



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

10X438

School Name:

FORDHAM LEADERSHIP ACADEMY FOR BUSINESS & TECHNOLOGY

Principal:

MARYANN TUCKER

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Fordham Leadership Academy for Business & Technology School Number (DBN): 10X438
School Level: High School Grades Served: 9-12
School Address: 500 East Fordham Road Bronx NY 10458
Phone Number: 718-733-5024 Fax: 718-295-3674
School Contact Person: MaryAnn Tucker Email Address: Mtucker2@schools.nyc.gov
Principal: MaryAnn Tucker
UFT Chapter Leader: Donna Anglin
Parents' Association President: Rosario Gonzales
SLT Chairperson: Dr. Freddy Cedeno
Student Representative(s): Nicole DeLeon and Celine Ortiz

District Information

District: 10 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace – Bldg. A- Room 141 Staten Island, NY 10301
Superintendent's Email Address: AHorowitz@schools.nyc.gov
Phone Number: 718-421-5657 Fax: 718-421-5677

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Margaret Struk

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 School Comprehensive Educational Plan (SCEP) 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:

- 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*.
- 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.**
- 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)
MaryAnn Tucker	*Principal or Designee	
Donna Anglin	*UFT Chapter Leader or Designee	
Rosario Gonzales	*PA/PTA President or Designated Co-President	
Marie Reyes	DC 37 Representative, if applicable	
Nicole DeLeon and Celine Ortiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judy Clemetson	Member/UFT Representative	
Dr. Freddy Cedeno	Member/CSA Representative	
Melody Crooks	Member/School Administrator	
Brenda Holmes	Member/PA Vice President	
Sarah Asnie	Member/PA Secretary	
Patrick Frank	Member/PA Treasurer	
Marilu Brava	Member/Parent	
Magaly Pena	Member/Parent	
Irma Kelley	Member/Parent	
Xiomara Pescador	Member/UFT Representative	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
6. **Step 3:** 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.
7. **Step 4:** 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.
8. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
9. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our Community captures the enthusiasm and energy of students by providing College and Career Learning in fields such as Journalism, Drama, Creative Writing, AP classes, JROTC and College Now. Our students are immersed in applications of theories learned in the classroom through experiential learning opportunities as well as paid internships with Capital One Bank.

Some Seniors are placed in an advisory that meets daily to develop goals for their College and Career plans. Our partnership with Fordham University provides additional resources to assist students in exploring their College/Career preferences. Let's Get Ready prepares our students for SAT exams and supports their College searches by visiting colleges in the Tri-State area and assisting students in writing their college essays and creating a personal resume.

Mission Statement:

Fordham Leadership Academy for Business & Technology will create a community of diverse life-long learners. Fordham Leadership Academy will graduate all students as confident, goal-oriented, well-adjusted individuals who possess the skills and knowledge of the 21st Century and the values necessary to be successful in a changing world.

Statistics:

Grades: 9-12

Enrollment: 460

Attendance: 82.7%

Male Students – 62%

Female Students – 38%

Title 1 – Free lunch 85.3%

Ethnic Make-up: Hispanic: 68%

Black: 28%

Asian: 3%

White: 1%

IEP Students: 24%

ELL Students 18%

Collaborations:

CFN 551

- Provides Professional Development on the Inquiry Cycle, Compliance Issues concerning SWD's and ELL's
- Workshops to support MOSL and Advance
- Teacher Coaching
- Administrative Support

Counseling In Schools:

- CBO provides social worker for our At-Risk students who have issues with attendance, and social emotional health

Bronx Community College:

- College Now Program – students can receive college credits for classes taken at TREC building

Fordham University:

- Let's Get Ready – SAT preparation classes
- NYS/NYC Regional Bilingual Education Resource Network (RBE-RN)

School Renewal Initiative:

- Initiative began September 2014 with intention of transforming our school into a Community School and providing increased academic supports.

School Strengths:

10X438 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	446	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	19	# SETSS	5	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	5	# Drama
				N/A
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.9%	% Attendance Rate		82.8%
% Free Lunch	85.7%	% Reduced Lunch		5.2%
% Limited English Proficient	17.6%	% Students with Disabilities		27.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		29.6%
% Hispanic or Latino	66.1%	% Asian or Native Hawaiian/Pacific Islander		2.2%
% White	2.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	55.6%	Mathematics Performance at levels 3 & 4		58.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.7%	% of 2nd year students who earned 10+ credits		64.6%
% of 3rd year students who earned 10+ credits	59.0%	4 Year Graduation Rate		40.4%
6 Year Graduation Rate	69.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	446	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	19	# SETSS	5	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	5	# Drama
				N/A
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		84.9%	% Attendance Rate	82.8%
% Free Lunch		85.7%	% Reduced Lunch	5.2%
% Limited English Proficient		17.6%	% Students with Disabilities	27.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	29.6%
% Hispanic or Latino		66.1%	% Asian or Native Hawaiian/Pacific Islander	2.2%
% White		2.0%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.34	# of Assistant Principals (2014-15)	4
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		55.6%	Mathematics Performance at levels 3 & 4	58.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		70.7%	% of 2nd year students who earned 10+ credits	64.6%
% of 3rd year students who earned 10+ credits		59.0%	4 Year Graduation Rate	40.4%
6 Year Graduation Rate		69.6%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School		X		
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

- We maintain a culture of mutual trust and positive attitude that support the academic and personal growth of students and adults.
- Social emotional needs of our students are addressed through a CBO –Counseling in Schools. Our purposefulness in hiring

strategies led us to create an extensive Guidance Department to address students emotional/social needs with four (4) Guidance Counselors, two (2) Social Workers and two (2) Deans.

- Transcripts and student records are maintained with due diligence. Counselors meet with individual students on a regular basis to review their progress, grades and attendance.

Accomplishments:

- Decreased the caseload of Guidance Counselors so that more students are supported individually with academics and College and Career Readiness. Guidance Counselors loop with grade level caseload to encourage stability and awareness of each student. School purchase of NAVIANCE guarantees all students access to important information regarding College or Career choices.
- The climate of the school has improved significantly with the addition of two (2) Deans which reduces issues that may lead to suspensions.
- Improvements are being made with Chronically Absent Students by providing Mentor Support. Although our Attendance rates still do not meet the Chancellor's Citywide expectation of 90% we are continuously striving to meet expectations.
- Through the support of School Renewal Initiative, we are beginning to see shifts in teacher practice and mindset.

Challenges:

- Our Instructional focus is to create rigorous tasks so that all students are intellectually engaged in cognitive struggle. To ensure that all students are provided with rigorous and challenging instruction we are moving away from teacher centered instruction to student centered environments.
- Continuation with our Attendance Initiative to meet City-wide expectations, as attendance impacts student achievement.
- We are diligent in our efforts to provide additional opportunities for Parent engagement.

DTSDE Tenet(s):

- The tenet which we have shown the most growth is **Tenet Six – Family and Community Engagement**.
- The school received *Highly Effective* for this statement of practice. The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.
- The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and the social emotional growth and well-being.

- The tenet which we need to focus on is **Tenet Three – Curriculum Development & Support**.
- Teachers need to ensure that Unit and lesson plans are aligned appropriately to CCLS and introduce complex Tasks that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

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Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
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Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	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.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	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 outcomes.	D

Part 1b. Needs/Areas for Improvement:

Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.

Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- Although the school has purchased Atlas Rubicon, which is curriculum aligned to CCLS, the implementation does not always match the appropriate grade level. Due to the implementation inconsistently matching grade appropriate level, students are often not provided with rigorous tasks, stimulating higher order thinking skills.
- We have established structures for teacher collaboration, teachers do not typically plan rigorous curriculum that incorporates technology or opportunities for multiple entry points for diverse learners.
- There is an inconsistent use of formative assessment across the classrooms and a need to strengthen gap analysis and inquiry to inform instruction. The areas of focus are referenced in our AQR (March 25, 2014) and the FQR (September 2014).

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 75% of all teachers will implement a minimum of 2 rigorous appropriate grade level subject area lessons each week, aligned to CCLS that include multiple entry points for all learners and as a result student achievement will increase with a minimum of 5% growth in major content areas in the NYC Performance Assessment.

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: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement 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?
Through conversations taking place in teacher Professional Development, classrooms, and on the School Leadership Team, the school community will agree on and adopt common language on struggle and the academic and personal behaviors that allow for productive struggle. Teachers will plan and implement “struggle lessons”.	All School Staff Members and School Community	Sept. 2014- June 2015	Principal Assistant Principals HSRI Director, HSRI Coaches Network Consultants
School Intervention Team meets to discuss strategies and curriculum modifications for SWD’s. Deepen the teacher team structure and the use of Inquiry cycle and gap analysis to modify curriculum to ensure entry points for all learners (SWD’S and ELL’s).	Teachers	Sept. 2014- June 2015	Principal Assistant Principals Teachers, Guidance Counselors and Network Special Education Instructional Coach
School leaders in collaboration with teachers developed a common definition of Instructional Focus, Rigor and the word Tenacious to describe our students. This will shift teacher practice in which classrooms will now be student centered as opposed to teacher centered. This gives students opportunities to “struggle” with curriculum.	Teachers	Sept. 2014- June 2015	School leaders, teachers, HSRI Director , HSRI Coaches and Network Consultant
Selection of uniform formative assessments to be utilized during lessons to check for student understanding. Common Rubrics are utilized by teachers and students for self-assessment on all Tasks and projects. Tasks are rigorous and challenging for students to “struggle” with in order to learn.	Teachers	Sept. 2014- June 2015	Principal Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Director of School Renewal, Metamorphosis Agents of Change PD, research on Personal & Academic behaviors that lead to success, Common Planning Time, WITsi PD, Teachers, Principal and Assistant Principal and HSRI Coaches

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, 75% of teachers (9th grade Academy) will be observed a minimum of three times and have demonstrated growth in Component 1e as per Danielson and the Formative Assessments.
- By February 2015 75% of teacher teams will be using the Rigor Task Analysis Checklist to plan lessons.
- By February 2015 75% of all teachers will be using Atlas Rubicon more completely as school leaders review site for appropriate grade level and entry points for diverse learners.
- By February 2015 75% of all teachers will implement at least one rigorous task per week.
- By February 2015 uniform teacher assessments aligned to CCLS and NYC Performance Assessment will show an increase in student achievement in all major content areas.
- School leaders will review monthly class assessments (summative and formative) to analyze student achievement and rigor of lessons during Teacher Feedback Conferences.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- The school’s Guidance Dept. is actively involved in student achievement, meeting frequently to monitor student attendance and classroom grades. Their work is reviewed by school principal and Assistant principal.
- Guidance Counselors are accessible to students and families. All students are assigned to a GC.
- The school has two (2) Deans who are visible at all times and actively engaged with students, school leaders, and Guidance Counselors/Social Workers. One Dean and one additional Social Worker were hired this year to support and sustain a positive environment for all students.
- Incoming freshmen have been assigned to a 9th grade academy.
- The areas of strength are referenced in our AQR (March 25, 2014) and the DTSE (April 2013) and The Learning Environment Survey (2013-2014).
- Although we are strong in the aforementioned areas we recognize the need to continue to focus on our Attendance rates as it impacts on student achievement. Our goal is to continue to make increased progress toward the Chancellor’s Citywide Attendance rate of 90% for all students.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the Targeted Chronically Absent students, including SWD's, ELL's, SIFE and STH will improve their attendance rate by 5% and as a result the school-wide Attendance rate will also increase.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
Identify students who were absent from school 20 or more days for 2013-2014 School year. Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.	Chronically absent students 20 or more days	September 2014- June 2015	Administrative Consultant, Leaders, Teachers, Attendance Teacher Counselors, Social Worker, CBO, Support Staff, PC.
Provide professional development for Attendance Team on data tracking spreadsheet. Data is monitored weekly and GC collaborate with Cohort Team to discuss students with attendance concerns.	Teachers, Guidance Counselors, Administrators, CBO, Support Staff, PC	September 2014- June 2015	Administrative Consultant, leaders, Teachers, Attendance Teacher Counselors, Social Worker, CBO, Support Staff, PC
Send correspondence to parents for target population in the Fall 2014 stressing good attendance and providing a short synopsis of this Attendance Initiative.	Parents/Guardians of targeted group	September 2014- June 2015	Counselors, Attendance Team members
Create a team of "Success Mentors" from within staff and students who will support the students by meeting with them and discussing concerns and strategies for success.	Teachers, Attendance Teacher Guidance Counselors, Social Worker Administrators, CBO, Support Staff, PC, Junior & Senior students	September 2014- June 2015	Administrative Consultant, leaders, Teachers, Attendance Teacher Counselors, Social Worker, CBO, Support Staff, PC

Part 4 – Resources Needed

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

adjustments, etc.
Various school personnel, Common Planning Time, Incentives

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
AIDP for Attendance teacher													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<p>By February 2015 15% of targeted Chronically Absent students will show improvement in daily attendance. Weekly Team meetings and utilization of ATS reports for tracking purposes will be used to evidence this improvement.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- Across classrooms, teaching practices are beginning to reflect a set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the Instructional shifts.
- Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in student work products, including the work of ELL's and SWD's.
- The areas of focus are referenced in our AQR (March 25, 2014), DTSE (April 2013) FQR (September, 2014).

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 75% of all teachers will demonstrate teaching practices that promote high levels of student engagement in CCLS aligned rigorous tasks as measured by the Danielson Framework 3b,3c,3d. As a result Student Achievement in writing claims, counterclaims and citing evidence towards writing Argumentative essays will increase to meeting standards of Level 3 on the CCLS rubric.

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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Develop a common definition of Rigor and communicate it to all school stakeholders. Develop an agreed upon rubric for assessing the rigor of tasks (HSRI designed Rigor Checklist). 	Entire school community	September 2014 – June 2015	Leadership HSRI Coaches Network Instructional Specialists
<ul style="list-style-type: none"> Provide PD (WITsi, Metamorphosis, Engage NY, Atlas Rubicon, Essential Questions, Analyzing Student work, Lesson Planning, and Learning Objectives) and coaching on planning cognitively engaging tasks and using DOK 3 & 4 for framing questions. Build teacher understanding of multiple entry points so all learners can be cognitively engaged in tasks. School leaders and teachers will conduct PD with parents to share instructional goals and vision. 	All Teachers with focus on 9 th Grade Academy Teachers	September 2014 – June 2015	Leadership HSRI Director and HSRI Coaches, Network Instructional Specialists and Network Consultants
<ul style="list-style-type: none"> Plan, revise and be held accountable for implementing CCLS aligned tasks in lessons. Align tasks to essential questions and the school definition of rigor. 	Teachers, Teacher Teams	September 2014 – June 2015	Leadership, HSRI Director, HSRI Coaches Network Instructional Specialists and Network Consultant
<ul style="list-style-type: none"> Teacher Teams will assess Learning Objectives to support rigorous instruction in classrooms. School leaders will monitor the work of the Teacher teams. Monitoring is done by attending team meetings, collection of agendas and team work products. 	Teacher Teams	September 2014 – June 2015	Leadership, HSRI Director, HSRI Coaches, Network Instructional Specialists and Network Consultant

Part 4 – Resources Needed

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

WITsi, Metamorphosis, Engage NY, Atlas Rubicon, Director of School Renewal, Achieve 3000, Discovery, Reading Horizons and Castle Learning

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title 1 SWP

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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015 75% of teacher observations will rate teachers effective in one or more components from Danielson’s Framework for Teaching Domain 3 (b,c,d).
- By February 2015 all students will have completed a minimum of two writing samples using claim, counterclaim and citing evidence when writing an argumentative essay that will show growth to a minimum of Level 3 CCLS rubric.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- School leaders have multiple avenues of communication with staff, students and parents (ie. E-mail, USPS letters, Skedula, Achieve 3000 Parent Report, Report Cards, Teacher Progress Reports, Journalism Club newsletter, parent conferences, student conferences, School messenger, Town Halls, Academic celebrations, Professional Development, Team meetings, Subject area meetings, SLT, PA Meetings, Open School Conferences, Sports and Competitions, and teacher observations with immediate feedback/follow-up on areas of focus.
- School leaders make strategic decisions about human programmatic and fiscal resources to support school improvement and student achievement.
- Although the AQR (March 25, 2014) DTSE (April 2013) and The Learning Environment Survey (2013-2014) rated us Effective in all areas of Tenet 2, according to the FQR (September, 2014) it was observed that school leaders do not consistently communicate high expectations to the school community.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will consistently communicate high expectations resulting in 20% of all teachers moving from Developing to Effective in Danielson's Domain 3 (b,c).

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
School leaders have designed a schedule of targeted and frequent observations utilizing Danielson’s Framework for Teaching and the required additional Formative Assessments (HSRI) to ensure that all teachers are receiving a minimum of one observation (formative or evaluative) per month. The area of focus will be Danielson’s Component 3c. Administrative team meets to norm observation ratings and work in teams to deepen the quality of feedback provided to teachers. Network consultant provides coaching for appropriate actionable feedback on observations for the new Assistant Principal.	Teachers	September 2014 – June 2015	Leaders, HSRI Director, Network Consultants
Administrative Cabinet meets monthly to assess that feedback and next steps for teachers are being followed sequentially by all leaders. This procedure strengthens the norming of observation feedback and ratings and drives the work of school leaders in the area of teacher practice. Information is shared with HSRI Director	Teachers	September 2014 – June 2015	Leaders, Network Consultants
In order to increase Parental Engagement the SLT, Parent Meetings, and Parent Workshops will continue to address areas of parental concerns such as College and Career Readiness, Student Achievement Attendance and the HS Renewal Initiatives and action plan.	Parents	September 2014 – June 2015	Leaders, HSRI Director, and Network Consultants
Professional Development (WITsi, Metamorphosis, Essential Questions, Inquiry Work, etc.) will be provided on an ongoing basis to improve individual and school-wide practices in the critical areas - student achievement, curriculum & teacher practices that make progress toward mission-critical goals.	Teachers	September 2014 – June 2015	Leaders, HSRI Director, HSRI Coaches, and Network Consultants

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development, Common Planning Time, Consultants and Coaches.

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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:

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

By February 2015 75% of teacher observations will rate teachers effective in one or more components from Danielson’s Framework for Teaching Domain 3c.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

The school atmosphere is welcoming and the school’s “open door policy” and translation for all parents in their native language, supports an environment of mutual trust, and fosters a feeling of belonging.

To strengthen our parent engagement efforts we will provide additional opportunities for parent involvement through CBO’s and school based workshops or meetings.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 Parent engagement opportunities will increase and as a result parent attendance at meetings and workshops will increase by 5%.

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</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Parent Coordinator and Executive Board of PA will offer incentives ie. raffles, certificates) to parents in an effort to increase attendance and participation. Workshops of parental interest will be offered including topics such as Immigration, ESL classes, etc.	Parents	September 2014-June 2015	Executive Board of Parent Association, Parent Coordinator Guidance Counselors, Outside agencies
Executive Board will make phone calls to parents in an effort to increase attendance and participation by establishing a more personal relationship with parent community at large.	Parents	September 2014-June 2015	Executive Board of Parent Association, Parent Coordinator
Outreach to various Community Based Organizations to provide additional resources for parents. At Parent Teacher Conferences various CBO's attend and offer information through handouts, brochures and take-aways.	Parents	September 2014-June 2015	Executive Board of Parent Association, Parent Coordinator
In collaboration among Administrators, teachers, parents and students, Fordham Leadership will host "It takes a Village Celebration".	Families	Spring 2015	Administration, teachers, Executive Board of Parent Association, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Executive Board of Parent Association, Administration, Teachers, Parent Coordinator

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		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Title 1 SWP													

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.				
By February 2015 we will review Parent Workshops and agendas as baseline information indicating if parent needs are being met.				
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 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)	Review of credit accumulation on student transcript, report cards, Attendance rates	Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery: <ul style="list-style-type: none"> • Regents Prep.org • Castle Learning • Reading Horizons • Achieve 3000 • PLATO • Teacher led classes in Regents Prep content 	<ul style="list-style-type: none"> • Direct small group instructions for Credit Recovery • Regents Preparation Classes • One-to-one AIS Tutoring 	<ul style="list-style-type: none"> • Monday & Wednesday-After School Program (3:15-6:30) • Saturday Academy (9:00-1:00) • Summer school (July – August 8:00-3:00 Mon.-Thurs.)
Mathematics	Review of credit accumulation on student transcript, report cards, Attendance rates	Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery: <ul style="list-style-type: none"> • Regents Prep.org • Castle Learning • Achieve 3000 • PLATO • Teacher led classes in Regents Prep content 	<ul style="list-style-type: none"> • Direct small group instructions for Credit recovery • Regents Preparation Classes • One-to-one AIS Tutoring 	<ul style="list-style-type: none"> • Monday & Wednesday-After School Program (3:15-6:30) • Saturday Academy (9:00-1:00) • Summer school (July – August 8:00-3:00 Mon.-Thurs.)
Science	Review of credit accumulation on student transcript, report cards, Attendance rates	Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery: <ul style="list-style-type: none"> • Regents 	<ul style="list-style-type: none"> • Direct small group instructions for Credit Recovery • Regents 	<ul style="list-style-type: none"> • Monday & Wednesday-After School Program (3:15-6:30) • Saturday

		<ul style="list-style-type: none"> Prep.org Castle Learning Reading Horizons Achieve 3000 PLATO Teacher led classes in Regents Prep content 	<ul style="list-style-type: none"> Preparation Classes One-to-one AIS Tutoring 	<ul style="list-style-type: none"> Academy (9:00-1:00) Summer school (July – August 8:00-3:00 Mon.-Thurs.)
Social Studies	Review of credit accumulation on student transcript, report card, Attendance rates	<p>Computer Programs which focus on additional Academic support, Regents Prep and Credit Recovery:</p> <ul style="list-style-type: none"> Regents Prep.org Castle Learning Reading Horizons Achieve 3000 PLATO Teacher led classes in Regents Prep content 	<ul style="list-style-type: none"> Direct small group instructions for Credit Recovery Regents Preparation Classes One-to-one AIS Tutoring 	<ul style="list-style-type: none"> Monday & Wednesday- After School Program (3:15-6:30) Saturday Academy (9:00-1:00) Summer school (July – August 8:00-3:00 Mon.-Thurs.)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Review of credit accumulation on student transcript, report card, Attendance rates	<ul style="list-style-type: none"> Mandated Counseling Services Counseling Services for At-Risk by CBO 	<ul style="list-style-type: none"> One on one counseling Small group counseling 	<ul style="list-style-type: none"> Before school hours During School Day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015 students who are participating in Enrichment programs will show an increase in attendance and subject area pass rates by a minimum of 10%.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

There is a growing consensus that we need to increase the time our students spend in school and get involved in school sponsored learning/fun activities. Since we are a Title 1 school often our students do not have access to enrichment activities or academic supports outside of the school itself. All of our students are encouraged to participate in Enrichment Programs to support and expand their learning outside the normal classroom walls.

Enrichment is offered in areas such as: Drama, Journalism, Music, Art, JROTC, Let's Get Ready (SAT Preparation), College Now, Mixed Martial Arts, Chess, Independent Girls Club, Gentlemen's Club, Computer Game Design, Flag Football, Swimming, Soccer, and Weight Lifting Club.

The academics which are addressed within clubs include content areas such as literacy, ELA skill building, writing enrichment, health, nutrition and mathematics. Students also participate in College and Career Readiness by using the program NAVIANCE with a guidance counselor providing small group sessions.

Plato Credit Recovery is offered to students in a Before School program. Our computer room opens everyday 1 ½ hours prior to the start of classes. Our Saturday program offers Credit recovery in subject areas (PLATO) and physical education. Students must meet required seat time for the credit recovery. This provides additional opportunities for students to accumulate credit in subject areas where they have failed the previous semester with a grade of 55%. Both of these programs are in addition to our After school AIS program.

ELL students attend tutoring two days per week with our Title III program. Approved software (Achieve 3000 and Reading Horizons) are utilized to support ELL students with literacy. Past performance has shown a significant increase in ELL students Lexile levels during the year by using both of these programs to bridge the deficit some students experience in language and reading levels. ESL teachers and subject area teachers are available for support.

Every afternoon, students can attend Homework Helper to address any content area presenting difficulty. Time is provided for students to "go deep" in core academic subjects, including time for project-based learning and hands-on activities. Students who need it get specific, intensive remediation in subjects where they're struggling.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including

- opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Teachers/Coaches set criteria that supports attendance and academic success for all students (SWD's and ELL's) by providing experiences that are fun and academically informative.
- Clubs allow for students to foster healthy emotional and social development through interactions with peers and teachers outside of a classroom setting.
- Students can acquire communication skills, healthy self-images, and appropriate relationships with their peers as they become actively involved members of the club of their choice.
- Students take ownership of clubs (perform plays, swimming performance, distribute a monthly newsletter, exhibit self-created art and musical instruments, participate in friendly competition, and learn socially acceptable skills.
- Let's Get Ready and College Now support skills necessary for college level academics.
- Nutrition and exercise are promoted in the physical education clubs such as Swimming, Flag football, Soccer and Weight lifting.
- Teachers are highly qualified in areas such as ELA, Math, Science, Music, Arts, Social Studies and Physical Education.
- Title III students will use the software programs, Achieve 3000 and Reading Horizons, to increase Lexile levels and close achievement gaps they may be experiencing.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

- Guidance Counselors encourage students to join at least one club of interest to:
- Help create an environment of respect and rapport with others (teachers/mentors and peers) in our school.
 - Establish a culture for positive, productive communication with other students and increase positive student behavior.
 - Manage routines and procedures that are necessary to establish a cohesive club; regular attendance is taken and students "buddy" with peers.
 - Incentives and trips are an integral part of encouraging participation and attendance for students (College trips, Broadway shows, Discovery Exhibit, Pizza parties, movie tickets, weekly sports competitions among TREC schools, etc.)
 - Academic support programs assist students with Credit recovery in addition to opportunities to make-up work/projects/research papers, etc. in order to achieve a passing grade.
 - Title III students are selected to attend support classes based on scores and attendance.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Administration, Highly qualified teachers and Guidance Counselors.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Teaching staff as mentors, physical education equipment, supplies, instruments, and incentives.
Scheduling within TREC to ensure physical space availability for physical education activities (gyms/swimming pool).

Part 3c. Timeline for implementation and completion, including start and end dates.

October 2014 – June 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015 10% of students report cards and Attendance will show improvements for those students participating in Enrichment Programs and ELT classes.

Part 5b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• 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 8: Title I Program Information

Directions:

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

- BEDS Survey indicates that teachers in place are 100% highly qualified
- When new teachers need to be hired, Administrators attend Teacher Fairs/New Teacher Finder/Teaching Fellows and assess during Interviewing Process
- All teachers are assigned to teach in license certified subject area and provided with a "Teacher Buddy/Mentor" for new hire support
- Professional development is provided by Network Instructional Specialists and highly recommended outside Consultants.

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).

- Professional Development is built around Teacher Needs Survey and Administration Criteria.
- All PD includes Teachers, Principal, Assistant Principals and Paraprofessionals responsible for daily instruction.
- Professional Development Workshops include: WITsi, Metamorphosis, Learning Objectives, Essential Questions, CCLS Alignment with Content Area, Inquiry Work, SYOP Strategies, RTI, Achieve 3000, Reading Horizons and Close Reading.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

- Teacher Teams design assessments and administer NYC Performance Assessments and norm student work
- Gap Analysis is done on student work
- Teacher Teams design rigorous tasks/instruction to support student achievement

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 (SCEP) 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$93,782.00		Pages 9, 13, 15, 18,and 21
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200.00		Pages 12, 22, 25, 26 and 27
Tax Levy (FSF)	Local	\$		

¹**Explanation/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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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 SCEP 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

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 Leadership Academy for Business & Technology**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 Leadership Academy for Business & Technology** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 77
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
 # of certified ESL/Bilingual teachers: 2
 # of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have targeted beginner, low intermediate and SIFE students that are in need of supplementary support in English Instruction. These students have been found lacking in basic phonetic skills that impact their success rate in content area classrooms. With supplemental instruction, students will be able to achieve passing grades and become successful in passing Regents exams as well.

Students will attend classes during the After School Program - Monday & Wednesday 3:30-6:30. The program will begin 2/4/15 - 6/16/15 and run for 30 sessions. Additional school funds will be used to supplement the program for these dates. See sample schedule:

Day	Monday		Wednesday	
	Teacher A / Group 1	Teacher B / Group 2	Teacher A / Group 2	Teacher B / Group 1
Time/Subject				
3:30 – 5:00	Math	Global	Math	US History
5:00 – 6:30	Science	English	Science	English

The language of instruction is English and will be 90 minutes in duration.

All teachers are certified (5)

Ms. Allen-Martinez (ESL & English) and Ms. Pescador (ESL) - Only Ms Allen-Martinez and Ms. Pescador will be paid with Title III monies.

Ms. Auxiladora Centeno (Math)

Ms. Danielle Ryals (Global & US History)

Dr. Rodriguez (Science)

The students will be grouped into two sets of eight students . Grade levels are:

Grade 9 - 11 students

Grade 10 - 2 students

Grade 12 - 3 students

The After school and Saturday Program for ELLs will focus on supporting the at-risk students in Math, Social Studies, Science and ELA. A target group of 16 students will receive intensive instruction by highly

Part B: Direct Instruction Supplemental Program Information

qualified ESL and Content Area Teachers two days of after school support on Mondays and Wednesdays from 3:30 to 6:30. The ESL Teacher will "push in" and provide collaborative support as indicated in the chart above.

Curriculum: aligned to CCLS in appropriate content area.(Science/Math/Global History & US History/English)

Reading Horizons and Achieve 3000 programs are used as instructional materials. The school has already purchased the licenses for these programs for students and it will be available for After School use.

Writing Workbook Series will be purchased as supplemental writing supports for students

Other supplemental supports used to strengthen skills with students- graphic organizers, TI Graphing Calculators

Additional materials for this program are:

Cambridge University Press:

Discovering Fiction,

Writers at Work, "Sentences to Paragraphs," "The Paragraph," "Short Compositions," "The Essay,"

Fascinating Stories from the Content Areas.

Part C: Professional Development

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

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

Begin description here: Teachers participate in workshops that are intended to strengthen their instructional delivery for ELL students using a variety of strategies and techniques. Since we are part of the HSRI, the workshops are selected according to the needs of the school as determined by the Director of School Re-Design.

ESL Teachers will register for Workshops offered by DOE/Fordham University/CFN 551 and any other agency that will enhance their instructional strategies.

- Designing Effective Literacy Instruction for Long Term ELL's
(Fordham University)
(December 12, 2014)

- WITsi Workshop
(High School Renewal Initiative -
Three separate workshops on Sentences/Paragraphs/Essays)
(December 16, 2014, March 24, 2015, May 6, 2015)

- Designing Effective Literacy Instruction for SIFE
(Fordham University)
January 16, 2015

- Writing Process
(Fordham PSO)

Part C: Professional Development

March 18, 2015

- Getting Ready for the NYSESLAT
(Fordham PSO)

March 31, 2015

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents become most comfortable with their native language (translation always provided) and become more involved in their child's education as they find the school environment less intimidating. Parents are informed of child's progress through Guidance Counselors, phone calls, letters and conferences as needed. All communication is done in their native language. Parent Association meets once per month for approximately 2 hours. Parental Workshops are given by outside agencies as well as in- house staff. Parent Coordinator will provide additional information regarding meetings and activities which PA participants are interested in.

Parent Workshops are scheduled from 5:00 p.m. to 7:00 p.m.

Here is a listing of workshops scheduled:

- Resources for Domestic Abuse
(Sanctuary for Families - Roseanne Conform)
(Monday, November 24, 2014)
- Pupil Path Workshop
(Datacation - Edward Santana/Teacher and AnaMaria Guzman/Parent Coordinator)
(Monday, December 15, 2014)
- Are all signs of abuse visible?
(Sanctuary for Families)
(Monday, January 12, 2015)
- English classes for parents
(Thursdays, beginning January 8, 2015 through May 28, 2015)

Part D: Parental Engagement Activities

- Immigration and Citizenship
(Monday, March 9, 2015)

- Health Care
(American Lung Association)
(Monday, February 9, 2015)

- Substance Abuse
(Daytop Village)
(April 13, 2015)

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

**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 438
School Name Fordham Leadership Academy		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	470	Total number of ELLs	70	ELLs as share of total student population (%)	14.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	21	6	1	20	5	5	29	0	13	70

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	21	6	1	20	5	5	29	0	13	70
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										25	23	10	9	67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	25	25	10	10	70								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	2	2	1	9
Intermediate(I)										10	9	4	3	26
Advanced (A)										11	14	4	6	35
Total	0	25	25	10	10	70								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	0	1	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	9	0	4	0
Integrated Algebra	20	0	16	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	30	0	4	0
Physics	0	0	0	0
Global History and	23	0	3	0
Geography	0	0	0	0
US History and	13	0	2	0
Foreign Language				
Government				
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.
Our school uses the achieve 3000 program to assess early literacy skills of our ELLs. Achieve 3000 contains a level set assessment that measures the student's lexile reading levels. From the data obtained, we can analyze whether a student is below reading level or on reading level. Collecting and analyzing this data helps our school's instructional plan by assisting in identifying areas of poor

performance and allowed us to focus on the effective reading strategies that would support individual students into reaching more advanced literacy levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The proficiency levels data from both the Lab-R and the NYSESLAT revealed that our students need assistance in reading and writing. Across all grade levels there is not one student who has tested proficient in reading/writing. Social language falls within the advanced/proficient levels except that there is a need to support all students in academic language acquisition which has low scores. The 9th and 10th grade students are far more motivated than our long term ELL students who exhibit a lack motivation with proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

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

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

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The home language identification survey is given to every new registrant to the school. Once it is determined that the household is non-English speaking, the student and the parent is interviewed which is conducted in both English and the Native language if it is Spanish. There are also times when classroom teachers detect deficiencies and make recommendations. The HLIS is conducted by certified ESL teacher Mr. Doug Hudgins and Parent Coordinator/Community Liaison Mrs. Melanie Figueroa, consisting also of a verbal interview and formal initial assessment. The LAB-R is obtained from the network and administered within 8 days of student's entry into the school. This is conducted by our certified ESL teacher (Mr. Doug Hudgins) and based on the score if the student's warrant it then they will receive ESL services. These students are then given the NYSESLAT exam in May of each year and based on their scores are deemed Beginner, Intermediate, Advanced or Proficient (no longer requiring ESL services). This will determine the number of minutes of ESL instruction the student receives each week. The list of ESL students is obtained from RLAT in ATS and the proctors consist of Mr. Doug Hudgins and Ms. Xiomara Pescador both certified ESL teachers in reading, writing, speaking and listening.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. The parents of ESL students are given an orientation in August, before the commencement of the new school year. The two certified ESL teachers Mr. Doug Hudgins and Ms. Xiomara Pescador provide information on the different programs for ESL students. They are told to make the choice that is most appropriate for their child. The parents have ten days in which to make their selection. Whenever necessary we make home visits to ensure that parents have the required information to return in a timely fashion. Our parent coordinator/community liaison Mrs. Melanie Figueroa also informs the parents about their choice. We have an overwhelming selection of Freestanding English as a Second Language and if the need arises where the other programs are selected we will provided these additional programs. As the school year moves forward new students and parents are provided the same information and choices on an individual basis as they register.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The students are given the letters to bring home and also letters are mailed to ensure receipt. All forms are required to be returned two days before the deadline and if not then home visits are made. Mr. Hudgins the ESL teacher disseminates the entitlement letters, Parent Survey and Program Selection forms and collects them. They are then given to Ms. Yokatti Garcia who places them in a binder in the file cabinet in the guidance suite.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. We only offer Freestanding ESL classes, as this has been overwhelmingly selected by our parents. We continue we continue with the parent surveys, program selection and Entitlement letters for new students throughout the school year and follow the same procedure as question #3.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. Procedures to administer the NYSESLAT are carefully planned and organized. The writing, reading and listening parts of the exam are taken in the ESL classroom during the student's regular scheduled class. They are administered by both ESL teachers; Mr. Hudgins and Ms. Pescador, ample time is given for all students to complete their exams. Students are pulled out of their classes for the speaking section of the test. Students are tested and scored individually by a non-ESL teacher, ESL teachers are present in the room but do not score any of the students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that they are appropriately evaluated in all four modalities of English acquisition throughout the year by giving all ELL students baseline assessments, periodic uniformed assessments in NYS Regents and NYSLAT formats. Assessments are ongoing throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

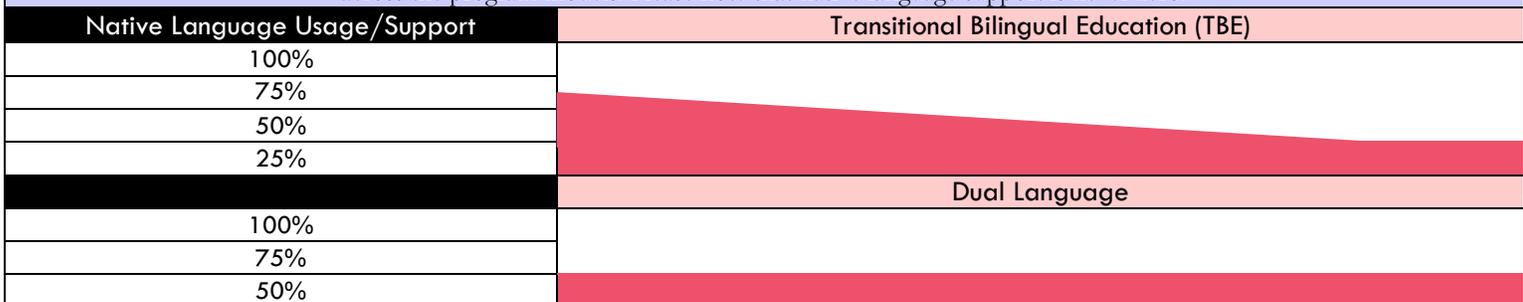
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



25%			
	Freestanding ESL		
100%			
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.
All our classes are taught in English. In ELA students use read alouds, think alouds and story boards. In math and science they use manipulatives. In all of the content areas journals are utilized along with graphic organizers, charts and games. The ELL students who are lagging in either credits and/ or regents exams based on data from Datacation and ARIS are assigned review classes during the day and afterschool and Saturdays.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our success can be measured by the high scores our students achieved in the AMAO results All teachers are aware of the students in their classes as Official class designation determines the students instructional needs (ELL-SWD's/SWD's etc).
11. What new programs or improvements will be considered for the upcoming school year?
We are considering Rosetta Stone in English. Achieve 3000 Program has taken on new elements which we are implementing with our students
12. What programs/services for ELLs will be discontinued and why?
none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are assigned all the regular classes once we have fulfilled the mandated ESL requirements. We have Saturday Academy and PM school where our ELLs participate in credit recovery, regents prep and clubs. The ELLs are invited by Mr. Doug Hudgins, Ms. Xiomara Pescador both certified teachers, grade advisors, guidance counselors and Ms. Melanie Figueroa, Parent Coordinator/ Community Liaison. The funding is Title III-LEP.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Ells are assigned computer classes such as a Computer Application, Discovery. They have access to glossaries in their native language. The computer programs such as Discovery Education are interactive and hands-on. They also have access to Achieve3000, it is a reading and writing program that walks students through comprehension steps, it is also a hands-on program. They have promethean boards and bright link boards that also have interactive software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided by glossaries and using cognates in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Based on our students needs the services support corresponds to the ELLs proficiency level. The support has nothing to do with the age level but the proficiency levels. The beginners are assigned 540 minutes per week, intermediates 360 minutes and advance 180 minutes. Each level contains students with various ages but the same ability.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
The ELLs are invited to an orientation and provided with the services offered on the campus such as academic support and community services such as the health center.
18. What language electives are offered to ELLs?
Spanish is the only language elective offered to our ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional development for ESL personal

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Fordham Leadership Academy

School DBN: 10X438

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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