for individual students

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

1. Teachers/Lead Teachers
2. Network Instructional Specialists
3. Subject Area Teacher Teams/COHORT Teacher Teams
4. Administration

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

1. Danielsons Domain 1
2. Norming Practices for student work
3. Assessment of gap analysis to direct lesson plans and execution
4. Quality of student work products and scholarship reports

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

1. September 9, 2013 – January 31, 2014
2. February 3, 2014 – June 26, 2013

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

1. Review lesson plans.
2. Professional Development will be differentiated according to teacher needs and provided by Network Instructional Specialists and in-house personal.
3. Teacher programs reflect Common Planning Time for meetings so Teacher Teams can be developed (4 Teams – Subject Teams / 4 Teams-COHORT Teams)
4. Review of scholarship data by subject area and teachers. Scheduled observations by Administration will be in place.

Budget and Resource Alignment

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

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

Priority Funds

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Progress Report one area we need to improve is our school Attendance rate (80.8%) in order to reach compliance with DOE average rate of 92%.

Review Type:	PR	Year:	2012-2013	Page Number:	4	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities

selected to address the goal.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

To identify active students from the 2012-2013 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates for 15% of the Target Group. In addition our NYC Progress Report indicated that our school is below the city high school average in daily attendance rate by 6.2%. We also acknowledge that research shows that there is a direct correlation between daily student attendance and academic success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Identify students who were absent from school 20 or more days for the 2012-2013 school year.
2. Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.
3. Send out correspondence to parents for the target population in the fall 2013 stressing good attendance and providing a short synopsis of this attendance initiative. Host a *Parents' Student Success Summit* at our school for targeted families. Recognize positive student attendance progress with postcards, phone calls and other incentives.
4. Provide Professional Development for the Attendance team on how to use the "Data Tracking Spreadsheet", a newly created tool developed in-house for this initiative. Schedule weekly meetings to monitor the progress of the target group. Attendance teacher provides additional support in the way of home visits.
5. Create a team of "Success Mentors" from within the school staff and from outside Community Based Organizations. These mentors will be assigned students from the target group who they will provide continued support in addition to monitoring student progress.

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

1. Principal
2. Guidance Counselors
3. Support staff
4. Administrator/ Attendance teacher
5. Various School pedagogy/administrators/Parent Coordinator/CBO

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

1. Progress is evaluated monthly, mid-year and end-year. The minimum percentage of targeted students to improve their daily attendance rates from 2012-2013 to the end of 2013-2014 school year is 15%. Create tracker with last years' attendance info and then use RISA to obtain current monthly info
2. Binders containing scholarship, attendance, and all other related documentation
3. Parental participation is encouraged through letters/workshops/phone calls.
4. Weekly Attendance team meetings are held to review increase/decrease in students attendance compared to previous year
5. Staff Mentors are assigned 8-10 students to meet with and provide support so that they are able to remain focused on academics.

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

1. September 9, 2013 – January 31, 2014
2. February 3, 2014 – June 26, 2013

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

1. "Success Mentors" are comprised of Lead Teachers (3), Guidance Counselor (4), Parent Coordinator (1), Attendance School Aide (1), CBO Social Worker (1). Additional team members are an attendance team leader (Consultant), CFN Network attendance Teacher, and the Principal.
2. The database was created by the consultant to track targeted students' monthly progress. The consultant provides Professional Development on how to extract key data from the database. Individual folders with attendance, guidance, and academic documents are held.
3. Parent Summits are held to present program, meet-and-greet mentors, and provide a venue for attendance recognition.
4. Weekly attendance team meetings are conducted and facilitated by the consultant. Critical and recent attendance data is reviewed on the target group as well as the entire school. Incentive and recognition strategies are discussed and planned for implementation.

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.							
Review Type:	QR	Year:	2012 2013	Page Number:	7 (3.4)	HEDI Rating:	D

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
X	6.2 Welcoming environment			X	6.3 Reciprocal communication		
X	6.4 Partnerships and responsibilities			X	6.5 Use of data and families		

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014 our goal is to strengthen communication with our parents resulting in a 20% increase in parents attending monthly Parent Association meetings and involving them in the planning and decision making process (SLT).							

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).							
A. Strategies/activities that encompass the needs of identified subgroups							
1. Workshops provided for parents on topics such as: College Financial Planning/Graduation Requirements/College & Career Readiness/Bullying/Domestic Violence/Nutrition/Parenting Skills/Stress Management/NY Life Insurance Company. Translation is provided for parents at all activities.							
2. Open communication regarding student progress (School Messenger/Progress Reports/letters/Report Cards/ Open School Evening & Afternoon).English/Spanish translation for all materials							
3. Individual Parent Conferences with Administration/Guidance Counselors/Dean as needed regarding students progress or lack of.							
4. Incentives for parents (Raffles/Holiday Baskets/Metro Cards/Food and Admission tickets to various venues)							
B. Key personnel and other resources used to implement each strategy/activity							
1. Outside Agencies							
2. School staff							
3. Guidance Counselors and Parent Coordinator.							
4. Administration/Executive Board for PA							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. Monthly attendance sheet and agendas for Parent Association							
2. Reports obtained from ATS							
3. Attendance sheets/agendas							
4. Number of participants							
D. Timeline for implementation and completion including start and end dates							
1 September 9, 2013 – January 31, 2014 – Monthly Parent Association meetings							
2 February 3, 2014 – June 26, 2013 – Monthly Parent Association meetings							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							

1. Parent Coordinator secures outside presenters for parents and provides translation as needed
2. Collaboration between teachers/guidance counselors/administration
3. Administration/Guidance Counselors/Dean
4. Executive Board of Parent Association /Parent Coordinator to purchase items and hold Raffles.

Budget and Resource Alignment

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

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

Priority Funds

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. By the end of the 2013-2014 school year a 5% increase in Credit Accumulation for all students from the 2012-2014 school year will be achieved.
2. By the end of the 2013-2014 school year a 5% increase in overall Regents Pass Rates for all students from the 2012-2014 school year will be achieved.
3. Four Year Graduation Rate for Cohort P (June 2014) will increase by 8% from Cohort O (June 2013).
4. PLATO Credit Recovery Program will maintain an 80% success rate for students enrolled. Credit recovery will be monitored to ensure the school is in compliance with the NYC DOE Academic Policy.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Summer 2013 Program from July 8, 2013 – August 16, 2013, from 8:00am to 3:00pm, for a total of 30 days and 210 additional contact hours. Full-credit courses are offered based on student needs.**
2. **Saturday Academy Program from September 7, 2013-Jun 21, 2014, from 9:00am-1:00pm, for a total of 36 weeks and 144 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams.**
3. **After School AIS Program from September 9, 2013-June 18, 2014, on Mondays & Wednesdays, from 3:00pm-6:30pm, for a total of 70 days for the year and 245 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams.**
4. **PLATO Credit Recovery Program from September 9, 2013-June26, 2014, on Saturdays, Mondays, and Wednesdays, during the same times outlined above in item #3 and item #4. PLATO is a NYS Approved online Credit-Recovery Program.**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Summer 2013 Program was taught by highly qualified pedagogical faculty within their licensed subject area.**
2. **Saturday Academy is taught by highly qualified pedagogical faculty within their licensed subject area.**
3. **After School AIS is taught by highly qualified pedagogical faculty within their licensed subject area.**
4. **PLATO is an online accredited software that is supervised and grades are ultimately issued by highly qualified pedagogical faculty within their licensed subject area.**

C. Identify the target population to be served by the ELT program.

1. The Summer 2013 Program targeted any student needing additional credit to be on tract for promotion or graduation. In addition the program targeted students in need of a mandated NYS Regents Exam.
2. The Saturday Program targets any student needing additional credit, Regents Exam Preparation, and/or extra help in the four core subjects.
3. The After School AIS Program targets any student needing additional credit, Regents Exam Preparation, and/or extra help in the four core subjects.
4. PLATO Credit Recovery targets students in need to make-up failed courses (Maximum of 3 in the core subject areas and electives).

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century		Tax Levy		Title I SWP	X	Title I TA	X	Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

Priority Funds

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Students who need the After School Services are required to attend. Provisions have been made for dinner to be served prior to the start of the session. Ample school staff is available to assist students. After School classes and Saturday Academy classes have been programmed onto student's regular program. Teachers utilize strategies to support students with tasks, technology, labs, Promethean Boards. Students work in groups or pairs in the program also.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Students complete regular school scheduled classes and are given 20 minutes to eat dinner in cafeteria. The five Regents Subject areas are offered in addition to PLATO computer program. Students stay in each class for 75 minutes and switch classes according to remediation/prep need. Since After School classes are smaller than regular classes instruction is able to be more personalized.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Each program is personalized by counselor according to students academic needs.

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Counselors review transcripts, collaborate with teachers and address parents and students regarding After School and Saturday Academy. Students who need tutoring/ Regents Prep or Credit Recovery are eligible to participate. Attendance is taken in every class period.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Student achievement is evaluated by the Regents test scores or the students compliance in completing Credit Recovery hours necessary for a credit. Students who require tutoring usually show an improvement in class grades and quizzes each week.

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. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<ol style="list-style-type: none"> 1. Summer 2013 Program from July 8, 2013 – August 16, 2013, from 8:00am to 3:00pm, for a total of 30 days and 210 additional contact hours. Full-credit courses are offered based on student needs. 2. Saturday Academy Program from September 7, 2013-Jun 21, 2014, from 9:00am-1:00pm, for a total of 36 weeks and 144 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. 3. After School AIS Program from September 9, 2013-June 18, 2014, on Mondays & Wednesdays, from 3:00pm-6:30pm, for a total of 70 days for the year and 245 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. <p>PLATO Credit Recovery Program from September 9, 2013-June26, 2014, on Saturdays, Mondays, and Wednesdays, during the same times outlined above in item #3 and item #4. PLATO is a NYS Approved online Credit-Recovery Program.</p>	<p>Direct small group instructions for Full-Credit courses, Regents Preparation Classes and one-to-one for AIS Tutoring.</p>	<p>Summer 2013 was offered 4 days a week for six weeks, Saturdays and Mondays and Wednesdays after school</p>
Mathematics	<ol style="list-style-type: none"> 1. Summer 2013 Program from July 8, 2013 – August 16, 2013, from 8:00am to 3:00pm, for a total of 30 days and 210 additional contact hours. Full-credit courses are offered based on student needs. 	<p>Direct small group instructions for Full-Credit courses, Regents Preparation Classes and one-to-one for AIS Tutoring.</p>	<p>Summer 2013 was offered 4 days a week for six weeks, Saturdays and Mondays and Wednesdays after school</p>

	<ol style="list-style-type: none"> 2. Saturday Academy Program from September 7, 2013-Jun 21, 2014, from 9:00am-1:00pm, for a total of 36 weeks and 144 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. 3. After School AIS Program from September 9, 2013-June 18, 2014, on Mondays & Wednesdays, from 3:00pm-6:30pm, for a total of 70 days for the year and 245 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. 4 PLATO Credit Recovery Program from September 9, 2013-June26, 2014, on Saturdays, Mondays, and Wednesdays, during the same times outlined above in item #3 and item #4. PLATO is a NYS Approved online Credit-Recovery Program. 		
<p>Science</p>	<ol style="list-style-type: none"> 1. Summer 2013 Program from July 8, 2013 – August 16, 2013, from 8:00am to 3:00pm, for a total of 30 days and 210 additional contact hours. Full-credit courses are offered based on student needs. 2. Saturday Academy Program from September 7, 2013-Jun 21, 2014, from 9:00am-1:00pm, for a total of 36 weeks and 144 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. 3. After School AIS Program from September 9, 2013-June 18, 2014, on Mondays & Wednesdays, from 3:00pm-6:30pm, for a total of 70 days for the year and 245 	<p>Direct small group instructions for Full-Credit courses, Regents Preparation Classes and one-to-one for AIS Tutoring.</p>	<p>Summer 2013 was offered 4 days a week for six weeks, Saturdays and Mondays and Wednesdays after school</p>

	<p>additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams.</p> <p>4. PLATO Credit Recovery Program from September 9, 2013-June26, 2014, on Saturdays, Mondays, and Wednesdays, during the same times outlined above in item #3 and item #4. PLATO is a NYS Approved online Credit-Recovery Program.</p>		
<p>Social Studies</p>	<ol style="list-style-type: none"> 1. Summer 2013 Program from July 8, 2013 – August 16, 2013, from 8:00am to 3:00pm, for a total of 30 days and 210 additional contact hours. Full-credit courses are offered based on student needs. 2. Saturday Academy Program from September 7, 2013-Jun 21, 2014, from 9:00am-1:00pm, for a total of 36 weeks and 144 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. 3. After School AIS Program from September 9, 2013-June 18, 2014, on Mondays & Wednesdays, from 3:00pm-6:30pm, for a total of 70 days for the year and 245 additional contact hours. Full-credit courses are offered based on student needs as well as Regents Preparation Classes using Item Analysis data from prior attempts at Regents Exams. <p>PLATO Credit Recovery Program from September 9, 2013-June26, 2014, on Saturdays, Mondays, and Wednesdays, during the same times outlined above in item #3 and item #4. PLATO is a NYS Approved online Credit-Recovery Program.</p>	<p>Direct small group instructions for Full-Credit courses, Regents Preparation Classes and one-to-one for AIS Tutoring.</p>	<p>Summer 2013 was offered 4 days a week for six weeks, Saturdays and Mondays and Wednesdays after school</p>

<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Students are provided with individual conferences to plan how to improve their overall achievement. Students review transcripts with their guidance counselor and are made aware of graduations requirements and first steps for college readiness and the application process. Counseling, Peer Mediation, Group Counseling, referrals to Social Worker are ongoing.</p> <p>We have a school based support team and a Montefiore Medical Clinic on Campus both having psychologists available to our students. Students also venture out of the building to explore the vast culture of New York City and historical sites.</p> <p>Our Pupil Personnel Team provides Crisis Intervention for students on demand. Referral services for students and families for issues such as child care, mental health services, domestic violence, Planned Parenthood, and sexual health among others. Provides girls with a girls' club, "GLOW", to enhance self-esteem and leadership skills. Conducts parent teacher conferences to assist students with behavior and academic challenges. Provide individual and family counseling. Students with special needs are provided counseling aligned to their I.E Ps. Linkages to the school community which includes ACS, Counseling in Schools, Montefiore Health Clinic, and to other outside agencies. Provides Group Counseling and Individual Counseling.</p>	<p>Small group and one-to-one</p>	<p>During the school day and before and after school</p>
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**Title I Information Page (TIP)
For School 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.
<ul style="list-style-type: none"> • BEDS Survey indicates that teachers in place are 100% Highly qualified. • When new teachers need to be hired Administrators attend Teacher Fairs/ New Teacher Finder and assess during interviewing process. • All teachers are assigned with Licensed Certification and "Teacher Buddies"/Mentors are provided for new hires support. • Professional Development is provided by Network Instructional Specialists and highly recommended outside agencies.

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).
Professional Development is built around teacher needs survey and Administration strategies. All PD includes teachers, principal, Assistant principals and paraprofessionals responsible for daily instruction.
Danielson – Domain 1
Essential Questioning (Danielson 3B)
Close Reading
RTI
Student assessment
DATACTION
CCLS Alignment (according to Subject area)
Curriculum Mapping
Achieve 3000/Reading Horizons
NAVIANCE
SYOP Strategies

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.).
Funds are allocated according to Federal/State/Local regulations and according to SAM guidelines. Students in Temporary Housing receive sweats, sweatshirt, polo shirts, gym locker and school supplies.

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.).

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.
<ul style="list-style-type: none"> • Teacher Teams design assessments and begin the "norming" process of student work. • Gap analysis is done on student work. • Teacher Teams design instruction to support student understanding as a result of reviewing student work.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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);

**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 438
School Name Fordham Leadership Academy		

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 MaryAnn Tucker	Assistant Principal Melody Crooks
Coach	Coach
ESL Teacher Xiomara Pescado	Guidance Counselor
Teacher/Subject Area Doug Hudgins/ESL	Parent
Teacher/Subject Area	Parent Coordinator Melanie Figueroa
Related Service Provider Cruz, Catalina	Other Wellansky, Mark
Network Leader(Only if working with the LAP team)	Other

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)	470	Total number of ELLs	70	ELLs as share of total student population (%)	14.89%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In														0
self-contained										25	25	10	10	70
Total	0	0	0	0	0	0	0	0	0	25	25	10	10	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	19
SIFE	11	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	29

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	21	6	1	20	5	5	29	0	13	70
Total	21	6	1	20	5	5	29	0	13	70

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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										25	23	10	9	67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	25	25	10	10	70

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)										4	2	2	1	9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										10	9	4	3	26
Advanced (A)										11	14	4	6	35
Total	0	0	0	0	0	0	0	0	0	25	25	10	10	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	1	0
	I										3	7	3	1
	A										15	11	3	0
	P										4	7	3	6
READING/ WRITING	B										12	4	4	0
	I										12	17	5	5
	A										3	4	1	2
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	9	0	4	0
Integrated Algebra	20	0	16	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	30	0	4	0
Physics	0	0	0	0
Global History and Geography	23	0	3	0
US History and Government	13	0	2	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

Our school uses the achieve 3000 program to assess early literacy skills of our ELLs. Achieve 3000 contains a level set assessment that measures the student's lexile reading levels. From the data obtained, we can analyze whether a student is below reading level or on reading level. Collecting and analyzing this data helps our school's instructional plan by assisting in identifying areas of poor performance and allowed us to focus on the effective reading strategies that would support individual students into reaching more advanced literacy levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The proficiency levels data from both the Lab-R and the NYSESLAT revealed that our students need assistance in reading and writing. Across all grade levels there is not one student who has tested proficient in reading/writing. Social language falls within the advanced/proficient levels except that there is a need to support all students in academic language acquisition which has low scores. The 9th and 10th grade students are far more motivated than our long term ELL students who exhibit a lack motivation with proficiency.

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 patterns across the NYSESLAT Modalities have identified the areas in need of immediate attention and instructional decisions are being made frequently in order to support effective instruction. Our teachers are creating and incorporating differentiated lessons into their daily routines so that they may provide individualized support to students in language acquisition. These strategies will result in higher NYSESLAT scores.

Our AMAO showed that we have met 70% AMAO 1 and 10% in AMAO 2. This means that we must continue to provide rigorous language acquisition support in classroom instruction in order to assist our students in reaching proficiency levels rapidly.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns across proficiencies are that students are learning spoken language faster than written language. Across the grades, we have noticed that ninth and tenth graders are assimilating the English language at a faster rate than the older students. This may be due to social interactions.

English Language Learners have taken examinations in English with the provision of a translated copy of the exam, a dictionary and a glossary in the content area.

b- School leadership and ESL teachers provided Internal Periodic Assessments that measure the various components of language acquisition. The data collected from the results of the assessments are analyzed for individual students and class sections in order to provide differentiated instruction.

c- From the periodic assessments we are learning that students are having difficulties in reading comprehension. To support them, we are placing an emphasis in vocabulary building, the use of cognates and drills that incorporate reading activities that build skills in analyzing a reading passage and interpret its components. The activity culminates with the answering of a diverse number of questions that test for comprehension

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?

A student's second language development is incorporated into content areas instruction and supported with the presence of an ESL teacher in the classroom to ensure that content is understood. Additional support is provided through the use of selected materials at the student's reading and writing levels. Data used to determine instructional decisions is Achieve 3000 (lexile levels) and Reading Horizons. Castle Learning is used to support instruction with Regents Prep. All teachers utilize Vocabulary building and also use graphic organizers. All subject area teachers utilize visual and audio aids as needed to enhance their understanding of materials being taught. English/Spanish dictionaries are also provided for all students.

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.).

The success of the program for ELLs was evaluated using the results of the NYSESLAT which confirmed the improvement of most students within the same level and the transition to the next higher level. This allowed the school to meet AMAO 1 significantly over the base line.

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](#).)
 1. The home language identification survey is given to every new registrant to the school. Once it is determined that the household is non-English speaking, the student and the parent is interviewed which is conducted in both English and the Native language if it is Spanish. There are also times when classroom teachers detect deficiencies and make recommendations. The HLIS is conducted by certified ESL teacher Mr. Doug Hudgins and Parent Coordinator/Community Liaison Mrs. Melanie Figueroa, consisting also of a verbal interview and formal initial assessment. The LAB-R is obtained from the network and administered within 8 days of student's entry into the school. This is conducted by our certified ESL teacher (Mr. Doug Hudgins) and based on the score if the student's warrant it then they will receive ESL services. These students are then given the NYSESLAT exam in May of each year and based on their scores are deemed Beginner, Intermediate, Advanced or Proficient (no longer requiring ESL services). This will determine the number of minutes of ESL instruction the student receives each week. The list of ESL students is obtained from RLAT in ATS and the proctors consist of Mr. Doug Hudgins and Ms. Xiomara Pescador both certified ESL teachers in reading, writing, speaking and listening.
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.
 2. The parents of ESL students are given an orientation in August, before the commencement of the new school year. The two certified ESL teachers Mr. Doug Hudgins and Ms. Xiomara Pescador provide information on the different programs for ESL students. They are told to make the choice that is most appropriate for their child. The parents have ten days in which to make their selection. Whenever necessary we make home visits to ensure that parents have the required information to return in a timely fashion. Our parent coordinator/community liaison Mrs. Melanie Figueroa also informs the parents about their choice. We have an overwhelming selection of Freestanding English as a Second Language and if the need arises where the other programs are selected we will provided these additional programs. As the school year moves forward new students and parents are provided the same information and choices on an individual basis as they register.
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](#)].)
 3. The students are given the letters to bring home and also letters are mailed to ensure receipt. All forms are required to be returned two days before the deadline and if not then home visits are made. Mr. Hudgins the ESL teacher disseminates the entitlement letters, Parent Survey and Program Selection forms and collects them. They are then given to Ms. Yokatti Garcia who places them in a binder in the file cabinet in the guidance suite.
4. 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.

4. We only offer Freestanding ESL classes, as this has been overwhelmingly selected by our parents. We continue we continue with the parent surveys, program selection and Entitlement letters for new students throughout the school year and follow the same procedure as question #3.

5. 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.

5. Procedures to administer the NYSESLAT are carefully planned and organized. The writing, reading and listening parts of the exam are taken in the ESL classroom during the student's regular scheduled class. They are administered by both ESL teachers; Mr. Hudgins and Ms. Pescador, ample time is given for all students to complete their exams. Students are pulled out of their classes for the speaking section of the test. Students are tested and scored individually by a non-ESL teacher, ESL teachers are present in the room but do not score any of the students.

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. 

6. After reviewing the Parent Survey and program selection, the parents' predominant choice is Freestanding ESL. This is the program that we offer as it fulfills the needs of our parents and students. Therefore our program offered is aligned with our parent's request. If a parent requests a program which is not offered and we do not have numbers to support such a program we can suggest alternate placements with the support of the Office of Student Enrollment. Prior to registration, parents are aware that we are a Freestanding ESL Program as numbers currently dictate.

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])?
 1. a. The models utilized are self-contained, push-in (co-teaching) and pull-out.
 - b. Homogeneous (proficiency level is the same in one class regardless of grad level).
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)?

Our Freestanding ESL students are provided with the mandatory 540 minutes per week for Beginners, 360 minutes per week for intermediate and 180 minutes per week for Advance. The goal and objective of the program are to develop verbal and written fluency in English, to develop listening, speaking, reading and writing skills in English, to improve scores in the reading and writing modalities on the NYSESLAT assessment and to increase ELLs' scores in all content areas as measured by the city and state exams. The ESL program will be effective by maintaining consistency in content area learning with the focus on literacy and language development. The mandated language instruction for ESL will comply with Part 154 of the Commissioner's regulations. Language instruction will be aligned to the ESL and ELA learning standards and the Common Core State Standards. We do not offer NLA.

3. 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.

The overarching philosophy of our ESL program targets the LAP 6 content area of instruction. Each term ESL students are placed in general content area classes (mathematics, science, social studies and English) and the ESL teacher "push-in" to offer ESL strategies for academic remediation and support. There is one ELA class for 9th graders that follow the "pull-out" model. The teachers meet and plan during Common Planning Time (CPT). The native language support offered in content areas are cognates and peer tutoring with other students who speak their language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
They are given HLIS to ascertain their skills in the acquisition of the Language. The evaluation is done only in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that they are appropriately evaluated in all four modalities of English acquisition throughout the year by giving all ELL students baseline assessments, periodic uniformed assessments in NYS Regents and NYSLAT formats. Assessments are ongoing throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

e. Former ELLs are given mainstream content courses, they are given time extensions during local and state examinations, and are provided with dictionaries and/ or content glossaries.

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?

The instructional strategies are read alouds, think alouds and shared readings. The wait time for answers is extended, listening stamina built in increments and oral reports presented on a regular basis. Graphic organizers are used with students to help them de-code what they are reading. T-charts are used to help students identify key words and phrases that serve as linguistic markers. Storyboards are used to help them edit and separate ideas they want to express, Venn diagrams help them to outline the key points in compare and contrasting, reading logs and vocabulary exercises also help in reading comprehension. The 9th graders are given Reading Horizons, 10th graders graphic novels such as Persepolis I & II, 11th graders Buckle Down Reading and Writing along with Rossetta Stone and the 12th graders are given Shakespeare Made Simple. Achieve 3000 is used on all grade level ELL-SWD's as the program adjusts lexile levels in the reading materials. All grade levels utilize the "Writing Process" in classrooms.

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?

The students are assigned classes according to their SWD designation and ELL proficiency level. The strategies utilized are recognizing and utilizing the students' learning styles, journals, games and manipulatives. These students are either assigned Integrated Co-teaching with a content Specialist and Special Education teacher or ESL teacher. Some are also assigned SETTS where they are given individualized assistance with their content area subjects. Four core courses are designed to support the students designation and all other courses students are programmed in the least restrictive environment.

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:				
Social Studies:				
Math:				
Science:				

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

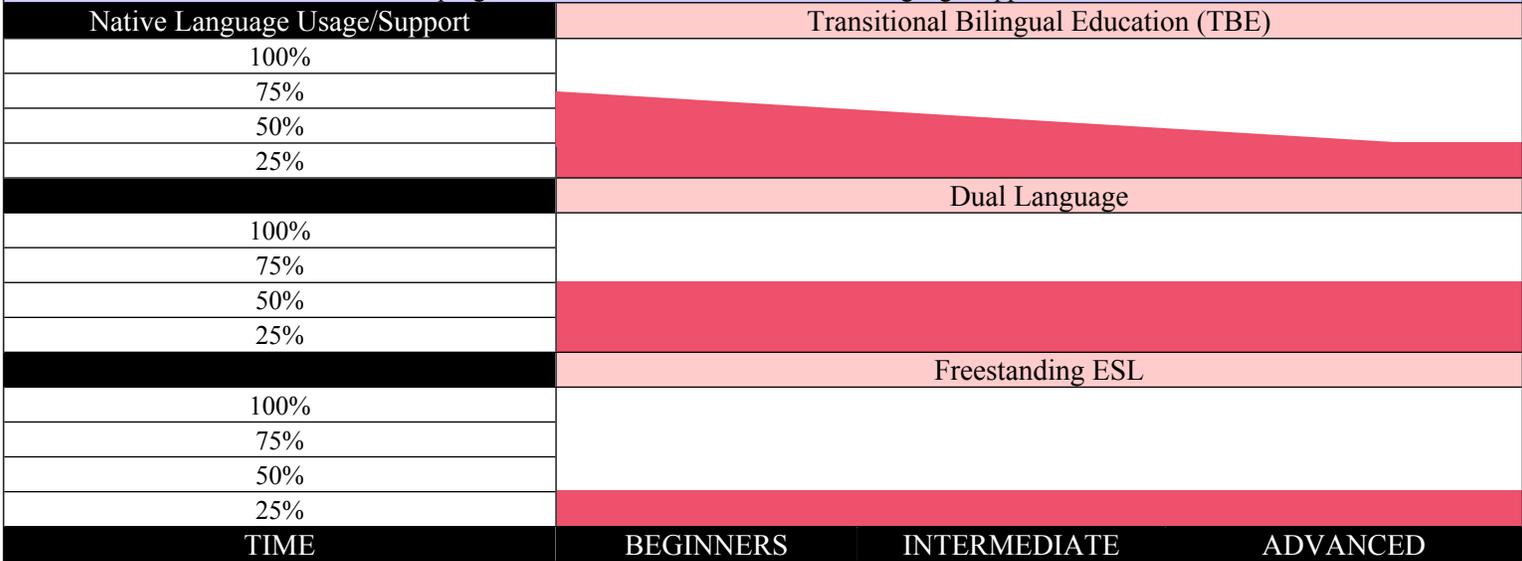
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

All our classes are taught in English. In ELA students use read alouds, think alouds and story boards. In math and science they use manipulatives. In all of the content areas journals are utilized along with graphic organizers, charts and games. The ELL students who are lagging in either credits and/ or regents exams based on data from Datacation and ARIS are assigned review classes during the day and afterschool and Saturdays.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our success can be measured by the high scores our students achieved in the AMAO results All teachers are aware of the students in their classes as Official class designation determines the students instructional needs (ELL-SWD's/SWD's etc).

11. What new programs or improvements will be considered for the upcoming school year?

We are considering Rosetta Stone in English. Achieve 3000 Program has taken on new elements which we are implementing with our students

12. What programs/services for ELLs will be discontinued and why?

none

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Ells are assigned computer classes such as a Computer Application, Discovery. They have access to glossaries in their native language. The computer programs such as Discovery Education are interactive and hands-on. They also have access to Achieve3000, it is a reading and writing program that walks students through comprehension steps, it is also a hands-on program. They have promethean boards and bright link boards that also have interactive software.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

Based on our students needs the services support corresponds to the ELLs proficiency level. The support has nothing to do with the age level but the proficiency levels. The beginners are assigned 540 minutes per week, intermediates 360 minutes and advance 180 minutes. Each level contains students with various ages but the same ability.

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.

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

18. What language electives are offered to ELLs?

Spanish is the only language elective offered to our ELLs.

19. For schools with dual language programs:

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

Paste response to questions here:

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. Professional development for ESL personal

NYS Bronx BETAC; Support and Training in the BESIS Data Collection; NYC Dept. of Education, “ Step up to High School Science for ELLs”; NYS Bronx BETAC- “NYSESLAT- Administration and Scoring”; Fordham University-“ Content Area (science, social studies and math) Symposium Teaching Content Area for High School Success”; Fordham University “ NCLB Symposium and Principals’ Institute; English Language Learners- “Education for the Future; Getting Results Now for Secondary English Language Learners (Best Practices)”Office of ELL-“Demystifying ELL Data”.

2. Professional development offered to teachers in supporting ELLs as they engage in the common core learning standards

On Chancellors’ PD days all staff members, principal, assistant principals, guidance counselors, social worker, psychologist, parent coordinator/ community liaison, paraprofessionals receive Jose P. training on recognizing and implementing strategies for ELLs. Teachers have also gone to Q-Tel and SYOP model training.

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

4. Jose P. Training is provided to the teachers with strategies to use in the regular classroom to service the needs of ELL students to utilize strategies such as graphic organizers, t-charts, visual scaffolding, interactive read alouds, etc. Once the 10 hours of the training is completed, a certificate is issued. Professional Development given in-house are placed in a PD Binder with sign-in and agendas.

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?

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

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

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

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

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 Leadership Academy

School DBN: 10X438

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MaryAnn Tucker	Principal		12/2/13
Melody Crooks	Assistant Principal		12/2/13
Melanie Figueroa	Parent Coordinator		12/2/13
Xiomara Pescador	ESL Teacher		12/2/13
	Parent		12/2/13
Doug Hudgins	Teacher/Subject Area		12/2/13
	Teacher/Subject Area		
	Coach		
	Coach		
Catalina Cruz	Guidance Counselor		12/2/13
	Network Leader		
Mark Wellansky	Other <u>Guidance Counselor</u>		12/2/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X438 **School Name:** Fordham Leadership Academy

Cluster: 5 **Network:** 551

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

Part A: Needs Assessment Findings

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

The Home Language Survey is used to determine what languages we need to have written word translated to. Accordingly, when parents come to school we utilize staff members to act as translators to ensure the parent is comfortable with the information being presented. Counselors, Assistant Principal, Parent Coordinator, teachers and school aides all provide translation as necessary. School messenger is sent out in Home Language to ensure delivery.

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

The major findings for our school is that our translation services are needed in Spanish with a 68% Hispanic Population. We have one teacher who translates materials/conversations for our two (2) French speaking parents. This is shared at the onset of each school year during our Conference days.

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.

All written communication is transcribed by staff members if a document needs translation. All information is sent home together (back-to-back format) at the same time. When a document is sent home, it is vetted by principal, given to staff member for translation, two staff members review material before it is disseminated.

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.

All oral interpretation is done by in-house school staff. When a conference is taking place the parent is asked if an interpretator is needed. An interpretator will become part of a said conference/meeting and provide translation during ongoing conversation simultaneously. This provides the parent opportunity to ask questions or discuss issues at a greater length.

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>.

Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are ordered and available at school for our parents. In our School offices we have posted at the entrance a sign in each of the covered languages or most prominent covered languages, indicating the availability of interpretation services. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barrier.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our ELL student population were not progressing in credit accumulation and Regents passing rates. With supplemental instruction students will be able to achieve passing grades and become successful in also passing Regents Exams. Students will be served during our After School Program (3:30-6:30 Monday & Wednesday) and Saturday Academy (9:00-1:00). The duration of the programs runs for the 2012-2013 School Year. Language of Instruction is English with 90 minutes in duration. All teachers are certified - 2 in ESL and 4 in Content area subjects (English/Mathematics/ Science /Social Studies). All grade levels are served with some mandated students and some who come voluntarily. The students utilize Reading Horizons Software (Spanish & English) Achieve 3000, Discovery Education, graphic organizers, computers, TI Graphing calculators and also Promethian Boards.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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