

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10x437

School Name:

FORDHAM HIGH SCHOOL FOR THE ARTS

Principal:

MS. IRIS BLIGE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 10x437
School Type: Comprehensive Grades Served: 9-12
School Address: 500 East Fordham Road Bronx, NY 10458
Phone Number: 718-733-4656 Fax: 718-295-3605
School Contact Person: Iris Blige Email Address: iblige@schools.nyc.gov
Principal: Iris Blige
UFT Chapter Leader: Marlene May
Parents' Association President: Marisol Vega
SLT Chairperson: Micheal Johnson
Student Representative(s): Wesley Moore, Shania Williams

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Iris Blige	*Principal or Designee	
Marlene May	*UFT Chapter Leader or Designee	
Marisol Vega	*PA/PTA President or Designated Co-President	
Abimael Ortiz	DC 37 Representative, if applicable	
Wesley Moore Shania Williams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Blalock	Teacher Member	
Khrystie-Ann Clark	Teacher Member	
Graciela Lara	Parent Member	
Edna Senior	Parent Member	
Elizabeth Gutschenritter	Teacher Member	
Lauren Keith	Teacher Member	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Fordham High School for the Arts recognizes the need of artistically talented students to attend a local high school that offers a strong instructional program in instrumental music, vocal music, dance, drama and visual arts. These disciplines are incorporated into the regular school day. Our standards-based – four year program is designed to prepare all students with the choice of attending an institution of higher learning in a traditional academic area or in performance/visual arts.

Fordham High School for the Arts is a school community that uses the performing arts as a tool to help students meet their academic and creative needs. We pride ourselves in building relationships with all constituencies to forge ahead in providing a community that is safe and nurturing. Fordham High School for the Arts is committed to fostering an integrated learning environment that ensures that each student has the opportunity to embrace the “arts” as well as the academics. In addition, Fordham High School for the Arts teachers and parents strive to understand the value of sharing ideas and best practices to increase student achievement.

Fordham High School for the Arts uses the Charlotte Danielson Framework for Teaching to measure the progress of pedagogy to support teacher practice and student achievement. Our shared understanding of effective instruction, which comes from research-based practices teachers have learned in graduate school, teacher training programs, and professional development through Fordham High School for the Arts is for teachers to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serves as resources to one another. In previous years, our CEP goals focused predominately on three areas: student performance on the NYS English Regents, NYS Math Regents, and on Graduation Rate. This year, the school looked to expand these goals through our major long-term goal, which is to ensure that all students have equal access to rigorous instruction in core content classes aligned to Common Core Learning Standards, including the fine arts and have the opportunity to graduate timely with distinction (Advanced Regents, Arts-Endorsed, and graduating with an earlier cohort). The School Leadership Team (SLT) designed the Comprehensive Educational Plan (CEP) and wrote Annual Goals that would reflect our vision of building literacy skills and real world application to produce students who are college and career ready.

Henceforth, we have the following Instructional Focus for this year:

- Teachers will utilize questioning and discussion strategies to assist students in developing skills that will enable them to write argumentatively and analyze texts. These strategies will deepen students’ discipline-specific content understanding and have real world application.

Taking into consideration, our CEP Goals, Instructional Focus and the instructional shift on the state level for the 2014-2015 academic year, our action plan is as follows:

During the 2013-2014 academic year, we leveraged the resource of time by instituting 75-minute instructional blocks for our first and second periods to provide students with more time on tasks to reinforce writing and literacy skills.

- 9th Grade: 75-minute instructional periods in CCLS Algebra and Living Environment
- 10th Grade: 75-minute instructional periods in Global History and English Language Arts (ELA)
- 11th Grade: 75-minute instructional periods in U.S. History, Secondary Science and/or ELA
- 12th Grade: 75-minute instructional periods in the Creative Arts/Advanced Placement

The following are highlights of our current practices (program model, curriculum design, and pedagogy) in Mathematics and English Language Arts, which also occur similarly in our other contents.

Our goals are increased Regents pass rates at the college ready level and greater engagement with rigorous questioning, especially around justifying answers. To reach this goal, we are focused on identifying and improving on best practices, in three areas: programming the course, designing curriculum, and practicing pedagogy. We are benchmarking our progress through diagnostics, PBAs, tests, and exams. FHSA Teachers outline shifts to help us reach our goal of increased student mastery as follows:

- This year, students are engaging in at-level texts selected from Engage New York and the Common Core library and use a balance of informational texts and literature to write analytical and argumentative essays. By doing this, students should be well prepared for college, and their subsequent careers beyond. The plan, to support these goals, is curriculum focused on real-world application questions as well as critical thinking and dialogue.
- Based on Regents results, sophomore and Junior ELA students spend 75 minutes in instructional time. The additional time in the first and second periods allows for longer periods of writing to increase student grit and to allow for more time with discussions to enhance argumentative skills.
- For ELA students, a specific focus on argumentative writing was identified as a need based on an argumentative summer reading assignment, the SAT/PSAT-aligned diagnostics. Students specifically struggled with thesis statements and citing textual evidence to support answers. With this data in mind, literacy teachers focused on pre-writing based around a thesis with evidence being clearly established before writing begins, formulating arguments and evidence through group dialogue in the classroom and through shorter in-class argumentative writing assessments to enhance student ability to formulate a claim and support it with strong textual evidence.
- Developing Curriculum: We have fully aligned the mathematics curriculum to the CCLS, as opposed to last year when the curriculum was partially aligned. To this end, teachers collaborated on developing and aligning curriculum during a week long Summer Institute/Professional Development. During the summer institute, teachers also worked on developing and aligning rigorous assessments. The main shifts with CCLS standards involve incorporating rigor, through real world application, verbal and written justification, and fluency with complex numbers and varied forms to expressions. The majority of the curriculum shifts have involved questioning at a higher level of rigor with more spiraled content standards throughout a single question. Thus, we have revised tests, quizzes, and classroom activities to include more multipart, literacy-heavy questions that draw on multiple standards.
- We have modified many parts of our pedagogy to ensure that students are able to master this more rigorous material. The majority of pedagogical shifts have focused on increased literacy strategies, as literacy is crucial when students justify their reasoning, and when students read or listen to a real world scenario problem. These literacy strategies include our annotation strategy of RUN (Read, Underline and Annotate), mini lessons about writing, and peer editing of writing samples. In addition, we have increased opportunities for students to engage in discussion and dialogue about these real world application questions. As part of building debate and discussion in the classroom (the school's instructional focus), we have introduced sentence starters as an avenue to gradually move our freshmen students along the trajectory of advancing their thinking. Ultimately the goal for students, as they move through their high school career and transition into college, is for them to be able to easily engage in academic discourse that promotes metacognition.
- Global content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts and will result in 5% increase in the school's Regents pass rate in June 2015. Last year's regent's data revealed that only 30% of test takers passed the Global History Regents. This year, with the use of more argumentative writing and discussion we will improve on that mark by at least 5%.
- By using questioning and discussion and text based claims students will also become more proficient writers, especially argumentative writing. The goal for this school year is that 75% of students at Fordham High School for the Arts will reach proficient status at argumentative writing using a universal writing rubric. In addition, Fordham High School for the Arts history department will unveil a tiered research writing assignment in early April 2015. The goal is that 100% of freshman students will garner training in college level academic research and will produce a research paper by year end.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers, Department Leads and Administrators at Fordham High School for the Arts (FHSA) drafted the CEP goals and shared their drafts with the whole department, where it was edited during common planning time. Department Leads/TLPer and teachers met to revise into a final document, which was shared in a SLT meeting with the school’s key stakeholders prior to submission.

In alignment with the Citywide Instructional Expectations for the 2013-2014 academic year, the administration utilized formative classroom visits to provide both verbal and written feedback on best practices and strategies that centered around designing coherent instruction, using questioning and discussion techniques and using assessment in instruction. Administration provided various forms of feedback to teachers through various assessment tools: walk through, formal, and informal observation documents.

The school needs to leverage existing pedagogical strengths to further develop and refine practices that support belief systems to actively engage all learners. (1.2)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year content teams will continue to work together to increase the rigor and coherence in our school’s curricula so that it is strongly aligned to the CCLS and the instructional shifts and will result in 3% increase in the school’s Regents pass rate in June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.	All students	Ongoing throughout the year until June 2015	Administration faculty
The school leader and teachers develop a data driven culture based on student needs, assessments and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement	All students	Ongoing throughout the year	Administration and faculty

outcomes.		until June 2015	
The CAT, Physical Education and Academic Departments plan to hold a "Parent Night." Parents will be invited to take a class in their student's respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.	All parents	Ongoing throughout the year until June 2015	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school will continue with its utilization of the iLearnNYC courses through the use of various vendors. Other technology initiatives will continue to permeate throughout the classrooms with the use of mounted promethium boards, ipads, Laptops (Macs). Our professional development sessions and department meetings provide teachers an opportunity to collaborate and share information regarding effective teaching strategies in the Learner Active Infused Classrooms and other promising practices. We will continue to offer a week long professional development opportunity for our teachers in August and teachers will be paid for this session. The session is offered to all 30 teachers for 5 days @ 6 hours a day.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers will analyze student needs assessment and results via item analysis on midterms, January Regents and Final Exams. This occurs approximately eight times throughout the year, as there are two semesters, wherein interim progress intervals occur. At a minimum, 3% gains are projected for each marking period.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers, Department Leads and Administrators at Fordham High School for the Arts (FHSA) drafted the CEP goals and shared their drafts with the whole department, where it was edited during common planning time. Department Leads/TLPers and teachers met to revise into a final document, which was shared in a SLT meeting with the school’s key stakeholders prior to submission.

According to the our High School Quality Snapshot, 80% of students feel that FHSA offers enough classes and programs to keep them interested in school. The NYC school survey reveals that less than 30% of students strongly agree that the school’s offerings keep them interested. Moreover less than 60% of students agree or strongly agree that the teaching staff at school “excite them about learning.” Amongst pedagogues, 60% agree or strongly agree that the variety of course offerings, program and activities keep students engaged. While our school has a rich offering of Advanced Placement, CollegeNow, and Arts courses, there is a limited offering of extracurricular activities.

As a place of academic learning our school has been on an upward trajectory for many years, we currently offer Yearbook, National Honor Society, Computer Science and Lunch and Learns. When students are invested in extracurricular activities, their investment in school as a whole will increase. By increasing our variety of extracurricular offerings, our school culture and thereby academic achievement will continue to flourish.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, there will be an overall increase on the school’s Learning Environment Survey for all constituents of the school community that report the following:

- 3% increase in graduation rate for the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
By using EngradePro, students, teachers, parents, and counselors are able to see the progress (or lack thereof) to develop action plans in order to build awareness and strategic guidelines to increase student credit accumulation.	All Students	Ongoing throughout the year until June 2015	All Lead Teachers; Students; Parents; Counselors

The CAT, Physical Education and Academic Departments plan to hold a "Parent Night." Parents will be invited to take a class in their student's respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.	All Parents	Ongoing throughout the year until June 2015	All staff
Identifying teachers to sponsor extracurricular activities	All Faculty	Ongoing throughout the year until June 2015	Administration and Lead Teachers
Teachers and BETAs will hold lunch and learn sessions regularly for students to make up work and seek remediation. These lunch and learns are usually very productive as the small group settings makes for one-to-one sessions with teacher/BETA	Bottom one-third	Ongoing throughout the year until June 2015	Teachers and BETAs

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will work in collaborative groups to plan targeted instruction to meet needs of sub-population groups
- Weekly meetings amongst selected faculty members will be held to discuss the alignment of standards and all instructional materials.
- Create a parent information and resource center for parents of Fordham High School for the Arts we will allocate approximately \$500 - \$1000 to create this resource center.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Bi-weekly and monthly meetings among key stakeholders to assess the efficacy and progress of professional development and extracurricular activities implemented. This will occur throughout the year during interim progress intervals which will occur three times during a semester for a total of six per year. Measurable benchmark will be the January 2015 Regents Exam pass rate for students in cohort 2015. At least 72% of the cohort will have fulfilled state examination requirements for graduation as currently 68% meet those requirements.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers, Department Leads and Administrators at Fordham High School for the Arts (FHSA) drafted the CEP goals and shared their drafts with the whole department, where it was edited during common planning time. Department Leads/TLPer and teachers met to revise into a final document, which was shared in a SLT meeting with the school’s key stakeholders prior to submission.

Based on the 2013-2014 NYCDOE High School Quality Snapshot for Fordham High School for the Arts, our school was rated as “well developed” in engaging in structured professional collaborations. As collaborative teams, we use an inquiry approach that promotes shared leadership and focuses on improved student learning based on data-driven protocol. The staff participates in frequent professional development opportunities in order to hone the skills necessary to implement the school’s instructional focus: student-driven debate and discussion. Although pedagogy is effectively developed, ensuring the full engagement of students through questioning and assessment needs improvement (Danielson 3b). Further professional development opportunities, as well as utilizing current staff members with exemplary pedagogical skills is necessary to guarantee complete student engagement, which includes having multiple opportunities for deeper thinking and synthesis of information. Currently, the staff is leveraging Learning Activity Technology Infused classrooms with a focus on problem – based learning assessments in order to transition teachers from a role as a lecturer to a role as a facilitator. Continued support in this area will refine the staffs’ ability to design formative assessment tools to monitor and track student participation. In this capacity, teachers are able to strategically guide discussions to include stopping points to question and/or challenge student thinking, as well as opportunities for student synthesis.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, ongoing professional development will be provided so teachers can use ongoing formative assessments tools to monitor and track student participation, understanding, and content specific skills which will result in 3% increase in the course pass rate from the previous year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Teachers meet to review student work products to evaluate current pedagogical practices, implement differentiation strategies that are applicable for all classes, assess curricula alignment, and modify lessons and	IEP/ELL students who haven't	Ongoing throughout the year	All Faculty

units based on data and student feedback.	passed NYS Regents Examinations	until June 2015	
Math and ELA departments meet with BETAs to review student operational and achievement data bi-weekly. Action plans are created on a bi-weekly basis to address gaps and promote growth where we see success.	Math, ELA Departments, BETAs and SD	Ongoing throughout the year until June 2015	Math, ELA Departments and SD
Hold "Faculty Classes" during select common planning periods, in which teachers attend a class in one of the 5 arts discipline and/or Physical education. This will inform academic teachers about the content taught in each department developing deeper understanding across arts, academics and physical education and will thus open up more opportunities for collaboration	All Faculty	Ongoing throughout the year until June 2015	All Faculty
Engage in observations of teachers who possess exemplary pedagogical skills related to the implementation of formative assessment tools.	All students	Ongoing throughout the year until June 2015	Teachers, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Continued guidance in the analysis of lessons/units of study and the formative assessments used in lessons/units for differentiation (struggling as well as advanced students) ensuring alignment to the Common Core Learning Standards
- Student work analysis to adjust instruction and differentiation
- Opportunities for teachers to work with coaches and partners in a small group setting to develop, review, and ensure that assessments are of high quality
- Designing classroom structures to teach executive function skills along with academic content
- Infusing technology as a tool for differentiation, collaboration, and assessment
- Per Session is offered by the school and the network for after school and before school sessions. The sessions are for approximately 5 teachers, 4 days a week @ 2 hours a day. The network also offers per session which meet in teams by department 1 – 2 days a week for approximately 2 hours

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Weekly, Monthly and Quarterly meetings with partners and key stakeholders to assess the efficacy and implementation of formative assessments and growth of collaboration school progress will be monitored by 3% increase in scholarship data from marking period 1 to marking period 2 Fall and Spring Terms.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Reflective practice occurs in an environment where there is collaboration, use of meaningful data to differentiate Professional Development for our beginner, intermediate, and advanced teachers, and thoughtful discussion regarding instruction and student achievement. Scheduled into the daily routine at Fordham High School for the Arts are professional development opportunities that provide teachers time to inquire about practice, study individual and group student data through Looking at Student Work via an inquiry approach, develop best practices in alignment with the Charlotte Danielson’s Framework for Teaching, and ensure accountability for school-wide goals as addressed in the Comprehensive Educational Plan (CEP).

In order to deepen instructional practices, administration has implemented the following to improve school structures for the 2014-2015 academic year

- Development of Teacher Leaders to conduct inter-visitations using the Danielson Framework
- Building teacher conceptual understanding of Hess’ Cognitive Rigor Matrix to reinforce the implementation of rigorous instructional materials to ensure that students are engaged in high-level cognitive activity aligned to CCLS
- Each department (Creative Arts, English, Mathematics, Science, Social Studies and Special Education) has been assigned a Lead Teacher as a result they are sharing with their respective peers during team meetings promising practices, professional articles and journaling. Teachers have undergone a series of sessions with administration and Achievement Instructional Support from the Network in various content areas such as Mathematics, English Language Arts, Science and Social Studies. Together, Lead Teachers conduct daily inter-visitations to assist administration in providing teachers with frequent, constructive, and timely feedback to ensure that all teachers are knowledgeable and expectations are set from the onset with the Danielson Rubric so that teachers can implement best teaching practices in the classroom to address the diverse needs of the student body. Teacher Leaders support teachers and teacher teams with incorporating rigorous CCLS units and tasks to curriculums.
- We continued with our master schedule that was developed during the 2012-2013 academic year where students were scheduled for 75-minute blocks for first and second periods for courses that terminate in regents exams to ensure that class periods are long enough to foster deep, analytical thinking and time for processing. All teachers (excluding the Creative Arts) were scheduled to have a preparation period at the same time to provide teachers ample time (Prep and Common Planning) to receive professional development from administration, Teacher Leaders, and our Educational Consultants. Professional Development sessions were crafted to review rigor / Depth of Knowledge, CCLS alignment and task creation as well as lesson planning. Additionally, this time was provided so that teacher can work in their Professional Learning Communities to collaborate around student achievement goals by using the school’s protocol for “Looking at Student Work.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The intended outcome of this goal is to improve teacher pedagogy that supports the school’s instructional focus and meet the learning needs of our students so that student performance in all content areas and on high stakes examinations (state and national) will improve by 3% for the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Use data to identify goals and assess instructional effectiveness	All Faculty	Ongoing throughout the year until June 2015	All Faculty
Support student and adult learning	All Faculty and Students	Ongoing throughout the year until June 2015	All Faculty
Promote continuous improvement in teaching and learning at the school and department levels	All Faculty	Ongoing throughout the year until June 2015	All Faculty
Monitor Progress in alignment of curriculum, instruction and assessment	All Faculty	Ongoing throughout the year until June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The use of Achievement Instructional Support from the Network in various content areas such as Mathematics, English Language Arts, Science and Social Studies. Ensuring the efficacy of Teacher Leaders during daily inter-visitations to assist administration in providing teachers with frequent, constructive, and timely feedback. Per Session is offered by the network for After school and before school sessions. The sessions meet in teams by department 1 – 2 days a week for approximately 2 hours. The teams consist of 10-12 teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	Grants	
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

The success of this goal will be examined and tracked through classroom observations conducted by administration, teacher inter-visitations, departmental walkthroughs, CCLS aligned curriculums, lesson plans which incorporate CCLS tasks, student work products and professional development surveys. Student performance on benchmark assessments and high stakes examinations will also factor into how the school community examines and tracks to understand success towards these goals. Progress will be measured by 3% increase in pass rate from Fall Mid-Term examinations to Fall final examinations.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers, Department Leads and Administrators at Fordham High School for the Arts (FHSA) drafted the CEP goals and shared their drafts with the whole department, where it was edited during common planning time. Department Leads/TLPers and teachers met to revise into a final document, which was shared in a SLT meeting with the school’s key stakeholders prior to submission. According to the 2013-2014 NYC school survey report, Fordham High School for the Arts the overwhelming majority of parents felt that the school makes them feel welcome. Furthermore, other family related survey questions showed that Fordham High School for the Arts does an excellent job of keeping both parents and students informed on programs and opportunities that students can participate in to advance their learning. While the survey results do not indicate an immediate need for remediation, improvement is always encouraged.

During the 2013-2014 school year we had two rounds of parent-teacher conferences, one in the Fall and one in the Spring. The dates of the conferences aligned with the release of student’s progress reports in order to communicate clearly to parents. We color-code progress reports to help express student alignment with school wide goals of passing (green) and college readiness (blue). Should a student be off track, their progress report was red, which signaled to parents and teachers that an action plan needed to be made for the student to catch up and make up missing assignments and content.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, there will be increased opportunities for parent engagement such as Family Day, Project Presentations and a component of Parent Feedback on projects. This will be done in efforts to make parents and families feel more welcomed and encouraged to engage with the school, resulting in a 3% increase in students passing the June 2015 regents examinations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents/Guardians have the opportunity to come and watch their student engage in the material. This will occur once a semester, particularly towards the end of a unit when more projects and discussions occur.	All students	Ongoing throughout the year until	Instructors of the class as well as department lead.

		June 2015	
Developing an action plan that includes outreach to parents, a strong sense of community is fostered as teachers in all content areas maintain relationship with families in the school community through consistent outreach via phone, email, EngradePRO, or scheduled meetings ensure all students are supported and a sense of team building and nurturing is evident throughout the academic year.	Students who receive 65 or below on 2 nd report card of semester	Ongoing throughout the year until June 2015	Lead Teachers, students, parents, counselors
The Creative Art Team, Physical Education and Academic Departments plan to hold a "Parent Night." Parents will be invited to take a class in their student's respective disciplines and classes. In addition, interested faculty would also be invited to foster stronger relationships between parents and teachers.	All students	Ongoing throughout the year until June 2015	All Staff
Blue Engine Teaching Assistants (BETAs) call families weekly to inform them of students who have excessive absences, or are missing several homework's in one week. Additionally, BETAs communicate with families on a weekly basis for students to stay for extra help after school. BETAs support lead teachers in sending home regular progress reports and ensuring follow-up by student/families.	All students	Ongoing throughout the year until June 2015	BETAs and Teachers

Part 4 – Resources Needed

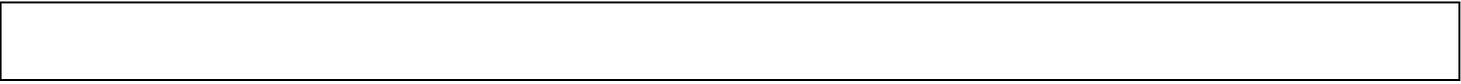
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Fordham High School for the Arts will:</p> <ul style="list-style-type: none"> • Create a parent information and resource center for parents of Fordham High School for the Arts students • Inform and involve parents in various activities within the school • Academic Workshops for parents (e.g. Parent Night and Family Day) • Per Session is offered to teachers and staff who are involved in these activities. We will offer per session to approximately 2 teachers, 2 days a week @ 1 hour a day.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Monthly SLT and PA meeting will monitor all parent involvement activities and give parents an opportunity to assess the school's progress and the efficacy of outreach to parents. Mid-point benchmark will be the Fall Term final examinations. Progress will be measured by a 3% increase in pass rate from Fall mid-terms to Fall final examinations.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students at risk of scoring below the approved passing grade on state assessments	Interactive Writing, Blended Learning, 75 minute block of instruction	Small Group, one-to-one	During the school day
Mathematics	Students at risk of scoring below the approved passing grade on state assessments	Blended Learning, 75 minute block of instruction	Small Group, one-to-one	During the school day
Science	Students at risk of scoring below the approved passing grade on state assessments	75 minute block of instruction	Small Group, one-to-one	During the school day
Social Studies	Students at risk of scoring below the approved passing grade on state assessments	75 minute block of instruction	Small Group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified through their IEP mandated services	Counseling by Social Worker and/or counselor by caseload	Small Group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Fordham High School for the Arts has been deemed a school "well developed" according to the New York State Education Department's Report Card. Additionally the school has received an "A" for five consecutive years on the New York City Progress Report (2008-2009; 2009-2010; 2010-2011; 2011-2012; 2012-2013; 2013-2014). We will visit and recruit from Teach for America and Teaching Fellows to attract highly qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We will continue to provide professional development in CCLS and related "best practice" and "promising practice" strategies to encourage teacher retention. Teachers including Lead Teachers will continue to participate in school, Citywide, and Network Professional Development sessions on Danielson Framework and CCLS, Writing Argumentative Essays and Depth of Knowledge to support teachers in their efforts relative to curriculum development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NA

4b. 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.

Fordham High School for the Arts has a school local measures committee that is comprised of eight members of the school community, who are responsible for reviewing assessment data to identify areas of strength and areas for improvement. These areas of strength and areas for improvement are used to determine which assessments will be used for measures of student learning. Identified areas of improvement are reviewed and communicated to teachers after which, teacher leaders and administration design professional development for the academic school year.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$331,692	X	p. 9-13
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$19,857	X	p. 9-13

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Fordham High School for the Arts in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. Fordham High School for the Arts 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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 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;

The 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 and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	417	Total number of ELLs	24	ELLs as share of total student population (%)	5.76%
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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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	1	1	1	4
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	5	1	0	5	1	3	14	2	5	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	5	1	0	5	1	3	14	2	5	24
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	5	5	2	22
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	11	5	6	2	24								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0				0
Intermediate(I)										4	2			6
Advanced (A)										7	3	6	2	18
Total	0	11	5	6	2	24								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Fordham High School for the Arts administers diagnostic examinations in all grade levels. The insights that the data provides about our ELLs include deficiencies in both literacy and content area skills so that the pedagogical staff can develop intervention strategies to hone in on the required skills/content that needs to be further developed to increase student proficiency levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The RNMR report is not available as of September 24, 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students were provided alternative additions of the assessment, however, students opted to take exam in English.
b. N/A
c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Administration reviews are Common Core Learning Standards-aligned curricula to ensure that a child's second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers of these students can meet on a weekly basis to plan and discuss pedagogical strategies to ensure student success. The ESL teacher and content teacher collaborate in teams weekly by content area in order to address ELL student language acquisition need in addition to content.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Fordham High School for the Arts' focus for the 2013-2014 school year is to build upon the foundations we have developed in implementing the Common Core Learning Standards with an infusion of technological usage via our iLearnNYC program to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention monitored through the various technology programs at platforms at the school (i.e., Datacatation, Engrade, and iLearn) will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled intervals in Teacher Team Meetings. Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful feedback is key for the successful implementation of our focus.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The initial screening (HLIS, informal interview, LAB-R/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are provided by the trained ELL coordinator and certified ELL/ESL teacher along with an appropriate translator. Parents are shown the video at the initial screening and at the fall and spring orientation. The parent video identifies for parents the various English as a Second Language Option available within a school. If the student scores below proficiency on the LAB-R, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent home by mail. If the parent does not return the Parent Survey and Program Selection Form, the default is TBE. This is done within 10 days of enrollment. Parents are then invited to an additional ELL Parent Orientation in the fall and spring.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

A newly identified ELL as determined by the HLIS and LAB-R is placed in the program model selected by the parent on the parent choice program selection form. Parents will be informed of the decision via Entitlement Letters sent home in the native language. If the parent selects bilingual, and the school does not have enough students to form a bilingual program, the school provides ESL instruction at a minimum. Placement letters are distributed by the ELL Coordinator in the parent's native language to inform parents of this. These letters are maintained in the student personnel file in the ELL Coordinators office. The parent will be informed in writing that the child's name will be recorded on a list and that when the list reaches the appropriate number of students (20), as

delineated in CR Part 154, the school will create a bilingual program. Parents will be informed of this in writing and are given a list of alternative schools offering their program choice. All information is provided in English and in the child's home language. Additionally, if a parent's choice is not currently available in the school and the parent would like to transfer their child, the school will send an e-mail requesting to transfer the student ELLPROGRAMTransfers@schools.nyc.gov.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is freestanding ESL. All 24 parents have selected freestanding ESL as their program of choice. The program model offered at our school is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered through the:

- a. Organizational models – ICT(Co-Teaching), Free Standing ESL
 - b. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

ELLs are evaluated in their native language. ELL's have the option to participate in alternative assessments in their native language. This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language and are given this opportunity to do so in class assesmant as well as on State assessments. The rationale behind this approach is that we believe that profiency in the native language supports efficiency in the second language acquisition process.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As per the NYCDOE Citywide Instructional Expectations, all curricula at Fordham High School for the Arts is aligned to the Common Core Learning Standards. As such, students are provided curricula in English, Science, Social Studies, Math, Physical Education and the Arts that involve reading, listening, speaking, and writing. Students are given Performance Based Tasks as well as formative and summative assessments that test these areas. Teachers of ELLs are provided school-based sponsored professional development as well professional development provided by NYCDOE and our Children's First Network. Administration and Teacher Teams review curriculum and testing assessments on an ongoing basis throughout the academic year.
6. How do you differentiate instruction for ELL subgroups?
 - 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).

Differentiated instruction for ELL subgroups:

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

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

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

d. LONG TERM ELLs (6+ years) – The focus is on developing social and emotional support in the language acquisition process. This is in addition to all the other instructional services provided to all other ELLs. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	N/A	N/A

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

Social Studies:	0			
Math:	0			
Science:	0			
Spanish	4			

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

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

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

	Beginning	Intermediate	Advanced
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.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

2. Teachers of ELLs receive an extensive weeklong training a week for school starts that is facilitated by consultants hired within the NYCDOE. In addition, teachers receive ongoing professional development and participate in workshops sponsored by the DOE, our CFN, and school throughout the academic year. Teachers in humanities department meet weekly with the school's Achievement Coach to ensure that curricula is aligned to CCLS.

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

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

D. Parental Involvement

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Fordham HS for the Arts		School DBN: 10x437	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Iris Blige	Principal		
Michael Johnson, Jr.	Assistant Principal		
N/A	Parent Coordinator		
Rhonda Mitron	ESL Teacher		
Nilka Martell	Parent		
Lizette Sierra Villegas / ESL	Teacher/Subject Area		
Atif Khalil / History	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Pauline Appleton	Guidance Counselor		
	Network Leader		
	Other _____		
	Other _____		
	Other _____		

	Other _____		
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

